



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

OMB No. 1890-0004

Annual Performance Report Final Performance Report

General Information

1. PR/ Number #:	<u>U310A060083</u>
2. NCES ID#	
3. Project Title	<u>Hawaii Parent Information and Resources Centers</u>
4a. PIRC Name	<u>Hawaii State PIRC</u>
4b. Grantee Name	<u>Parents And Children Together</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>07/01/2007</u> To: <u>06/30/2008</u>
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Human Subjects

8. Annual Certification of Institutional Review Board (IRB) Approval?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
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Performance Measures Status and Certification

9. Performance Measures Status	<p>a. Are complete data on performance measures for the current budget period included in the Project Status Chart?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. If no, when will the data be available and submitted to the Department?</p>
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10. 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.

Christina Simmons

Name of Authorized Representative:

Program Director

Title:

Signature:

08/08/2008

Date:



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

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([See instructions](#))

I. Management Delivery

a. Hawaii PIRC is based on a Family Center model of service delivery with staff housed in three family centers, and two school-based center on three islands. All are school and community-linked, serving urban and rural communities. The Project Director is located in the Kuhio Park Terrace Family Center, also home to Parents And Children Together administrative offices and other social and health service partners. The PIRC State Coordinator is housed in the Kaneohe Community Family Center. HIPY is our ECE model of choice and is located in West Hawaii, Big Island. Daily communication occurs between these entities and other PIRC staff statewide. Monitoring of subcontracts occurs annually.

b. On the state-wide level, HPIRC sits on the HDOE's Family Focus Group Steering Committee, setting policy and agendas for parent involvement initiatives. Other statewide efforts 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, Committee on Weights (COW), and the Statewide Family Focus Group. With the exception to the COW, HPIRC staff provide parental involvement (PI) and community engagement T/TA on all of the above committees of the DOE.

c. HPIRC's goals are to increase PI and student engagement to improve academic achievement and to strengthen school-family-community partnerships. Building upon eleven 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.

II. Service Delivery

a, b, and c.

HPIRC uses the Family Center Model and evidence-based practices to meet five objectives: (1) increase families' ability to help children learn; (2) increase families' understanding of their rights and responsibilities under NCLB; (3) increasing families' ability to facilitate their children's educational transitions; (4) increasing families' 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.

HPIRC combines the Family Center Model, a faith-based initiative and various media venues such as radio, TV, YouTube and audiofiles for service delivery to accomplish our goals. By changing our focus from a traditional parental involvement/school-centered model, to a more global family involvement model we hope to impact ethnic groups (Marshallese and Chuukese) and families at highest risk of academic failure and school disengagement. Years of research and application show a combination of models is culturally appropriate and improves academic achievement in the classroom. This model is closely related to the 'cluster model' created and used by RMI PIRC. These models also help build capacity within ethnic groups through collaboration and education.

III. Accomplishments & Outcomes

Some of our statewide achievements include: streamlined our data collection process; developed the First Annual Parent Guide; developed an acculturation book for new immigrants; Parent Involvement Policy was adopted by the state Board of Education; approved 7 SES providers; created the formulary used by schools statewide to determine annual budgets; used radio to advertise school registration in 13 languages, created and piloted teacher technology training to meet state standards and school improvement goals.

IV. Evaluation

The evaluation for the 2007–2008 program year focused on HPIRC's early childhood education program, HIPY. Evaluation results for 2007–2008 were not available in time for this report, so results for the prior year, 2006–2007, were used.

Parents of HIPPY enrollees were asked to respond to a set of questions about the kinds of educational behaviors they had learned and practiced at home. The questionnaire was administered as they complete the HIPPY program. Parents were asked to respond as they felt now, as HIPPY was ending, as well as how they felt before they enrolled in HIPPY. (This is called a retrospective pretest.) Parents reported improvements in learning and practice between the beginning of the year and the end of the year. That is, parents thought their participation in HIPPY had improved the quality and amount of their literacy interactions with their children.

HIPPY students in Hawai'i are tested with a reading measure of print knowledge, emergent writing, and linguistic awareness (Ready to Read!). The measure has a score at which children are judged ready to begin reading instruction. Across all years of the HIPPY Hawai'i studies, between 80–90% of students met or exceeded this ready-to-read benchmark. That is, virtually all HIPPY graduates were ready to learn to read.



