

House District _____

Senate District _____

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

Log No: 209-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

- GRANT REQUEST - OPERATING
- GRANT REQUEST - CAPITAL
- SUBSIDY REQUEST

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

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

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

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST OFFICE OF COMMUNITY SERVICES

AND PROGRAM I.D. NO. _____

1. APPLICANT INFORMATION:

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

Street Address: 1485 Linapuni St., Suite 105, Honolulu, HI 96819

Mailing Address: 1485 Linapuni St., Suite 105, Honolulu, HI 96819

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name BENJAMIN K. NAKI III

Title Program Director

Phone # 808-842-5996

Fax # 808-845-2066

e-mail hs-ehsbnaki@pacthawaii.org

3. TYPE OF BUSINESS ENTITY:

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

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

6. SSN (IF AN INDIVIDUAL): _____

7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

PROVIDE CHILDCARE SERVICES FOR EARLY HEAD START PARENTS

(Maximum 300 Characters)

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2007-2008 \$ _____

FY 2008-2009 \$ 71,428.00

9. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ _____

FEDERAL \$ 101,073

COUNTY \$ _____

PRIVATE/OTHER \$ _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:



AUTHORIZED SIGNATURE

Ruthann Quitquit, Pres./CED

NAME & TITLE

11/20/07

DATE SIGNED

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

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

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

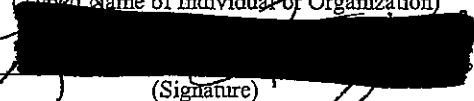
In addition, a grant or subsidy may be made to an organization only if the organization:

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

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

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

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

<p><u>Parents And Children Together</u> (Typed Name of Individual or Organization)</p> <p> (Signature)</p> <p><u>Ruthann Quitiquit</u> (Typed Name)</p>	<p><u>11/20/07</u> (Date)</p> <p><u>President/CEO</u> (Title)</p>
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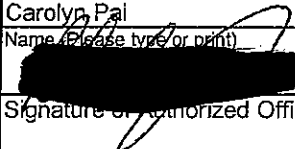
BUDGET REQUEST BY SOURCE OF FUNDS

(Period: July 1, 2008 to June 30, 2009)

Applicant:

Parents And Children Together
Waimanalo Early Head Start

Date Prepared: 11/20/2007

BUDGET CATEGORIES	State Funds Requested (a)	Federal DHHS Funds (b)	(c)	Total Project Budget (d)
A. PERSONNEL COST				
1. Salaries	44,648	61,936		106,584
2. Payroll Taxes & Assessments	6,763	9,381		16,144
3. Fringe Benefits	8,368	9,449		17,817
TOTAL PERSONNEL COST	59,779	80,766		140,545
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Airfare, Out-of-State				
3. Audit Services	179	253		432
4. Contractual Services - Administrative	732	1,027		1,759
5. Contractual Services - Subcontracts				
6. Insurance	527	747		1,274
7. Lease/Rental of Equipment	64	91		155
8. Lease/Rental of Motor Vehicle				
9. Lease/Rental of Space	4,674	10,351		15,025
10. Mileage	18	25		43
11. Postage, Freight & Delivery	38	53		91
12. Publication & Printing	147	208		355
13. Repair & Maintenance	116	164		280
14. Staff Training				
15. Substance/Per Diem				
16. Supplies	906	1,873		2,779
17. Telecommunication	280	595		875
18. Transportation				
19. Utilities	618	1,370		1,988
20. Beneficiary Food	3,200	3,200		6,400
21. Beneficiary Cost	50	117		167
22. Parent Activities	100	233		333
23.				
TOTAL OTHER CURRENT EXPENSES	11,649	20,307		31,956
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	71,428	101,073		172,501
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	71,428	Carolyn Pai		847-3285
(b) Federal Funds (DHHS)	101,073	Name (Please type or print)		Phone
(c)				11/20/07
(d)		Signature of Authorized Official		Date
TOTAL REVENUE	172,501	Ruthann Quitiquit, President and CEO		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Parents And Children Together
Waimanalo Early Head Start

Date Prepared: 11/20/07

Period: July 1, 2008 to June 30, 2009

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME BUDGETED TO REQUEST B	TOTAL SALARY BUDGETED IN REQUEST A x B
Program Director	1.00	67,775	2.00%	1,356
Family Services Coordinator	1.00	47,889	2.00%	958
Disability Specialist	1.00	46,016	2.00%	920
Education Specialist	1.00	46,016	2.00%	920
Health Specialist II	1.00	50,430	2.00%	1,009
Health Specialist I	1.00	38,988	2.00%	780
Area Coordinator	1.00	41,833	8.00%	3,347
Parent Child Educator 2	1.00	33,184	30.00%	9,955
Parent Child Educator 2	1.00	33,184	30.00%	9,955
Parent Child Educator Aide	0.50	9,536	100.00%	9,536
*President and CEO	1.00	129,381	0.390%	505
*Vice President of Programs	1.00	103,946	0.390%	406
*Vice President of Operations	1.00	103,946	0.390%	406
*Division Director of Prevention Programs	1.00	79,489	0.390%	310
*Division Director of Treatment Programs	1.00	79,489	0.390%	310
*Director of Quality Assurance	1.00	72,118	0.390%	281
*Operations Administrative Assistant	1.00	34,940	0.390%	136
*Executive Secretary	1.00	59,996	0.390%	234
*Executive Office Assistant	1.00	44,492	0.390%	174
*Administrative Assistant II	1.00	37,751	0.390%	147
*Administrative Assistant I	1.00	32,465	0.390%	127
*Controller	1.00	80,975	0.390%	316

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Parents And Children Together Date Prepared: 11/20/07
Waimanalo Early Head Start Period: July 1, 2008 to June 30, 2009

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME BUDGETED TO REQUEST B	TOTAL SALARY BUDGETED IN REQUEST A x B
*Assistant Controller	1.00	61,500	0.390%	240
*Staff Accountant	1.00	41,122	0.390%	160
*Staff Accountant	1.00	49,816	0.390%	194
*Accounting Clerk	1.00	36,388	0.390%	142
*Accounting Clerk	1.00	36,388	0.390%	142
*Human Resource Manager	0.50	17,314	0.390%	68
*Human Resources Specialist	1.00	69,700	0.390%	272
*Human Resources Specialist	1.00	44,492	0.390%	174
*Human Resources Clerk	1.00	44,492	0.390%	174
*Technology Coordinator	1.00	32,101	0.390%	125
*Program Development Manager	1.00	61,500	0.390%	240
*Facilities Manager	1.00	67,258	0.390%	262
*Administrative Assistant II	1.00	54,325	0.390%	212
TOTAL:		39,644		155
JUSTIFICATION/COMMENTS:				44,648

Positions 1-10 are directly related to the program. Positions 1-7 are program managers and specialists who oversee the EHS program and provide support services for Parent Child Educators and Aide (positions 8-10) and EHS children and parents.

Positions 11-36 are administrative personnel, which are allocated to all contracts based on total expenditures of the contract (see Allocation Methodology for Administration Cost). All positions include a 2.5% cost of living increase from FY2008 salaries.

**BUDGET JUSTIFICATION
EQUIPMENT AND MOTOR VEHICLES**

Applicant/Provider Parents And Children Together
Waimanalo Early Head Start

Period: July 1, 2008 to June 30, 2009

Date Prepared: 11/20/2007

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
NO EQUIPMENT REQUESTED.				
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
NO MOTOR VEHICLES REQUESTED.				
TOTAL:				
JUSTIFICATION/COMMENTS:				

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant/Provider: Parents And Children Together
Waimanalo Early Head Start

Period: July 1, 2008 to June 30, 2009

Date Prepared: 11/20/2007

TOTAL PROJECT COST	FUNDING AMOUNT REQUESTED				FUNDING REQUIRED IN SUCCEEDING YEARS	
	ANY OTHER SOURCE OF FUNDS RECEIVED IN PRIOR YEARS FY: 2006-2007	STATE FUNDS REQUESTED FY: 2007-2008	STATE FUNDS REQUESTED FY: 2008-2009	STATE FUNDS REQUESTED FY: 2009-2010	STATE FUNDS REQUESTED FY: 2010-2011	STATE FUNDS REQUESTED FY: 2011-2012
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						
No Capital Projects Requested.						

I. BACKGROUND AND SUMMARY

A. Summary

Parents And Children Together's (PACT) Early Head Start (EHS) Program proposes to provide one part day infant/toddler classroom in Waimanalo that will serve up to 8 additional infants and toddlers. This service will address child care needs that exist in the community. Services provided will be comprehensive and include both child care and parental support. Regular Early Head Start part day, part year services of up to 3.5 hours per day, exclusive of winter and spring breaks, will be offered.

To provide this service, PACT will combine OCS funding with the basic Early Head Start federal grant award from the Administration for Children and Families. OCS funds will ensure quality comprehensive services for the new part-day classroom by providing: (1) Early Head Start's health, mental health, parent involvement, social services, and early childhood education program services; (2) additional staff time for training, home visit planning and interdisciplinary coordination; and (3) stable and highly qualified staff. All children enrolled will benefit from educational and social services provided by well-trained Parent- Child Educators (PCEs) and an enriched learning environment.