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

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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	%
		<u>1497</u>			<u>2041</u>		

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	%
		<u>195990</u>			<u>157343</u>		

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

Direct and indirect information is given through a variety of mediums. Direct information is primarily given through workshops, kindergarten camps, classes, meetings, individual family counseling and churches. Indirect information is provided through church groups, radio shows in 13 languages, Kids Day newspaper articles, We have increased our energy in providing targeted information via direct services by 27% over last years numbers. The biggest gains have been through our collaboration with church leaders and women's groups. Our GPRA numbers for indirect service decreased for three primary purposes: 1) The printing and distribution of the Second Annual Parent Guide will be counted in the next APR Reporting period, and 2) We felt our energy was best used to establish relationships and trust with our collaborating agencies (Churches and women's group) so in the long run we will be able to serve an even larger number of families. and web access.



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

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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	%
		<u>727</u>				<u>2764</u>	

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	%
		<u>195456</u>				<u>57379</u>	

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

Direct and indirect information is given through a variety of mediums. Direct information is primarily given through workshops, kindergarten camps, classes, meetings, individual family counseling and churches. Indirect information is provided through church groups, radio shows in 13 languages, Kids Day newspaper articles, and web access.

As you can see, our efforts were more targeted this year by working with churches and women's groups associated with the children at greatest risk of academic failure in the state. We have found these efforts more effective than mass information.

We have increased our energy in providing targeted information via direct services by 74% over last years numbers. The biggest gains have been through our collaboration with church leaders and women's groups. Our GPRA numbers for indirect service decreased for three primary purposes: 1) The printing and distribution of the Second Annual Parent Guide will be counted in the next APR Reporting period, 2) The HPIRC article in this years Kid's Day paper was edited by the Honolulu Advertiser. During this process they removed the information about SES. Unfortunately we have no control over the newspaper editing process, and 3) We felt our energy was best used to establish relationships and trust with our collaborating agencies (Churches and women's group) so in the long run

we will be able to serve an even larger number of families.



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

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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	%
		250			361		

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	%
		191039			9320		

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

Direct and indirect information is given through a variety of mediums. Direct information is primarily given through workshops, kindergarten camps, classes, meetings, individual family counseling and churches. Indirect information is provided through church groups, radio shows in 13 languages, Kids Day newspaper articles, and web access.

Because of the geographics of the islands, intensive traffic, and the positive psychological attachment of families to their neighborhood school and staying within the community for education, school choice is not really a choice for most families. In addition, on Molokai, the 'Friendly Isle' where PIRC has staff all schools did not make AYP this year so changing schools is not a helpful option.

We have increased our energy in providing targeted information via direct and targeted services by 31% over last years numbers. The biggest gains have been through our collaboration with church leaders and women's groups. Our GPRA numbers for indirect service decreased for three primary purposes: 1) The printing and distribution of the Second Annual Parent Guide will be counted in the next APR Reporting period, 2) The HPIRC article in this years Kid's Day paper was edited by the Honolulu Advertiser. During this process they removed the information about public school choice. Unfortunately we have no control over the newspaper editing process, and 3) We felt our

energy was best used to establish relationships and trust with our collaborating agencies (Churches and women's group) so in the long run we will be able to serve an even larger number of families.



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

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Section B - Budget Information

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

Explanation:

Previous Budget Period includes actual expenditures during Year 1 of award(10/1/06-9/30/07). DOE approved use \$ of Year 1 funds in Year 2 (10/1/07-9/30/08) for activites that enhanced PIRC services.

Indirect Costs

2. Indirect Costs

a. Are you claiming indirect costs under this grant?
 Yes No

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)?



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

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Section B - Budget Information

3. Please report all information for your approved PIRC budget for the current fiscal year - October 1 to September 30 in the table below.

Approved PIRC Budget Item Details	Source of Funding	Expenditures (Oct 1- June 30)	Balance of Funds (July 1- Sept 30)	Justification for Unspent Funds
Personnel	Federal PIRC Funds	\$ \$		Funds needed for three remaining months of budget period.
Travel	Federal PIRC Funds	\$ \$		Travel to PIRC National Conference for three staff was completed in July 2008. Funds also needed for three remaining months of budget period.
Supplies	Federal PIRC Funds	\$ \$		Funds needed for three remaining months of budget period.
Contractual	Federal PIRC Funds	\$ \$		Funds needed for three remaining months of budget period. Bulk of expense is for Family Support Services of West Hawaii subcontract.
Other	Federal PIRC Funds	\$ \$		Funds needed for three remaining months of budget period. Items in this budget category include space costs, audit services, insurances, staff training and local travel (mileage)
	TOTAL BUDGET	\$ \$		

Additional information:

na



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

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Section B - Budget Information

4. Please report your Early Childhood Parent Education (ECPE) budget information for the current fiscal year - October 1 to September 30 in the table below. (Your ECPE budget should be no less than 30% of your total PIRC budget as

required by statute.)

ECPE Budget Item Details	Source of Funding	Expenditures (Oct 1- June 30)	Balance of ECPE Funds (July 1- Sept 30)	Justification for Unspent ECPE Funds
Personnel	Federal PIRC Funds	\$	\$	Funds needed for three remaining months of budget period.
Travel	Federal PIRC Funds	\$	\$	Funds will be expended in three remaining months of budget period.
Supplies	Federal PIRC Funds	\$	\$	Funds needed for three remaining months of budget period.
Contractual	Federal PIRC Funds	\$	\$	Funds needed for three remaining months of budget period. Bulk of expenses in this cost category is for Family Support Services of West Hawaii subcontract, which provides HIPYPY services, and for HIPYPY licenses.
Other	Federal PIRC Funds	\$	\$	Funds needed for three remaining months of budget period. Items in this budget category include space costs, audit services, insurances, staff training and local travel (mileage)
	TOTAL ECPE BUDGET	\$	\$	
	TOTAL PIRC BUDGET	\$	\$	

BUDGET

f. Provide the criteria used to determine how much of your total PIRC budget went for ECPE services (e.g., large teen pregnancy population, only a small number of preschool programs, state-funded PRE-K, etc.).

Over 44% of funds have and will be expended for ECPE services. With the support of PACT's Early Head Start program, program staff are working with a large influx of Marshallese and Chuukese entering the community to provide child development skills. Funds also support a stellar HIPYPY program. Reference section C-8a and C-8b for further information.

g. If the total amount for ECPE services is less than 30% of your total PIRC budget, explain why the amount is less and describe how you intend to increase the amount of expenditures to reach 30% of your grant for the current budget period.

na

Additional information: (Please provide any additional information that further explains any ECPE budget issues for your PIRC.)

na



**U.S. Department of Education
Grant Performance Report (ED 524B)
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Section B - Budget Information

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.

- 5. a. 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.

Radio time for PSAs and skits on parental involvement in 13 languages, graphic art and printing costs for HPIRC branding purposes, venue and food for large gatherings of Micronesian pastors and community leaders to discuss implementation of PI activities in the church, stipend to women's groups for skit creation around PI, staff and supply support for workshops at Title 1 schools across the state. Technology costs to increase our ESL and technology training to parents and teachers of Title 1 schools.

- b. 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.

Continued radio time for skits and PSAs on parental involvement in Marshallese and Chuukese languages. Stipends to the women's groups for their skits, carpet replacement for our office, copy machine to print our newsletters for 3 communities. Staffing, supplies and regular expenses are also included.

- c. If the amount of funding for services to areas of high concentrations of low-income families listed in the previous question 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



**U.S. Department of Education
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Project Status Chart

Section B - Budget Information

6. Please report your approved carry-over budget information from the previous fiscal year.

Carry-Over Budget Item Details	Source of Funding	Expenditures (Oct 1- June 30)	Balance of Carry-Over Funds (July 1-Sept 30)	Justification for Unspent Carry-Over Funds
Personnel	Federal PIRC Funds	\$	\$	Many activites will take place July through September 2008.
Travel	Federal PIRC Funds	\$	\$	na
Supplies	Federal PIRC Funds	\$	\$	Many activites will take place July through September 2008.
Other	Federal PIRC Funds	\$	\$	Many activites will take place July through September 2008.
Contractual	Federal PIRC Funds	\$	\$	Many activites will take place July through September 2008.
	TOTAL BUDGET	\$	\$	

Additional information: (Please provide any additional information that further explains any carry-over budget issues for your PIRC.)

Services detailed in section C4a and C8. Most of funds will be expended in final three months of current budget period.



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

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Section B - Budget Information

7. Please use the box below to provide any additional explanations regarding your budget.

na

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

1a. Indicate how many special advisory committees your PIRC had in the reporting period. For each committee, designate whether it was school-based and/or school-linked or neither.