PACT's Head Start model (which includes Early Head Start) provides for a holistic approach to service delivery, which is necessary for families facing multiple challenges. The program has the skills and knowledge for optimizing service delivery and effective outcomes. All services to children and their families will be in accordance with established National Head Start Revised Performance Standards and Council on Accreditation standards.

Comprehensive services include childcare as well as a developmentally age-appropriate early childhood education curriculum provided in a safe learning classroom environment. The classroom will feature:

- Part-day classroom operating between 12:30 p.m. to 4:00 p.m.;
- Opportunities for interactive educational activities for adults and children facilitated by center staff for children ages 6 weeks to 3 years and their parents or caregivers;
- Early Education activities using a one-on-one or small group model;
- Inclusion of children with special needs into the classroom;
- Developmental screening and assessment of each child using age appropriate standardized instruments;
- Health and nutrition screenings and follow-up. Health and nutritional activities are integrated into the Early Childhood curriculum; and a
- Healthy, non-violent and safe indoor and outdoor learning environment.

In addition to classroom services, comprehensive support services to adults and children include:

- Health Services that incorporate health, mental health, nutritional and dental screening for children; referral/advocacy for community health providers; health, nutritional, and safety education for parents, and nutritionally balanced food service for children on the days that they attend center activities;
- Social Services that include assessment of overall family functioning, crisis intervention and short-term counseling, information and referral/advocacy for community resources;
- Parent Involvement opportunities for adults including leadership development through decision-making and advocacy training; participation as volunteers; parenting skills training; self-image enhancement activities, and job skills building comprised of assessment of job readiness, orientation, planning, training, and linkage to school, or organizations that will facilitate the parents' progress toward self-reliance and economic resilience. Whenever possible, qualified parents are hired as employees in the program.

II. Experience and Capability

A. Necessary Skills and Experience

PACT is one of Hawaii's leading not-for-profit human service providers, with more than 500 full and part-time employees serving 9000+ people annually on Oahu, Kauai, Maui, Molokai and Lanai, and an annual budget of over \$22 million from government and private sources. Since its founding in 1968, PACT has developed a comprehensive array of prevention and treatment services to strengthen individuals, children, families and communities experiencing developmental, social, behavioral health, and economic challenges. PACT is fully accredited by the Council on Accreditation for Families and Children (COA) and Healthy Families America (HFA), a member of the Child Welfare League of America (CWLA) and the Better Business Bureau, and is an Aloha United Way agency. See also www.pacthawaii.org

PACT's programs, capabilities and resources include: Community and Economic Development; Family Peace and Preservation (domestic violence intervention); Early Childhood Education and Care; and Mental/Behavioral Health Support for children and youth. PACT employs the latest community service and prevention models, Early Head Start/Head Start curricula, behavioral health methodologies, evidence-based treatment modalities and validated "best practices."

Mission Statement: Parents And Children Together promotes and supports healthy individuals, families, and communities, by creating opportunities for them to identify and address their own strengths, needs, and concerns and successfully realize their potential.

PACT started in 1968 as the Parent And Child Center of Kalihi (PCC). Funded by the National Head Start Bureau, it was one of 36 Parent Child Centers in the country and was designed to provide comprehensive services to low-income families with children ages birth to three (3) years and also pregnant women. The original PCC is now an Early Head Start and Head Start program serving 466 infants, toddlers and preschoolers.

In 1988, as a result of a community needs assessment and advocacy by parents and staff to provide services to 3-year-old children who were too old to remain in PCC but too young for

regular Head Start, PACT applied for and received Head Start funding to start two (2) Head Start classes for 3-year-olds. Classes were opened in the Palolo and Kuhio Park Terrace public housing communities. PACT has since moved out of Palolo and is now targeting its Head Start funded services for three (3) to five (5) year olds within Kalihi. Currently the program has 12 Head Start classes in the Kalihi community serving both 3 and 4 year-olds, with a new classroom that opened in recently in 2005.

In 1996, PACT was awarded the competitive Early Head Start contract for the Honolulu area (Hawaii Kai to Pearl City). The program included both center based and home based services for 65 infants/toddlers and pregnant women. In that same year, PACT was also designated the delegate agency to pioneer Early Head Start services in Ko'olau Loa, a contract that was administered by the Hawaii State Department of Health – Maternal Child Health Branch. The contract covered all of the rural communities in Northeast Oahu from Kualoa to Pupukea. In Ko'olau Loa, PACT provided comprehensive home based services to 58 infants/toddlers and their families as well as pregnant women.

In 2001, PACT was awarded the Early Head Start contract for Ko'olau Loa by the Head Start Bureau. In Ko'olau Loa, PACT also opened the district's first Early Head Start center for 8 low income infants and toddlers. Located at the Pond's at Punahuu Assisted Living facility, it is also the district's first inter-generational childcare center where residents of the Pond's can volunteer their time to read and interact with the children.

In 2002 PACT was awarded an expansion grant which increased PACT's EHS service area to Ko'olau Poko (Kailua-Waimanalo), as well as increased the number of infants and toddlers served in the Honolulu and Ko'olau Loa areas. Through this expansion grant, PACT served an additional 100 infants and toddlers in center based and home based settings throughout the three services areas on Oahu.

In 2003, PACT was awarded the West Oahu Early Head Start contract, previously administered by the Honolulu Community Action Program – Oahu Head Start. West Oahu grafted 100 new infant and toddlers and their families into the PACT family. Since then, the West Oahu program has grown to include six (6) centers and 36 Home based families. In 2004, PACT Early Head Start program opened a new classroom at the Hawaii Job Corps in Waimanalo, , providing center-based services for 16 infants and toddlers. To date, PACT serves 265 infants and toddlers and their families from the entire island of Oahu, and is currently the largest EHS provider in the state. *See attachments for Contract History with Contacts.*

B. Quality Assurance and Evaluation

PACT's Quality Assurance and Improvement Plan (QAIP)

Parents And Children Together (PACT) has developed and maintains a Quality Assurance and Improvement Plan (QAIP) that describes the quality activities that support organizational improvement to deliver the highest possible quality of services, in compliance with best practice, funding requirements and accreditation standards. The Quality Assurance and Improvement Plan have as its foundation, the organization's mission and vision and exists to build organizational excellence. PACT continually evaluates its performance through its quality activities to:

- Be accountable to stakeholders and funders;
- Build on strengths, develop solutions and replicate best practice according to recommendations from the quality process;
- Continually improve the way PACT does business and serves the community;
- Enhance PACT's ability to contribute to a better quality of life for Hawaii's families and children.

The Quality Assurance and Improvement Plan encompass all programs, employees, Board members, contracted service providers, volunteers, funders and partners. All stakeholders are expected to participate in quality improvement activities related to their services and adhere to standards established by the organization.

PACT's quality assurance and improvement activities are organized according to best practice and Council on Accreditation standards. Improvement activities focus on high-risk, problem-prone or high volume issues as well as providing opportunities to replicate successes throughout the organization and celebrate achievements and improvements. An integrated approach is used to improve outcomes, processes and systems while sustaining services and initiating action for identified opportunities. The Plan-Do-Check-Act (PDCA) methodology is the quality process used by PACT. This model provides a consistent opportunity-identification and problem-solving approach for quality assurance and improvement activities throughout the organization. PACT's quality activities include evaluating performance in the following arenas: stakeholder participation (program assessment), long-term planning, short-term planning, internal quality monitoring, case record review, and outcome measurement and consumer satisfaction. Data from these arenas provide the genesis for the improvement process.

PACT maintains confidentiality of consumer and business information and complies with the confidentiality, privacy and security of information mandates as established by the Health Insurance Portability and Accountability Act (HIPAA).

Early Head Start/Head Start Quality Assurance Plan

PACT's Early Head Start/Head Start program meets all of the agency's quality assurance requirements and has its own program in place to continually improve programs and services offered to children and families. Ongoing monitoring of goals and procedures is designed to address all required services. These include: Program Governance; Planning; Communication; Record-keeping and Reporting; Program Self-Assessment; Human Resources; Fiscal Management; Prevention and Early Intervention; Individualization; Early Childhood Development including Disabilities and Curriculum; Family Partnership Building, Parent Involvement, Community Partnerships; Eligibility, Recruitment, Selection, Enrollment and Attendance; and Facilities, Materials, and Equipment. The monitoring system includes the use of a monitoring calendar and reports to evaluate compliance with each requirement. The calendar identifies the service areas to be reviewed and the frequency that such reviews are to be held. The monitoring report specifies that written procedures and supporting documents are reviewed to determine service delivery compliance or

noncompliance. *Please see Program Monitoring Policy and Procedure- MSP4 in Attachments.*

Outcome measurement data related to program requirements, which includes children's developmental progress, is collected quarterly through a review and analysis of Child Plus information, staff reports, parent involvement, attendance sheets, staff training evaluation forms, and Consumer Satisfaction Survey results. Data is evaluated according to established Quality Assurance/Improvement processes. The Continuous Quality Improvement Committee, which meets monthly, evaluates the variances between targeted and actual measures, with recommendations for correction/improvement identified and documented. Recommendations that are made include the person(s) responsible for ensuring that corrective action is completed, and the target date for completion. Outcome measurement results are included in a written quarterly report, which is forwarded to PACT's Director of Quality Assurance. *Please see Continuous Quality Improvement Policy And Procedure- MSP5 in Attachments.*