Special Advisory Committees	Type of Special Advisory Committee
General Advisory Group for HPIRC	Neither School-based nor School-linked
Marshallese Faith-based Church leaders	School-linked
Chuukese Women's Group	School-linked
MaLo Marshallese Women's Group	School-linked
Chuukese Faith-based Leaders Group	School-linked

1b. 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
Solomon Kaulukukui	Education professional	X	
Robert Lorin	Parent	X	
John Ishoda	Parent	X	
Dacca Francis	Education professional	X	
Carmin Alik	Parent	X	
Mr. Billamonte	Parent	X	
Mrs. Billamonte	Parent	X	
Barbara Tom	Education professional	X	
Pastor Namelo	Parent	X	
Eunise Namelo	Parent	X	
Butch Adams	Education professional	X	
Josie Howard	Local school representative	X	
Laura Sato	Local school representative	X	
Gloria Lani	Local school representative	X	
Loufi Hollins	Parent	X	
Tofaaga Salatelu Unutoa	Parent	X	
MCM Sonis	Parent	X	

IS Phillik	Parent	X	
Kikue Moufa	Parent	X	
Jacklyne Moses	Local school representative	X	
Yoshimi Toreph	Parent	X	
Keiki Kin	Parent	X	

APR Form - Section C2

Statutory Requirement—§5563(b)(5)

Serve both urban and rural areas

Recommended Performance Report Format

2a. Did your PIRC serve urban areas? Yes No

2b. Did your PIRC serve rural areas? Yes No

2c. If you answered "No" to either, please explain.

NA

APR Form - Section C3

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

3a. How many TOTAL parents received PIRC services?

15930

3b. How many low-income parents received PIRC services?

11214

3c. 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>248</u>
	Not Hispanic or Latino	<u>1688</u>
Black or African American	Hispanic or Latino	<u>0</u>

Not Hispanic or Latino	<u>52</u>
American Indian and Alaska Native	<u>48</u>
Asian	<u>1534</u>
Native Hawaiian and Other Pacific Islander	<u>10880</u>
Other race	<u>1480</u>
TOTAL	15930

Additional Detail:

Our numbers grew significantly this year due to improved data collection, very successful Family Activity Night Events and our connection with the Churches.

3d. How many Limited English Proficient (LEP) parents received PIRC services?

8201

APR Form - Section C4 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

4a. 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	HIPPY is provided to families on the islands of Hawaii, Oahu and Molokai. After several discussions with Gayle Hart of HIPPYUSA and a thorough and welcome monitoring, we have decided to close our HIPPY program on Oahu and Molokai but expand the number of children served on the Island of Hawaii. This was done to keep the HIPPY model as true to the international model as possible and give families the very best quality product. This decision has been a very good one for us. We have also been able to leverage private, local foundation funds to help defer the shipping costs for curriculum and 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, two and three have been collected and partially stratified out at this time. Year one and two outcomes data are very promising, proving HIPPY to be an effective school readiness/family empowerment model. PREL, our PIRC evaluator will be expending these evaluation efforts into PIRC years three through five.
Early Head Start Marshallese Women's Group	We are collaborating with Early Head Start and MaLO (Marshallese women's group) to increase participation of families in ECE developmental workshops and other activities. This has proven to expand participation from an average of 2 participants to 8 per activity. And the number of activities from 4 per year to 7 per quarter. That increases participation from 8 annually to 56. We intend to expand this

Collaborative Ef	collaboration very soon to support the very isolated community of Enewetokans on the Big Island.
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APR Form - Section C4 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

4b. 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
HIPPY	X	X	X
Early Head Start Marshallese Women's Group Collaborative Ef	X	X	

APR Form - Section C4 (c. - 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

4c. 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	TOTAL
HIPPY	36	NA	135	171
Early Head Start Marshallese Women's Group Collaborative Ef	14	400	NA	414
TOTAL	50	400	135	585

4d. How many low-income parents received early childhood parenting education services through your PIRC?

ECPE Program(s)	Number of Low-Income Parents Who Received Services			
	Through PIRC Staff One-to-One Contact	Through PIRC Staff Training and Technical Assistance (T & TA)	Through subcontract	TOTAL

HIPPY	5	0	114	119
Early Head Start Marshallese Women's Group Collaborative Ef	14	400	0	414
TOTAL	19	400	114	533

APR Form - Section C4 e.