The Head Start program undergoes an annual formalized self-assessment process that is patterned after the National Head Start Bureau's monitoring instrument. This process includes classroom observation and discussion with parents and other community members, and focuses on compliance with Head Start revised performance standards. The program also completes an annual Program Information Report (PIR), which is a statistical report addressing process objectives, such as the requirement that 10% of enrolled children served are children with disabilities. Reports on enrollment, medical and dental needs of enrolled children, and progress on specific program goals are submitted to PACT's Board of Directors on a monthly basis. The Head Start Bureau monitors the program every three years using the Program Review Instrument for Systems Monitoring tool (PRISM). PACT EHS/HS successfully passed the PRISM review in March of 2005. *Please see PACT's PRISM Review Report from March 2005.*

C. Facilities

PACT has 50 locations on four (4) islands which meet requirements of the American Disabilities Act (ADA) regarding consumer and employee access as well as OSHA safety requirements. Every effort is made to maintain services which are centrally located for each community and target population. PACT has a Facilities Manager, who is responsible for ensuring that any new site is accessible by public transportation, has parking, is appropriately located, and is compliant with all OSHA and life safety standards.

PACT's headquarters and Head Start administrative offices are located at 1485 Linapuni St., Suite 105, Honolulu 96819, in the heart of Kalihi's Kuhio Park Terrace/Kuhio Homes public housing, in a federally funded Community Resource Center, Ka Hale O Kamehaikana. These offices are co-located with PACT's programs for: Economic Development, Early Head Start and Head Start, Family Center services for residents of public housing, Neighborhood Place services for prevention of abuse and neglect, children's library, technology center, and a Community Teen Center for youth ages 7-18. In addition, the Resource Center is home to Kokua Kalihi Valley, Samoan Service Providers Association and Department of Human

Services Benefits, Employment and Support Services Division (BESSD). The facility is owned by the State of Hawaii and is ADA compliant.

The existing classroom is located in Waimanalo in a newly renovated modular classroom off of Kalaniana'ole Highway. The building is located within a large fenced yard and set back from the road. This layout allows the Parent-Child Educators to take full advantage of the natural environment and provide free flow of activities from indoors to outdoors. The modular was carefully re-located from Kalihi to its current location. The classroom complies with the American with Disabilities Act (ADA) and Head Start Performance Standards. In addition, the Department of Human Services (DHS) inspects and monitors facilities for compliance with childcare licensing, building codes and space requirements. *Please see attached Department of Human Services License in attachments.*

Within the classroom are specially designed, developmentally appropriate learning centers. These centers include equipment and materials which offer opportunities for children's growth in manipulative, gross motor, cognitive, creative and emotional areas that lead toward greater self-enhancement, self-awareness and awareness of their immediate and extended world.

The adult education and support activities for parents are coordinated through the program's Family Services Coordinator. The coordination of services will take place on site through the program's specialists and Area Coordinator located at the nearby Waimanalo Job Corps center.

III. PERSONNEL: PROJECT ORGANIZATION AND STAFFING

The following is a chart that outlines each position, job responsibilities, duties and percent charged to this contract.

A. Staffing

1. Proposed Staffing

Position	Job Responsibilities	Duties	% of Effort
Administrative Support from PACT	Overall administrative functions for agency	Administration; fiscal; program quality monitoring.	.39
Head Start Director (1)	Program administration. Supervise Assistant Directors and Support Services Supervisor	Administer program; monitor program quality; coordinate all program components.	2
Early Head Start Area Coordinator	Coordinate Early Head Start Program; assure standards are met and best practices are used; monitor of daily	Quality assurance and adherence to standards for all classrooms; arrange resource and equipment purchases.	8

Position	Job Responsibilities	Duties	% of Effort
	operations; supervise component staff.		
Disabilities Specialist	Implement comprehensive services related to children with disabilities.	Oversee development and implementation of Individual Education Plans for all children; arrange for testing; certification of special needs children	2
Education Specialists	Implement comprehensive services related to curricula and educational activities.	Oversee developmental screenings and individual learning plans for all children.	2
Health Specialists (2)	Assist implementation of program and individual health plans; liaison with food service vendor; prepare USDA reimbursement.	Provide support and advocacy for families to receive regular health services; present nutritional education activities for parents; assist teachers in providing nutrition activities in the classroom; facilitate planning of nutritionally balanced and culturally-appropriate foods for program events; maintain USDA records.	2
Family Services Coordinator	Coordinate parent involvement; liaison with consultants and trainers for adult education; development and implementation of family development plan; responsible for Parent Committee and Policy Council.	Assess social service and adult education needs of families; recruit families for the program; arrange for social service supports; plan adult education and support parent activities.	2
Parent Child Educator 2	Plan, manage and teach in age-appropriate	Teachers for classrooms; assess child's	30



Position	Job Responsibilities	Duties	% of Effort
(PCE 2s) (2)	classrooms.	development and develop educational plan with parents; supervise teacher assistants; involve parents in parent-child activities in the classrooms.	
Parent Child Educator Aide	Assists Parent Child Educator II	Assist in all classroom activities; set-up learning centers for all planned activities; assist with USDA meal preparation	100

2. Staff Qualifications

Head Start staff assigned to this project are skilled in providing quality comprehensive services to children. All program specialists are certified or educated in their assigned disciplines. The Program Director will oversee the entire project. Administrative support will be provided by PACT's administrative personnel. An Assistant Program Director will directly supervise the Area Coordinator who in turn supervises the Parent Child Educators in the classrooms. The Assistant Program Director has three (3) years of supervisory experience. The Parent Child Educator 2s as a team are responsible for planning the daily lesson plans, implementing the age appropriate curriculum, and monitoring the children's daily activities. The Early Head Start classroom will comply with the Department of Human Services licensing requirements regarding child/teacher ratios. All education staff members are qualified through Department of Human Services and the requirements of 45 CFR Part 1304.52. All PCE 2s must possess a Child Development Associates Certificate (CDA), an Associates or Bachelor's Degree in Early Childhood Education or related field, and one year full time experience working with infants and toddlers. Parent Child Educator Aide must possess a high school diploma and receive basic Early Childhood training. Parents of the children in the program may volunteer in the classroom. All volunteers are asked to complete a volunteer application and provide TB clearance. In addition, the volunteer will sign a confidentiality agreement and a Standard of Conduct form. Any volunteer who works in the classroom 15 hours a week or more must pass a criminal history check, which includes a child abuse and neglect check as well.

3. Supervision and Training

Supervision: As part of PACT, EHS/HS complies with all aspects of PACT's management system as follows: A community-based **Board of Directors** has final authority and oversight for PACT's performance. The Board evaluates progress toward accomplishment of PACT's strategic plan and supervises the President and CEO. An

Executive Management Team, comprised of the President and CEO, Vice Presidents of Programs and Operations, and Division Directors of Prevention and Treatment, provides leadership and allocates resources. **Program Directors**, who are supervised by the Division Directors, are responsible for carrying out program-level services and projects, prioritizing tasks, managing resources, and supervising all staff within their purview. The **Director of Quality Assurance and Improvement**, who is supervised by the Vice President of Operations, is responsible for coordinating organization-wide quality planning, monitoring, management controls, case record reviews, outcomes evaluation, and satisfaction surveys. **Employees** are individually responsible for the quality of their work and are expected to participate in quality improvement activities and carry out their duties in compliance with standards and "best practices." Supervision is provided based on the structure of each program.

The Program Director of Early Head Start / Head Start is responsible for supervision of both Assistant Program Directors (Quality / Operations), and Support Services Supervisor. The Assistant Director of Quality is responsible for the supervision of the Comprehensive Services Manager, a Data Intake Specialist and an Administrative Assistant. The Assistant Director of Operations is responsible for the supervision of the Head Start Supervisor and the Early Head Start Area Coordinators. The Comprehensive Services Manager is responsible for supervision of the Education Specialist, Health Specialist 2, Family Services Coordinator, and Disabilities Specialist. The Area Coordinators are responsible for supervision of all education staff.

Planned supervision is provided bi-weekly by each respective supervisor, with the option of more frequent supervision as needed. During supervision, topics such as personnel, individual concerns and issues, child and family concerns, and special meetings, projects and reports are discussed.

Training: PACT recognizes that its most valuable resource is its employees. The staff training and development program of Parents And Children Together is built upon that premise. The training program enables personnel to improve their knowledge, skills and abilities, and promotes awareness and sensitivity to cultural backgrounds and needs. Program staff members are expected to be able to assess, plan, educate, and subsequently support the consumer with services to reach her or his highest level of program participation and involvement, independent functioning, self-determination, and optimal development. PACT's staff training and development program includes:

New Hire Training: Orientation 1; Orientation 2; and Program orientation; Centralized Quarterly Training Opportunities; Mandatory Annual Training; On-going Program Training; Supervisor Training; and Individual Training.