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

4e. 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									TOTAL
	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	NA	NA	55	NA	NA	NA	55
White (Not Hispanic or Latino)	NA	NA	NA	NA	NA	15	NA	NA	NA	15
Black or African American (Hispanic or Latino)	NA	NA	NA	NA	NA	NA	NA	NA	NA	0
Black or African American (Not Hispanic or Latino)	NA	NA	NA	NA	NA	NA	NA	NA	NA	0
American Indian and Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	0
Asian	NA	NA	NA	5	NA	15	NA	45	NA	65
Native Hawaiian and Other Pacific Islander	NA	NA	NA	20	NA	25	14	50	NA	109
Other race	NA	NA	NA	NA	NA	5	NA	NA	NA	5
TOTAL	0	0	0	25	0	115	14	95	0	249

Additional detail:

Technical Assistance was done through educational workshops to teachers, aides and assistants with all Early Head Start staff on Oahu and Head Start staff from 9 classrooms within a one mile radius of our central PIRC office. Unfortunately we did not collect data on the parents possibly effected by this training but rather on the number of staff receiving training. 1 Training was on the three-step counseling technique to help increase trust and communication between staff and parents during the pick-up and drop-off period of the day.

APR Form - Section C4 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

4f. 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	TOTAL
HIPPY	3	0	30	33
Early Head Start Marshallese Women's Group Collaborative Ef	14	0	NA	14
TOTAL	17	0	30	47

APR Form - Section C5

Statutory Requirement—§5563(b)(8)

Network with —

- Local educational agencies and schools;
- Parents of children enrolled in elementary schools and secondary schools;
- Parent training and information centers assisted under section 682 of the Individuals with Disabilities Education Act;
- Clearinghouses; and
- 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- the Hawaii PIRC Program has targeted 16 Title I schools on 3 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 one of two cornerstone efforts in increasing direct services offered to parents by co-sponsoring parent workshops, complex-wide family activity nights (400 and 1000 participants each event), library tours (6-20 parent participants), school orientations, Kindergarten KAMPs (70-80 participants per 8 schools), Ready-to-Learn school supplies given to almost 1000 kids in 453 families, and many other activities. We primarily work with school Parent Involvers and their school community councils, 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 year two of

a four year endeavor to use a systemic approach to increase literacy in the classrooms and at home with HS/Early HS, and by improving classroom understand of the families they serve through literacy. Beginning this spring we began an exciting relationship with community schools to increase teacher/staff technology skills associated with General Learner Outcomes. These 9-12 hour trainings are designed to increase teacher skills in classroom application of technology. We have received rave reviews for these courses and have several planned for the fall.

B. At most of the schools mentioned above Hawaii PIRC works with parents through workshops linking them with health and community services appropriate to their needs. We also help them understand and navigate the school system and concentrate on helping their children at home. Hawaii PIRC also supports the work of school-based parent organizations such as the State PTA and their Reflections Art Program. We also advocate for parent involvement by providing community representation on school community councils (SCCs) along with parents and educational professionals. To help reach the hardest to reach parents we have a special relationship with Marshallese and Chuukese (Micronesian) faith-based organizations and women's groups as well as radio stations and public access television. These community/church leaders sit on our advisory board and work as true partners to bring the number of high-risk families to the education table, learning about parent involvement in a relevant, kinesthetic manner. With the help of these two entities we have been able to impact the two ethnic groups in the state with the lowest academic performance and highest negative contact with law enforcement. Working together with the Attorney Generals Office, law enforcement, public health nursing, Office of Community Service and Goodwill Industries we have been able to publish a book 'Voyaging to a New Land' geared at Micronesians moving to Hawaii. This book discusses expectations around school, law, health, safety and security as well as resources on all islands. Without this collaboration we would be duplicating vast amounts of services and each translating small amounts of information multiple times into the various languages. With this book we are able to write, create welcoming art, print, translate and distribute at a fraction of the cost if we we doing this work alone. With our school, social service, Micronesian church and women's groups we also have a proper distribution and training system to best utilize this book.

C. 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, Dept. of Health, 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.

Because of our Family Center model we also house child abuse prevention staff, funded by the Dept. of Human Services. These counseling staff work closely with individual families to improve parenting skills, including visiting EAP meetings, providing parenting skills around homework help and PI in their schools. Many of the children whose families participate in this in-depth counseling service voice stronger parenting skills and improved grades at the end of their sessions. This sort of collaboration brings depth to HPIRCs breadth of reach.

D. PIRC sites use clearinghouses in two different ways - seeking professional information to improve services to the community and delivering needed resources to families. An example of the former 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 (25+ requests weekly), Food Bank (15+ requests weekly), Dolly Parton Imagination Library (total of 943 children in 522 families), Rental Assistance (\$12,000 of funds spent in 4 weeks) and Ready to Learn school supplies (1000 kids in 453 families). 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 we use a strength-based Family Center 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 and we honor and respect these relationships for the strength each brings to the table.

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:

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:

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

27

6d.

	#
Total Public Schools	27
Charter Schools	0
Title I Schools	20
Other Schools	7
Total Private Schools	0

APR Form - Section C7

Statutory Requirement—§5565(b)(1)(B)

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

Recommended Performance Report Format

7a. What type of activities did your PIRC provide to LEAs and/or schools?

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

7b. 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	12000	200	NA	NA	200	12,400
Newsletters	100000	300	108	300	60	100,768
Posters	300	100	10	5	NA	415
Brochures, pamphlets, fact sheets, bookmarks	2000	1000	100	500	300	3,900
White House Initiative for Hispanic Families Toolkit	100	20	NA	NA	NA	120
Conference presentation materials	200	1000	100	250	60	1,610
Training materials	NA	18	5	7	NA	30
Electronically based materials (CDs, DVDs, PDFs, and/or other Web based products).	50000	1000	100	5000	10	56,110
Web page views/ accesses	120000	10000	100	3000	5000	138,100
Mass media	117000	3000	400	100	50	120,550
7 Sundays to Parent Involvement	50	NA	NA	20	NA	70

Additional detail:

The numbers above are estimates, especially with respect to mass media and web access/page views. Our mass media/web page views are very high this year due to our 30 minute Radio shows in Marshallese and Chuukese on KNDI AM 1270. We are also providing kindergarten sign up and school readiness PSAs to three radio stations in 13 languages. This decision was made because the Hawaii DOE is very concerned about late registration and the effect on student:teacher ratios, especially in the Title 1 and LEP communities - the children needing the most support. We are

very lucky to collaborate with our community partners and the DOE on the 2nd Annual Parent Guide - this 'keeper' is put out through public and private schools with large amounts of PI information applicable to all Islands. There are at least 12 community entities involved in this effort. Through Parents And Children Together, our fiscal agency Our electronically based answers above should continue to grow due to our busy parent and school personnel training schedule. During daily classes students access parental involvement information as a medium to learn computer skills. In this way we couch our PI efforts in a technology training. We use the same method for school personnel. For example - while a school administrator learns to create a power point presentation in our Tech Center staff give them the theme 'Making My School More Parent Friendly' The 'student' must then research the topic using Joyce Epstein, Karen Mapp or some other PI professional and create a presentation using what they learned. Training and conference presentation materials consist primarily of our Micronesian Community Access Program (MCAP) where our Micronesian staff, along with other Micronesian professionals in Hawaii, give presentations to organizations and a wide variety of school and district personnel to help staff better understand the huge influx of new students into their community. MCAP speakers are from a variety of island groups (Belau, Chuuk, Pohnpei, Kosrae, Marshalls and Yap) to best represent the whole of Micronesia to the community and help people understand the difference between these groups. Recently MCAP has had a request from the DOE Superintendent to present at the Board of Education.

APR Form - Section C8

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

8a. 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.

To reach a statewide audience Hawaii PIRC uses many channels to improve Parental Involvement. Here we describe our efforts working within the state DOE system as well as concentrating energy on specific ethnic groups living throughout the state that are at risk for academic failure. Because many of these Micronesians are not well engaged with their schools we have chosen to reach them through a variety of other means: radio, television, acculturation booklets, church pastors, community leaders and women's groups.

Hawaii PIRC continues to work 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. We also develop parent involvement policies, including the Parent Involvement Policy adopted by the state Board of Education. This past year we gathered with the goal of creating the First Annual Parent Guide to be distributed to each household with children in the DOE schools. This Guide, sent to our PIRC program officer last summer, was truly a community, business, and school effort to improve resources to parents.

Hawaii PIRC is also a member of the Hawaii DOE Title I Committee of Practitioners, an advisory group examining 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, where we have developed policies and procedures for SES implementation and approves and evaluates SES providers.

Hawaii PIRC has embarked on a variety of efforts aimed at improving academic achievement through PI with the ethnic groups at greatest risk of academic failure: Chuukese and Marshallese families. This fact has led us to gather data from focus groups, professional groups working with these families, anthropologists, educational and migration census statistics, family focus groups and church leaders and goers. Out of this fact-finding effort we have created strong relationships with pastors, community leaders and women's groups representing these two Island groups and many activities to reach the entire state and build our HPIRC advisory board.