Staff development needs are formally assessed annually during performance evaluation, through an organization-wide needs assessment and as program needs change and develop. Staff are encouraged to request training as needed and may be given time off from their duties to pursue educational opportunities. The final determination regarding training resides with the Program Director.

Program Directors use the following sources of information when assessing the training needs of their staff: Staff In-Service & Skill Development Questionnaires; Job requirements; Performance evaluations; Consumer input; Quality improvement process; Strategic Planning; Contract requirements; and Prior training record comments. *Please see Training and Technical Assistant Plan in Attachments for program specific training for Head Start.*

B. Organizational Chart

See Attachments for agency and program charts.

IV. SERVICE SUMMARY AND OUTCOMES

PACT EHS/HS proposes to provide comprehensive early childhood education services for 8 infants and toddlers in a part-day classroom, in Waimanalo. The Early Head Start federally funded program provides the comprehensive multi-component developmental service to children who are between birth to three years of age in various communities throughout the island of Oahu. The Head Start and Early Head Start program was initiated to provide developmental services to low-income pre-school aged children and their families, where children are known to be at-risk developmentally because of environmental factors. Low family income increases many stressors including the likelihood of poor nutrition, and lack of access to preventive health care, adequate shelter and substitute childcare. The tremendous effort that families must expend to live on inadequate resources often leaves little time for activities that cognitively stimulate their children. They struggle to "make do," and this struggle can increase stress and can affect self-esteem for the children and their parents.

PACT EHS is currently the only infant and toddler center based provider in the Waimanalo target area, serving up to 32 infants and toddlers. Using TANF (Temporary Assistance for Needy Families) recipients as the target population, there are approximately 213 Early Head Start eligible children currently living in the Waimanalo service area.

Island-wide, many of the families served by Early Head Start are immigrant families. These families experience acculturation problems including language barriers, because English is not their first language. The inability to speak a common language directly impacts the opportunities that families have to interact effectively.

The poverty and disenfranchisement of the families in the Waimanalo community is greater than the relief that existing services can bring to the area. Services that do not include outreach and culturally appropriate incentives often do not reach the people they seek to serve.

An interesting phenomenon demonstrating service needs in Waimanalo is the high number of grandparents caring for their grandchildren. The 2000 census reports 37% of all grandparents residing in Waimanalo are responsible for their grandchildren. According to data published by Kamehameha Schools, in 2003, 64% of confirmed child abuse and neglect cases in the State are from Native Hawaiian homes (Ka Huaka'i: 2005 Native Hawaiian Educational Assessment). This percentage increased from 42% in 1998 to 56% in 2000. This is evident in



the number Child Welfare cases in Waimanalo, and many feel this alarming trend can be attributed to increased drug abuse in the Hawaiian community.

The multi-component design of the Head Start/ Early Head Start funded program addresses many of the problems inherent in families with incomes that are inadequate to meet their subsistence needs. The Head Start funded program uses a comprehensive approach to addressing the needs of children and their families by providing community resources and child development services.

The child care services will be provided to children ages six weeks to three years old, whose parents meet the eligibility criteria of Head Start. Additional family support services will address many of the above needs in a single setting that is convenient and nurturing to both parents and children.

Goals of Service

1. To provide childcare services with highly trained and caring staff;
2. To promote the physical, cognitive, social, and emotional growth of infants and toddlers as a foundation for future achievement and prepare them for future growth and development; and,
3. To support parents -- mothers, fathers, and guardians -- in their role as primary caregivers and educators of their children and in meeting family goals and achieving self-reliance.

Objectives of Service

1. To provide familiar, warm, clean, safe, nurturing and supportive surroundings where relationships have been established among staff, children and their families;
2. To prepare children for a smooth transition to the next educational level.
3. To provide a holistic approach to child and family education and care that is focused on promoting the physical, cognitive, language, social and emotional growth of infants, toddlers, and preschoolers, including children with disabilities, and prenatal women and their families;
4. To ensure that services provided are culturally relevant;
5. To offer opportunities for parents to participate in activities and experiences, which will promote their own growth and development as well as that of their families; and
6. To provide family advocacy, information and referral services, and assist families with accessing and utilizing community resources.

Outcomes:

1. Enroll at least 8 children in part-day child care services.



2. One hundred percent (100%) of parents will be assisted with identified needs, either directly or through referral, in their progress toward self-reliance.
3. Eighty percent (80%) of all children will maintain or improve in at least two (2) developmental areas such as cognitive and language development during the program year.
4. At least 10% of the children served (1-2 children) will have special needs.
See Attachments for Performance Output and Outcome Measurements and Performance Measure related to quarterly reports.

Specific Services to be Provided & Service Delivery Objectives:

SPECIFIC SERVICE ACTIVITIES	SERVICE DELIVERY	OBJECTIVES	
		Total Units	No. Undup. Persons Served
Service Activities:	Unit of Service Measurement		
Provide a minimum of 3.5 hour days of staff supervised educational activities to infants and toddlers.	Days	160	8 children
Arrange activities for learning around curriculum topics such as "Peace" to address domestic violence, Family Literacy, Nutrition and Health, Dental and Mental Health.	Activities	40	Once a week
Provide special family oriented activities such as family nights, fatherhood activities, etc.	Activities	4	8 families
Offer workshops to parents, such as computer literacy, use of lending library, mental well-being, and job readiness.	Workshops	12	8 parents or caregivers
Assist enrolled children in obtaining all required medical and dental screenings, and immunizations.	Children	Up to 8	Up to 8 children
Complete Individual Educational Plans for children with special needs.	IEPs completed	1-2	1-2 children
Complete On-going Assessment three times a year.	Completed Ongoing	24	8 children



SPECIFIC SERVICE ACTIVITIES	SERVICE DELIVERY	OBJECTIVES	
		Total Units	No. Undup. Persons Served
Service Activities	Unit of Service Measurement		
	Assessment forms		
Provide parents with progress reports.	Parent Reports	24	8 children
Provide one (1) meal per infant/toddler each day of center activity.	Meals served	1280	Up to 8 children

TIMELINE

ACTION STEPS	ANNUAL TIME LINE
Recruit families for program.	August, 2008—On-going as needed.
Select participating families.	August 2008-- Ongoing as needed.
Enroll and orient families to program.	September 2008
Classes begin and end	September 2008-July 2009
Hours of Operation (3.5 hour session)	12:30-4:00 pm
Complete Family Development Plan- Family goal setting	Within 90 days of enrollment
Provide or link family to needed services.	As needed.
Facilitate parents enrolling in employment, training or obtaining a job.	As needed.
Complete all required and necessary assessments for children in program.	Within 45 days of enrollment
Implement or facilitate follow-up to health needs.	As needed.
Complete health and nutritional assessments for children in	Within 90 days of

ACTION STEPS	ANNUAL TIME LINE
program. Complete and implement Individual Education Plans (IEPs) for children with special needs as well as Individual Learning Plans (ILP) for all other children.	enrollment
Recruit, interview, and hire for positions.	As needed.
Provide/arrange parent-staff conferences to discuss child's developmental progress and plans for follow-up. Train and evaluate staff job performance.	December 2008, May 2009, and as needed
Initiate Transition Plan and activities in collaboration with parents. Provide/arrange parent-staff conferences to discuss child's developmental progress and plans for follow-up.	January 2008 and as needed
Implement and evaluate workshops for parents/caregivers. Initiate Transition Plan and activities in collaboration with parents.	Ongoing
Contact community resources and liaisons for services establishing, as appropriate, written working agreements. Implement and evaluate workshops for parents/caregivers.	On-going

Program Output and Outcomes Measurements

Performance Output and Outcome Measurements and Performance Measures will be reported and analyzed quarterly through the Continuous Quality Improvement Committee (CQI). The CQI Committee will use data collected from Child Plus© Data Engine, quality monitoring and management reports to verify each of the programs outputs and outcomes. The CQI Committee report on the program outputs and outcomes with the Performance Output and Outcomes Measurements Table will be submitted to the Office of Community Services quarterly. PACT Management Team monitors program enrollment weekly to ensure full enrollment, as well as maintaining the 10% enrollment for children with disabilities. The program reports enrollment to the Board of Directors and the Policy Council monthly. *See Performance Output and Outcomes Measurements Table in the Attachments section and the Quality Assurance and Evaluation in Section II. B.*

Individualized Family Partnership Agreements

Family Partnerships are an important component of the Early Head Start Program. Staff works with families to assess their strengths and limitations. Ongoing communication is facilitated and parents are supported as needs arise.

PACT Early Head Start Parent Child Educators (PCE) work with each family to establish an Individualized Family Partnership Agreement (IFPA)—a dynamic, voluntary plan of action and support that emanates from the family's expression of needs and goals in compliance with the

Performance Standard 1304.40 (a) (1-3). Family partnerships begin at the time of selection, with staff "talking story" with families and responding to their strengths and needs. Special concerns are discussed with the families and documented for follow-up and service delivery. Each family works with the PCE to complete the Family Assessment. Within the first 90 days of enrollment, the PCE gathers the information about the family from the Family Survey, makes observations, meets with the family members, and reviews existing family plans. The PCE conducts an IFPA/ILP (Individualized Learning Plan) meeting for the child using this information. Families are encouraged to have other service providers attend the IFPA/ILP meeting. Pre-existing plans are built upon if necessary. (As a multi-disciplinary team family goals are developed and documented.) *Please see IFPA Policy and Procedure-FP5 in attachments.*

With families of children who qualify for early intervention services, an Individualized Family Service Plan (IFSP) is implemented in collaboration with the family and Early Intervention Section staff. This plan is established within 30 days of the identification of special needs, re-evaluated six (6) months later, and revised annually. In the case of a special needs child, the parent chooses a Care Coordinator who is responsible for coordinating the planning session so that the family has only one IFSP. This plan is then shared with all involved with the family.

All plans are reviewed at least semi-annually, in order to discuss necessary changes and the follow-up of services. The goals of these interventions are to work in partnership with the parents to reduce stress, resolve situational problems, facilitate the parent-child attachment process, foster the parents' ability to meet the health and developmental needs of the child, and create a healthier home environment, thus optimizing the child's development.

PACT EHS families are given transition information one year prior to scheduled transition into preschool or other child care or educational setting. Next, PCEs meet with families to start a transition plan six months prior to transition. Every other month the PCEs and the families set goals for completing the transition. It is the Early Head Start program's responsibility to assist and support families with young children to move from one program to another. This support includes liaison with the setting where the child will enroll, and visiting the setting with the child and parents as needed. *Please see Parent Involvement in Transitions Policy and Procedure-FP1 in Attachments.*

Parent Involvement

All staff uses a positive approach when working with the program's families. Establishing a comfortable, trusting relationship is essential to the success of each participating family. Because of Hawaii's cultural tradition of oral history, the PCEs, Family Services Coordinator and other staff members invite families to several "Talk Story" sessions throughout the year. Families are encouraged to participate in the development and success of a variety of family activities such as Health Fairs, Family Nights, Literacy Days and Multi-Cultural Celebrations.

Parents and guardians have many opportunities to be active participants in the PACT Early Head Start Program. Here are some of the possibilities:



- Parents are partners in decision making, participating in Policy Council and Parent Committees.
- Families are empowered to become advocates for their children, family and community by participating in training sessions and community events.

Families also have opportunities to: Assist staff with Community presentations; serve on program committees; participate in strategic planning; monitor and evaluate the program; host cooking, arts and craft classes; share their culture in the classroom and at parent workshops; assist with planning and developing educational activities for the classroom; serve as mentors to new parents; participate in the program as employees or volunteers; and share what they do at their jobs.

Father Involvement

The EHS/HS Fatherhood Program was established in 2003 with funds from a special initiative grant through Administration for Children and Families Region IX Office. The grant allowed PACT EHS/HS to create a full time Father Facilitator position. Through this position opportunities have been generated to demonstrate the importance of fathers in the early education, care and development of their youngest children.

The Father Facilitator has been able to coordinate monthly "Dads and Kids" outings in each of the four geographic areas in which EHS/HS provides services. These outings offer activities such as pumpkin carving, movie night, and ice cream making. Other father involvement activities included: a Dads Day in School when Early Head Start children invited dads to spend the day at school and participate in the classroom alongside their child, and a Fathers Reading Every Day (FRED) project linking literacy and parent-child interaction between a father and child.

Community Partnerships

Just as PACT Early Head Start/Head Start believes that children must be served within the context of the family, it also believes that the family must be served within the context of the community. PACT works with partners to assure that services are community-based, culturally sensitive and relevant, and that they allow people to feel that they belong to a larger "community of caring." (Please see list of partnering agencies in Attachments.)

PACT Early Head Start staff and families, along with partners, participate in a variety of community strengthening activities during the year, including the annual Kuhio Park Terrace/Kuhio Homes *Community Celebration*, an afternoon-long fair that includes health, education and social service providers. PACT Early Head Start also participates in quarterly Protective Partner meetings which is a collaboration that addresses issues regarding child abuse & neglect. Other activities include Children and Youth Day, and Celebrating Fathers.

It is PACT Early Head Start's philosophy to learn from others and share experiences and lessons learned. Staff members participate in conferences, and make presentations, including presentations at the University of Hawaii, local schools and community organizations.



PACT is a multi-service agency and each program has access to a range of services and a multiplicity of contacts related to each program. The EHS/HS Program Director is a member of the Hawaii Head Start Association and serves on the Region IX Head Start Association Board.

Advisory Groups

The Early Head Start/Head Start Program Director shares decision-making with a Policy Council made up of parents and community representatives. The full council meets once a month to discuss and approve recommendations made by the Program Director on program, personnel and financial issues. PACT Early Head Start/Head Start is governed by the policies and procedures approved by the Policy Council and the PACT Board of Directors.

Parents in the program meet once a month in Parent Committees, where they can discuss the program and its activities with other parents, and contribute ideas to assist in the program design.

Members of the Policy Council and Parent Committees are encouraged to join the program's advisory committees, which include the Health Advisory, Education, Documentation and Recruitment Committees. The Health Advisory Committee has community representation and input. Parents also serve on special event committees such as Community Celebration, Beach Day and Family Night.

A. Management Requirements

Personnel

(See Section III. Personnel: Project Organization & Staffing, Proposed Staffing above.)

Administrative

PACT has written policies and procedures that correlate with the Head Start Performance Standards for all services offered, including personnel standards, operating procedures, determination of client eligibility, documentation and record-keeping, data gathering and reporting, financial administration, quality assurance and monitoring and evaluation. *See also Section II (B), Quality Assurance and Evaluation, for planning and evaluation process.*

Quality Assurance and Evaluation Specifications

See Section II (B), Quality Assurance and Evaluation, for planning and evaluation process.

Performance Output and Outcome Measurements

(See Performance Output and Outcome Measurements and Performance Measures in the Attachments section.)

Experience



(See Section II (A) Necessary Skills & Experience above).

Reporting Requirements for Program and Fiscal Data

PACT is fully capable of providing quarterly and final written Program reports. Its internal program management information systems will maintain information related to Program outputs and outcomes, demographic data on the number of persons served from Compact Free Association nations, as well as the additional reporting requirements. See also Section II(B)(6) Management Information System, above. This data, together with monthly, quarterly, and annual internal reports and client evaluations, will be the basis for Program reports.

PACT has a computerized accounting system, which provides the ability to account for each fund separately. We provide monthly, quarterly, and final comparative to budget fiscal reports on all current contracts.

V. FINANCIAL

A. Budget

The budget forms are attached:

- Budget Request by Source of Funds
- Budget Justification Personnel – Salaries and Wages
- Budget Justification Equipment and Motor Vehicles
- Budget Justification Capital Project Details

VI. OTHER

A. Litigation

PACT has no pending litigation.

B. Licensure or Accreditation

See *Section II (A) Necessary Skills & Experience*, for Council on Accreditation (COA) and Healthy Families America (HFA).