Our faith-based efforts are solidifying with the 8 Sundays concept. For each of 8 Sundays the Chuukese and Marshallese pastors or their designee give a short (1-5 minutes) sermon on one parental involvement theme: literacy, truancy, head lice, library use, nutrition, etc. From this sermon HPIRC creates workshops and tours using kinesthetic learning opportunities for the families. For example, if the topic is head lice we provide workshops after church where families create their own head lice products, use these products on family members, clean all hair clips and combs they bring with them, and talk about the relationship between head lice and school failure. We also provide information about the DOE rules around head lice and how endemic bouts can lead to Child Welfare Service referrals if not treated.

We have also learned the DOE is struggling with late school registration, especially in Title 1 schools where LEP families are greatest represented. Because many of these immigrants have a strong oral tradition of story telling and weak reading skills we were afraid the traditional efforts of posters and brochure distribution to promote registration are ineffective. However, we found out many of these families listen to the radio stations in their native languages. With this knowledge we contracted with three AM radio stations to provide school registration information in 13 languages. We also have a larger contract with KNDI Radio AM 1270 to provide 16 30-minute shows around parental involvement for school achievement in Marshallese and Chuukese. These radio shows are created by their respective women's groups and are based on their own stories and struggles with providing educational opportunities for their children in a new country. After each show is approved by the PIRC director and radio host they are played and a copy will be available on our HPIRC website. We have heard from families on three islands about how much they have enjoyed these shows and how it has helped to start family conversations about PI and academic achievement. Each shows is tied to the 8 Sundays theme for the pastors but from the perspective of the women.

The Chuukese women's group have taken this idea a step further and are working with their youth and Olelo Television, Hawaii's public access television station (four channels in all), to learn how to film, edit and create their own shows. Out of their hard work the youth have created two public service announcements (PSAs) one on the importance of fathers in their lives and the other on preparing for the first day of school. The youth are truly blossoming with new skills and will soon be ready to film their mothers plays around PI for school success. These plays will show on Olelo and on the Chuukese radio show. After radio and TV play most of these shows will be available on the HPIRC website via Youtube links, audio files and scripts in pdf format for others to enjoy.

To support a statewide effort on parental involvement HPIRC works closely with the Attorney General's office, public health nursing, law enforcement, Office of Community Service, Goodwill Industries, and our own social service agency, Parents And Children Together, to create an acculturation book entitled 'Voyaging to a New Land'. This book of resources and norms rich with inviting drawings and simple descriptions addresses PI in a variety of contexts to help immigrant Micronesians better understand our expectations when they newly arrive. This publication is now at the printer and HPIRC is sponsoring the translation into Marshallese and Chuukese. The book will be used with Church pastors, school personnel, health and social service providers to help begin conversations with families about their changing role of PI in Hawaii.

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 EHS students and their families by improving the techniques at all levels of programming. By working with the Marshallese womens group(MaLO)to recruit mothers of young children we have been able to increase educational participation of Micronesians from 0 participants to between 5-20, according to the workshop topic. This three-way partnership has allowed us to meet all timeline goals by our two year benchmark.

8b. Please list the strategies your PIRC used to connect with hard-to-reach parents?

As mentioned above, Hawaii's PIRC works with Title 1 schools, with very few exceptions. We sit on School Community Councils to review academic and financial plans, provide workshops, parenting education and other classes in collaboration with the schools and other service providers, support literacy efforts at all levels, including adult education and even provide family counseling with other funding sources. School personnel are invited to our quarterly Protective Partners meetings (usually 12-20 participants) to create and sustain a continuum of care for the families of children 0-18 years old in the densely populated Kalihi area. Because of this strong relationship between school and service provider many school staff participated in 24 hours of social service training provided by the

University of Hawaii School of Social Work and the Department of Human Services.

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 100 parents graduating with 20+ hours each of computer education. Most of these adults find jobs, return to school, 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 Spanish migrant workers into the program with great success. 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.

These efforts have helped us to create parent-teacher conferencing cards in three languages, workshops and handouts in four languages; using book drives and educational fairs to get books to the families with in greatest need.

We have also recently started a pilot project to help Title 1 teachers meet their schools academic and financial plan by training teachers and administrative staff in technology. We just completed our second training to rave reviews. A third training is planned for early fall. Once lesson plans are completed and tested with our pilot school staff we will be taking this training opportunity to the district (complex) level to offer to other schools if desired.