Budget

Attachments

COMMUNITY PARTNERS 2006-2007

Name of Contact	Organization	Phone	Address
Thalia Cardines	Alu Like, Inc., Ho'oulu Mae	688-8446	1424 Ahonui St., Apt. 19A, Honolulu, HI 96819
Matthew Char	Big Brothers Big Sisters	521-3811	418 Kuwili St., #106, Honolulu, HI 96817
Rosemary Wolfe	Chaminade University	739-4652	3140 Waiatae Ave., Honolulu 96816
Aileen Andres	Child Protective Services - Staff Dev.	832-5122	420 Waiakamilo Rd., #117-A, Honolulu, HI 96817
Gwen Palmer	Department of Health - Child Wellness	733-4056	741A Sunset Ave., Honolulu, HI 96816
Susan Tengan	Department of Health - Dental	832-5720	1700 Lanakila Ave., Room 203, Honolulu, HI 96817
Melanie Murakami	Department of Health - WIC Office	588-8080	235 S. Beretania St., Room 701, Honolulu, HI 96813
Wendy Yoshimoto	Farrington High School	395-1916	1564 N. King St., Honolulu, HI 96817
Joanna Fong	Hawaii Baptist Academy	595-6301	2429 Pali Hwy., Honolulu, HI 96817
Greg Farsrup	Hawaii Coalition For Dads	841-2245	1485 Linapuni St., #105, Honolulu, HI 96819
Lani Almanza	Hawaii Literacy	792-9736	1485 Linapuni St., #103, Honolulu, HI 96819
Milton McGeorge	Hawaii Presort	841-7253	1312 Kaumuali'i St., Honolulu, HI 96817
Katherine Murphy	HI Association for the Education of Young Children	942-4708	1806 S. King St., #30, Honolulu, HI 96826
Keone Kamaoaha	Honolulu Community Action Program	847-2400	1109 Maunakea St., 2nd Floor, Honolulu, HI 96817
Miles Nakanishi	Honolulu Community College	845-9289	874 Dillingham Blvd., Honolulu, HI 96817
Sgt. John Kauwenaole	Honolulu Weed and Seed	832-0630	Kalihi District 5, Honolulu, HI 96817
Alalamua Hiasinita	Kalihi Elementary	832-3177	2471 Kula Kolea Dr., Honolulu, HI 96819
Yusnita Weirather	Kapiolani Womens and Children Medical Center	983-6000	1319 Punahou St., Honolulu, HI 96826
Jason Hiramoto, DDS	Kokua Kalihi Valley	791-9428	2239 N. School St., Honolulu, HI 96819
Joe O'zawa, MD	Kokua Kalihi Valley	457-4802	2240 N. School St., Honolulu, HI 96819
Kathy Brennan	Kokua Kalihi Valley	791-9410	2241 N. School St., Honolulu, HI 96819
Kay Hansen	Kokua Kalihi Valley	791-9420	2242 N. School St., Honolulu, HI 96819
Kawika Liu, MD	Koolau Wellness Center	293-2020	56-565 Kamehameha Hwy., Kahuku, HI 96731
Yvette Charles	Koolau Wellness Center	293-9216	56-565 Kamehameha Hwy., Kahuku, HI 96732
Ligo Letuli	KPT Management	832-6075	1475 Linapuni St., Project Office, Honolulu, HI 96819
Deborah Taamu	KPT Resident Association	228-3160	1545 Linapuni St., #201B, Honolulu, HI 96819
Nalani Fujimori	Legal Aid Society	536-4302	924 Bethel St., Honolulu, HI 96813
Gerrie Nakamura	Leilehua High School	622-6550	1515 California Ave., Wahiawa, HI 96786
Kathy Price	Lunch Bunch	949-7684	2707 S. King St., Honolulu, HI 96826
Cynthia Nishimura	Medquest - EPSDT	692-8112	601 Kamokila Blvd., Suite 414, Kapolei, HI 96707
Doug Sutherland, MD	North Shore Health Clinic	293-9293	56-119 Pualalea St., Kahuku, HI 96731
Cathy Eber	PACT Economic Development Center	847-7093	1485 Linapuni St., #109, Honolulu, HI 96819
Melissa Chun	PACT KPT Family Center	841-6177	1485 Linapuni St., #103, Honolulu, HI 96819
Betty Bookmeyer	PACT KPT Family Center - Neighborhood Place	841-6177	1485 Linapuni St., #103, Honolulu, HI 96819
Ceryl Johnson	PACT Teen Program	842-1843	1485 Linapuni St., #47, Honolulu, HI 96819
Kathy Bentley	PARENTS, Inc.	235-0488	45-955 Kamehameha Hwy., #403, Kaneohe, HI 96744
William Fruean, MD	Private Practice Physician	845-9754	2225 N. School St., Honolulu, HI 96819
Laurie Ehrman	Punahou High School	944-5803	1601 Punahou St., Honolulu, HI 96822
Tom Naki	The Institute for Family Enrichment	596-8433	615 Piikoi St., #105, Honolulu, HI 96814

PARENTS AND CHILDREN TOGETHER
EARLY HEAD START/HEAD START PROGRAM

POLICY

Policy Number: MSP4	P.C. Approval: 2/10/00 1/15/02, 2/18/05	Revised: 1/02, 1/05
BOD Approval: 5/7/02, 3/05	Executive Director: 5/7/02, 2/18/05	
Performance Standards:	1304.51 (i)(2)	
COA Standards:	G2.6	

SECTION: Program Design and Management

SUB-SECTION: Management Systems and Procedures

SUBJECT: Program Monitoring

PERFORMANCE OBJECTIVE: To establish and implement procedures for ongoing monitoring to ensure that program operations effectively implement federal regulations.

OPERATIONAL PROCEDURE:

Parents and Children Together's (PACT) Early Head Start/Head Start Program has a commitment to continually improve programs and services offered to children and families. The program monitoring system will generate and analyze information to ensure compliance with Head Start Performance Standards. Monitoring procedures will support program operations and permit a comprehensive determination of whether or not the program is achieving its expected results.

PACT's Early Head Start/Head Start Program's monitoring will have three primary purposes:

1. To provide a systematic and structured approach to determine whether the program's performance is in compliance with performance standards.
2. To determine the extent to which discrepancies exist between Performance Standards and actual performance.
3. To report information derived from the monitoring procedure to support accomplishments as well as identify and address areas needing improvement.

Woven throughout program monitoring efforts will be an emphasis on the ongoing assessment of the progress and accomplishments of children, as well as the analysis and use of child outcome data in program self-assessment and continuous improvement. Program monitoring procedures will be based on, and consistent with, Head Start's PRISM (Program Review Instrument for Systems Monitoring) framework. This systems approach to monitoring will be designed to evaluate the effectiveness of management systems in supporting program service delivery. Management systems will be reviewed and evaluated at the monthly meeting of the program's Quality Improvement Committee, and action plans will be developed at that time to address areas where improvement is needed. These management systems will include Program Governance, Planning, Communication, Record-keeping and Reporting, Ongoing Monitoring, Program Self-Assessment, Human Resources, and Fiscal Management. Membership on the Quality Improvement

Committee will consist of program management staff, specialists, consultants, and Policy Council representatives.

Specialists, Consultants, and the Comprehensive Services Manager will be the central program monitoring agents for the Early Head Start/Head Start Program. Through classroom, socialization and home visit observations, record reviews, and reviews of other documentation, the specialists and consultants will gather information and assess the program's progress or lack thereof, and will provide input in making appropriate modifications or changes that are needed. Considerable time will be spent monitoring the following nine program service areas: Prevention and Early Intervention; Individualization; Disabilities Services; Curriculum; Family Partnership Building; Parent Involvement; Community Partnerships; Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA); and Facilities, Materials, and Equipment. Significant findings, as well as recommendations for corrective action and training, will be shared and discussed at specialist/consultant meetings which will be held twice a month. Information will also be shared at the monthly Quality Improvement Committee meeting, and will be used in both the evaluation of management systems and development of action plans. Significant findings, as well as corrective action and training, are shared and discussed at management and one to one supervision meetings.

Monitoring will also utilize a schedule that identifies when items related to specific management systems or program areas will be reviewed. These items and their review dates will be as follows:

Program Governance

Program Governance will include requirements as defined by the Head Start Program Performance Standards and Other Regulations and approved by the Policy Council (PC), and PACT Board of Directors.

The following lists the overall requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of Program Governance.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Policies and Procedures (e.g. Appendix A)	Annually (October)	Program Director; Assistant Director; Family Services Coordinator; Policy Council
Policy Council by-laws	Annually (Sept)	Program Director; Family Services Coordinator
Policy Council minutes	Monthly	Support Services Supervisor
Parent Committee meeting agenda, minutes, sign-ins	Monthly	Family Services Coordinator

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director and Assistant Director.

Planning

Program Planning requires all staff, the Policy Council, the PACT Board, and community to be involved in the planning process that assesses, designs, implements, monitors, and evaluates services that are provided.

The following lists the requirements, timeline, and person(s) that responsible for the ongoing monitoring and review of the area of Planning.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Community Assessment	Annually (April)	Program Director
Long/Short-term goals	Annually (April)	Program Director; Assistant Director
Program refunding application (USDA)	Monthly	Health Specialists
Integrated service Area Plans (ISAP)	Annually	Management staff
Training & Technical Plan	Quarterly	CQI Team
Training Analysis	Quarterly	CQI Team
NRS Assessment/Analysis	Semi Annually (Spring & Fall)	Management Team

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director and Assistant Director.

Communication

Policies and Procedures will be written to document how communication occurs between and among all stakeholders.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Communication.

<i>Requirements</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>
Communication with staff	Quarterly	Program Director; Assistant Director;
Communication with parents	Monthly	Program Managers; Area Coor.
Communication with PACT Board of Directors and Policy Council re: meetings	Monthly	Program Director; Support Services Sup.

Communication with community partners	Quarterly	Program Director; Assistant Director; Comprehensive Services Manager Specialists and Consultants
Management Team Meetings	Weekly	Program Director
Lokahi Team Meetings	Monthly	Program Director
Supervision Meetings	Weekly/Monthly	Program Managers/Area Coordinators Cluster Leaders

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director, Assistant Director, and Program Managers.

Record-keeping and Reporting

Records and reports will serve to document policies, procedures, and data collection in order to satisfy program requirements.

The following lists the requirements, timeline and person(s) that will be responsible for the ongoing monitoring and review of the area of Record-keeping and Reporting.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Child Plus reports	Quarterly	Data Intake Specialist
Case file review	Monthly	Assistant Director
Quality Improvement	Monthly	Assistant Director & CQI Team
Confidentiality P&P	Annually (July/Aug)	Program Director; Assistant Director; Policy Council

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director and Assistant Director.

Ongoing Monitoring

Ongoing, regular monitoring will help to assess management systems and program operations, and will ensure that necessary steps will be taken to meet federal regulations as well as local goals and objectives, and will ensure that appropriate interventions will be taken in a timely manner.

The following lists the requirements, timeline, and person(s) responsible for ongoing monitoring activities.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Management Systems	Monthly	CQI Team

Program Services (see attachments)	Monthly/QTRLY	Specialists; Consultants; PMs Program Director; CQI Team
Child Development and Learning Ongoing Assessment and Analysis	Quarterly	Assistant Director; Specialists; HS Manager
Case File Quality Review	Quarterly	Program Assistant Director

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director, Assistant Director, and Program Managers.

Program Self-Assessment

The program Self-Assessment will be used to determine local needs and prioritize program content and services. The comprehensive self-assessment is completed annually. All stakeholders will be involved to ensure that accurate and thorough information is collected and utilized.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Self-Assessment.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Self Assessment planning meeting and training	Annually (December)	Program Director; Assistant Director Comprehensive Services Manager
Self Assessment process and participation	Annually (December)	Program Director; Assistant Director Comprehensive Services Manager
Self Assessment evaluation of results	Annually (December)	Program Director; Assistant Director Comprehensive Services Manager

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director and Assistant Director.

Human Resources

Human resource policies and procedures will be based on those established and approved by the PACT Board of Directors. These policies and procedures will meet the requirements of the Head Start performance standards, the Council on Accreditation, state and federal law, and will be in line with current best practice in the area of human resource management. Early Head Start/Head Start parents and staff will participate in the approval process of the policies and procedures as required by the federal performance standards. In addition, the agency's policies and procedures will undergo an annual review by the Personnel Committee of the Board, as well as by the executive management team, which will be comprised of the President/CEO, the Vice President of Operations, and the Vice President of Programs. Although the Policy Council approves recommendations for hiring and termination [CFR 1304.50(e)(3)], they will not have responsibility for directly hiring or terminating individuals, as that will be the function of the President/CEO and/or the Vice President of Programs.

The Human Resources team will use a process of reviewing resumes, one or two step interviews, and reference checks for staff selection. Verification of background information, qualifications, and documentation of certifications will be included in this process. No one will be hired and placed with children until criminal background checks are completed. The Policy Council will assist in reviewing resumes and interviews.

Subsequent to hiring, staff will be placed on agency approved evaluation processes and timelines. Professional development will be provided for all staff based on position and assessed needs.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Human Resources.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
New staff orientation	Ongoing (within first 3 months of employment)	PACT Human Resource Specialist; Program Managers; Program Director; Assistant Director; Comprehensive Services Manager
Staff performance evaluations	Annually	PACT Human Resource Specialist
Staff Development/Training Analysis	Quarterly	Assistant Director and CQI Team
Orientation/training of Policy Council	Annually (Nov/Dec)	Program Director

The responsibility for final oversight to ensure that this process has occurred belongs to the Program Director and Assistant Director.

Fiscal Management

The Vice President of Operations will have the primary responsibility for all fiscal processes that include audit reviews and reports as required by the federal performance standards. The Vice President of Operations will work closely with the Program Director of the Early Head Start/Head Start Program throughout the program year, to assist in the development of viable and relevant budgets that will enable the program to effectively carry out the performance standards and achieve identified short and long term goals.

Budgets will be designed by program staff to meet assessed needs. The Operations Department staff will check and approve budgets to confirm that expenditures meet program requirements. The Operations Department will process requisitions and generate fiscal reports.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Fiscal Management.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Facilities licensing requirements met	Annually	Program Director; Assistant Director; Program Managers

System for developing and approving budget

Annually (March/April)

Program Director; Assistant Director; Vice President of Operations

System for monitoring expenditures and maintaining accountability

Monthly

Program Director; Assistant Director; Vice President of Operations; Policy Council

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director and Assistant Director.

Prevention and Early Intervention

The health and safety of children and families is of primary concern to the EHS/HS program. The program will develop policies and procedures to ensure that these processes are in place. The Program Director, Assistant Director, Program Managers, Health/Nutrition Specialist, and Disabilities Specialist will be involved in the monitoring.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Prevention and Early Intervention.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Developmental Screening & Follow Up <ul style="list-style-type: none">• Application Concerns• ASQ• ASQ-SE• ESI	Weekly (<i>until 45 days are met</i>) monthly thereafter	Education Specialists
Health Screening & Follow Up <ul style="list-style-type: none">• Vision• Hearing• Speech• Dental Examinations• Growth Assessments• Lead• Hgb/Hct• Nutrition History	Weekly (<i>until 45, 90 days are met</i>) Monthly thereafter	Health Specialists
Health Records (Immunizations/Medical) <ul style="list-style-type: none">• Immunizations• Physicals/Well Baby Checks• Health History• Application Concerns	Weekly (<i>until 45, 60, 90 days are met</i>) Monthly thereafter	Health Specialists

Health and Safety P&Ps	Annually	Program Director; Assistant Director; Health Specialists
First Aid kits	Monthly	Health Specialists
Menus	Monthly	Health Specialists
Nutrition education in education/group plans in classrooms	Monthly	Health Specialists
Food services standards	Monthly	Health Specialists
Health Advisory Committee	Quarterly	Health Specialists
Parent training reflects nutrition education	Ongoing	Health Specialists
Health Care tracking system	Quarterly	Health Specialists
Follow-up treatment tracking	Monthly	CSM; Comp. Services Team

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director, Assistant Director and Program Managers

Individualization

The individual needs of children will be met through the curriculum and instructional strategies. Parents and staff will assess children to ensure that the program addresses each child's needs.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Individualization.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Individual Learning Plans (ILP)	Quarterly	Disabilities Specialist; Education Specialists
Hawaii Developmental Charts (EHS only)	Semi-annually	Education Specialist
Education/Group plans in classroom	Monthly	Education Specialists
Mental health observations	Quarterly	Mental Health Consultant

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director, Assistant Director, and Program Managers.

Disabilities Services

The Disabilities Consultant will assess children with disabilities. Services and referrals will be provided to meet their special needs. The Disabilities Consultant and staff will work collaboratively with other health professionals and community partners to maximize services.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Disability Services.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Education/Group plans in reflect IEP/IFSP objectives	Monthly	Disabilities Specialist
IEP/IFSP contains evidence of parent involvement	Ongoing	Disabilities Specialist
IEP/IFSP identifies services and accommodations	Ongoing	Disabilities Specialist

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director, Assistant Director, and Program managers

Curriculum

Curriculum and instruction needs will not only meet the developmental needs of children, but will also be aligned and consistent with program guidelines and standards to ensure that students will be ready and successful when they transition to other programs. Sufficient staff training will be included as part of the curriculum selection and implementation process.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Curriculum.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Evidence that classroom/ socialization/home visit strategies follow curriculum	Monthly	Education Specialists; Health Specialists
Daily schedule/routines reflect the needs of children	Monthly	Education Specialists
Evidence of parent involvement in curriculum development (education/group and home visit plans)	Monthly	Education Specialists; Family Services Coordinator
Evidence of transition planning	Quarterly	Education Specialists

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director, Assistant Director, and Program Managers.

Child Outcomes

The requirements for child observation and ongoing assessment continue throughout child's enrollment in the program. Using appropriate observation and assessment procedures, staff and parents follow each child's progress and experiences from his arrival in the program to the time he leaves. Through this process, they come to know each child's strengths, interests, needs and learning styles. In order to individualize the curriculum, the program must build on each child's prior knowledge and experiences and provide meaningful curriculum experiences that support learning and development.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Child Outcome planning	Quarterly	Lokahi Team
Child Outcome analysis and Program development	Quarterly	Lokahi Team
Child Outcome Implementation	Quarterly	Lokahi Team
NRS Assessment/Analysis	Semi Annually (Spring and Fall)	Management Team

Family Partnership Building

Services to the entire family separate EHS/HS from other early childhood education programs. The EHS/HS program is specially designed to meet the needs of families served. Family partnerships and goals will be developed with each family. Ongoing contact will be maintained through family partnership agreements, family assessments, follow-up monitoring, and evaluation of services offered.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Family Partnership Building.

<i>Overall Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Completed Family Partnerships	90 days from enrollment	Family Services Coordinator
Plan for monitoring progress and follow-up	Quarterly	Family Services Coordinator

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director, Assistant Director, and Program Managers.

Parent Involvement

The parent will be the child's first and most important teacher. Parents will also possess the knowledge necessary to assess their child's and family's needs and strengths. Parent involvement will be a critical area that impacts all other services. Involvement will include those activities conducted in the home, classroom, and community in addition to participation in general parent meetings and training events.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Parent Involvement.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Record of home visits	Monthly	Program Managers
IFPA/ILP meetings	Monthly	Program Managers
Records of socialization	Monthly	Program Managers
Parent Committee attendance	Monthly	Family Services Coordinator
Policy Council attendance	Monthly	Support Services Supervisor
Evidence of family literacy	Ongoing	Family Literacy Coordinator
Calendar of parent events	Monthly	Family Services Coordinator
Parent workshop calendar updated	Monthly	Family Services Coordinator
Parent involvement in IEP/IFSP	Monthly	Disabilities Specialist
Parent involvement in classroom education and group plans	Monthly	Family Services Coordinator
Parent Report of Ongoing Assessment	Quarterly	Program Managers

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director, Assistant Director and Program Managers.

Community Partnerships

In order to carry forth the long term goal and short term objectives identified through our Community Assessment process, as well as to provide comprehensive services to our families, the Early Head Start/Head Start Program will enter into formal and informal partnerships. Memoranda of Agreement (MOA) will be developed as program goals emerge and evolve to confirm, validate and ensure a coordinated and comprehensive service delivery system.

The following lists the overall requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the program area of Community Partnerships.