APR Form - Section C9

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

9a. What evaluation design is your PIRC using (for your local evaluation not the Invitational Priority)?

The evaluation for the 2007–2008 program year focused on HPIRC’s early childhood education program, HIPPY. Evaluation results for 2007–2008 were not available in time for this report, so results for the prior year, 2006–2007, were used.

Parents of HIPPY enrollees were asked to respond to a set of questions about the kinds of educational behaviors they had learned and practiced at home. The questionnaire was administered as they complete the HIPPY program. Parents were asked to respond as they felt now, as HIPPY was ending, as well as how they felt before they enrolled in HIPPY. (This is called a retrospective pretest.) Parents reported improvements in learning and practice between the beginning of the year and the end of the year. That is, parents thought their participation in HIPPY had improved the quality and amount of their literacy interactions with their children.

HIPPY students in Hawai`i are tested with a reading measure of print knowledge, emergent writing, and linguistic awareness (Ready to Read!). The measure has a score at which children are judged ready to begin reading instruction. Across all years of the HIPPY Hawai`i studies, between 80–90% of students met or exceeded this ready-

to-read benchmark. That is, virtually all HIPPY graduates were ready to learn to read.

9b. 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 C10

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

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

During 2007–2008 the HPIRC conducted many parent involvement activities. As explained elsewhere, however, these activities were not the focus of this year’s evaluation. Next year, one type of parent involvement activity (education through church groups and radio broadcast) will be an intention of evaluation activity.

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

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"> ● Provide school orientation workshops at churches with 'talking to your child's teacher' as part of the outline ● Create and distribute parent/teacher conference cards in 3 languages ● Implement NNPS home-school communication activities in schools ● Create plays to use on radio shows about talking to school personnel 	<ul style="list-style-type: none"> ● Post-workshop surveys ● Timeline and meeting note creation ● Plays approved and aired, 	<ul style="list-style-type: none"> ● Parents will more readily talk with the teacher prior to an issue arising. ● Parents will come more prepared to p/t conferences thus improve communication. ● A more parent-friendly atmosphere 	12/19/2008
Increased student academic achievement	<ul style="list-style-type: none"> ● Provide Rubric education to parents ● Individual family counseling ● General homework help workshops ● Math and science homework help workshops ● Work with ELL teachers to perform home visits for high risk students ● HPIRC produced items to increase academic achievement soon available on our website 	<ul style="list-style-type: none"> ● Pre and post knowledge surveys. ● 1 week and 6 month phone surveys ● Student stops falling asleep in class 	<ul style="list-style-type: none"> ● Web hit count. 	06/30/2009
Increased school academic achievement	<ul style="list-style-type: none"> ● Actively participate in School Community Councils ● Petition the state DOE for NCLB safe harbor status sighting strong evidence to support the exemption 	<ul style="list-style-type: none"> ● Increased meaningful PI activities in the LEA academic and financial plan 	<ul style="list-style-type: none"> ● Improved PI tied to academic achievement. ● State Board of Education will grant exemption. 	09/15/2008

Increased parental involvement in school planning	<ul style="list-style-type: none"> • Parent workshop on understanding NCLB • Help schools recruit parents and community members for their SCC 	<ul style="list-style-type: none"> • Post-workshop surveys • Flyers posted in community 	<ul style="list-style-type: none"> • Parents recruited to sit on SCC 	
Increased parental involvement in school review	<ul style="list-style-type: none"> • Put on School Report Card workshop for parents 	<ul style="list-style-type: none"> • Workshops presented 	<ul style="list-style-type: none"> • na 	
Increased parental involvement in school improvement	<ul style="list-style-type: none"> • Incorporate School Report Cards into the parent internet access class 	<ul style="list-style-type: none"> • Return demonstration - parents can access the school report card on line 	<ul style="list-style-type: none"> • Parents can understand the content of the School Report Cards 	07/31/2009
Increased school readiness	<ul style="list-style-type: none"> • Put on Kindergarten KAMPS (Kindergarteners Are Most Precious) for children and their parents 	<ul style="list-style-type: none"> • Parent surveys 	<ul style="list-style-type: none"> • Parents have increased comfort in visiting and participating in school events 	07/01/2008

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

All staff are asked to utilize the academic and financial plan of each LEA prior to planning PI activities for the year.

All staff active on School Community Councils are guided to utilize the NNPS model, adopted by the HDOE, to increase PI and academic achievement at the school level.