<i>Overall Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Memoranda of Agreement	Annually	Program Director; Program Managers
Listing of partnerships and services	Annually	Program Director; Program Managers
HELP Book	Annually (August)	Family Services Coordinator
Health Advisory Committee	Quarterly	Health Specialists

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director, Assistant Director and Program Managers.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The Early Head Start/Head Start Program has eligibility criteria that determine the size of the program, the number of participants to be enrolled, and which serve to promote the achievement of long term goals and short term objectives as identified by the Community Assessment process.

The following lists the requirements, timeline, and person(s) responsible for the ongoing monitoring and review of the area of Eligibility, Recruitment, Selection, Enrollment, and Attendance.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Eligibility criteria & relevance to identified goals	Annually	Program Director; Data Intake Specialist; Administrative Assistant; Policy Council; Assistant Director, Support Services Supervisor
Recruitment process	Annually	Family Services Coordinator
Waiting list	Ongoing	Assistant Director; Data Intake Specialist; Administrative Assistant Support Services Supervisor
Income verification	Ongoing	Assistant Director; Data Intake Specialist; Support Services Supervisor; Administrative Assistant
Class rosters and attendance records	Monthly	Program Managers
Eligibility, Recruitment, Selection, Enrollment and	Annually	Program Director; Assistant Director; Policy Council

Attendance (ERSEA) P&P.

The responsibility for final oversight to ensure that this process has occurred, belongs to the Program Director, Assistant Director and Program Managers.

Facilities, Materials, and Equipment

A child's physical environment will impact his/her health and safety. Daily and monthly inspections of facilities and procurement of materials and equipment will ensure that state and program requirements are met.

The following lists the requirements, timeline, and person(s) that will be responsible for the ongoing monitoring and review of the area of Facilities, Materials, and Equipment.

<i>Requirements</i>	<i>Timeline (Review)</i>	<i>Person(s) Responsible</i>
Health and Safety Checklist	Monthly	Assistant Director; Safety Management Team
Facilities Licensing Requirements met	Annually	Program Director

The responsibility for final oversight to ensure that this process has occurred will belong to the Program Director and Assistant Director.

PARENTS AND CHILDREN TOGETHER
EARLY HEAD START/HEAD START PROGRAM

POLICY

Policy Number: MSP5	P.C. Approval: 2/10/00 1/15/02	Revised: 1/02
BOD Approval: 5/7/02	Executive Director: 5/7/02	
Performance Standards:	1304.51 (i)(2)	
COA Standards:	G2.101, G2.102, G2.103, G2.104, G2.9, G2.11	

SECTION: Program Design and Management

SUB-SECTION: Management Systems and Procedures

SUBJECT: Policy on Continuous Quality Improvement (CQI) Team

PERFORMANCE OBJECTIVE: To establish a policy for quality assurance efforts so as to assist the program in conceptualizing and communicating the interrelationships among the various elements of the CQI process.

INTRODUCTION:

The PACT Early Head Start/Head Start (EHS/HS) Program's quality assurance and improvement activities are organized in accordance to the National Head Start Bureau and Council on Accreditation standards with a focus on Best Practice and Consumer service.

The PACT EHS/HS Continuous Quality Improvement (CQI) team serves as a work group where program quality assurance and improvement activities are addressed.

OPERATIONAL PROCEDURE:

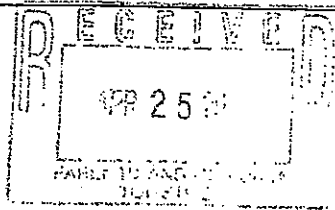
- The Assistant Director/Quality Service Specialist implements and facilitates CQI team meetings.
- CQI Team Meetings are held monthly
- CQI Team will address matters concerning:
 - Staff Development/Training
 - Child Outcomes (Ongoing Assessment)
 - Program Safety (EHS and HS)
 - Consumer Satisfaction
 - Management Systems
 - Quality Activities (Please Refer to PACT Policy *Quality 06*)
- CQI Team membership include voluntary participants from:
 - EHS/HS Front line Staff
 - Program Management
 - Comprehensive Services Team
 - Consumer Parents
- CQI membership will be rotated annually. Although, CQI will continue to encourage open participation within the program.

- CQI will keep a active file of past meeting minutes. CQI quality activities will be reported to management via the Assistant Director's monthly report.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for
Children & Families



Region IX
50 United Nations Plaza
San Francisco, CA 94102

APR 22 2005

CERTIFIED, RETURN RECEIPT REQUIRED

Reference: Head Start and Early Head Start
Grant Number: 09CH0039

Phillip Deaver
Board Chairperson
Parents and Children Together
1485 Linapuni Street, Suite 105
Honolulu, Hawaii 96819

Dear Mr. Deaver:

From March 14, 2005 through March 18, 2005, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Parents and Children Together (PACT) Head Start and Early Head Start program. Based on the information gathered during our review, your Head Start program was found to be out of compliance with one or more Head Start Program Performance Standards and applicable laws, regulations, and policy requirements.

Your program was reviewed using the Program Review Instrument for Systems Monitoring (PRISM). On-site program reviews allow ACF, as the responsible funding agency for Head Start and Early Head Start programs, to assure that Head Start and Early Head Start grantees deliver the type and scope of services required by the Head Start Program Performance Standards and all other relevant legislation, regulatory and policy requirements governing the administration of Head Start and Early Head Start programs. Through monitoring, ACF determines the degree to which programs are meeting requirements and, as necessary, directs technical assistance resources to those programs not in full compliance with such requirements. We wish to thank the Board, Policy Council, staff, and parents of your program for their cooperation and assistance during the review.

This letter and the enclosed Head Start Review Report are our notice to your agency of the results of the on-site program review. The report provides you with detailed information on all areas of your program's performance in meeting Head Start Program Performance Standards and applicable laws, regulations, and policy requirements.

AREAS OF NONCOMPLIANCE DETERMINATION

Your Head Start program was found to be out of compliance with one or more Head Start Program Performance Standards and applicable laws, regulations, and policy requirements. These are found in:

Core Question 8: Fiscal Management
Core Question 17: Facilities, Materials, Equipment, and Transportation

Refer to the enclosed Head Start Review Report for a detailed listing of the specific area(s) of noncompliance.


CORRECTIVE ACTION REQUIRED

The areas of noncompliance cited in the enclosed report must be fully corrected **within 90 days** from the date of receiving this letter unless the responsible HHS official approves an extension. Once you have corrected the identified areas of noncompliance, a letter to this office certifying full compliance is required. The certification should describe the noncompliance situations, explain actions taken, clearly state that the problems have been remedied, specify the dates of such correction, and be signed by the Board and the Policy Council Chairpersons. Pursuant to 45 CFR 1304.61(b), a grantee that is unable or unwilling to correct the specified areas of noncompliance within the prescribed time period will be judged to have a deficiency that must be corrected. Further, if your program continues to have uncorrected deficiencies beyond the specified timeframes, pursuant to Sec. 641A (d)(1)(C) of the Head Start Act, 42 U.S.C. 9836A (d)(1)(C), we will initiate proceedings to terminate your Head Start grant.

The goal of ACF is to ensure that all Head Start and Early Head Start programs provide quality services to young children and their families. We look forward to supporting your efforts to reach this goal.

Please feel free to contact Shirley Karrer, Program Specialist, at (415) 437-8068 regarding any questions or concerns you may have.

Sincerely,


Jan Len, Director
Children and Youth Development Unit

Enclosure: PRISM Head Start Review Report

cc: Andrea Kaea, Policy Council Chairperson
Ruthann Quitiquit, Executive Director
Noelle Granato, Head Start Director
Paul Blatt, Head Start Bureau Monitoring Lead
Steve Martin, Project Director, DANYA International
Sharon M. Fujii, Regional Administrator
Martin Tom, Grants Officer
Carol Robson, T/TA Manager
Marilyn Nakamura, Program Specialist
Betty White, Financial Specialist
Shirley Karrer, Team Leader

Head Start Review Report

03/14/2005

Parents and Children Together

09CH0039 / 000 / 2005

Overview Information

Review Type:	Full (Triennial)
Organization:	Private Non-Profit
Program Type:	HS/EHS
TL:	Shirley Karrer
Program Specialist:	Marilyn Nakamura
Purpose:	Full Triennial Review
Funded Enrollment HS:	201
Actual Enrollment HS:	201
Under-enrollment HS:	0
Funded Enrollment EHS:	265
Actual Enrollment EHS:	265
Under-enrollment EHS:	0

Child Development and Health Services

Area Reviewer: Ernestine Lawrence, Connie Baine, Alison Rosen, Linda Pr

Area Strengths

Parents and Children Together (PACT) provided inclusive services to children with disabilities through the implementation of written agreements with the State Departments of Health and Education. Early Head Start children in a center-based option received special education services provided by the Department of Health. These services included speech and physical therapy in the classroom, enabling the children to remain in the classroom for the receipt of all services. Head Start children also received seamless services in center-based classes staffed by Head Start and Department of Education teachers. The teachers developed joint child goals and lesson plans, and met monthly with the Disabilities Specialist in a team approach. Representatives from the State Departments of Health and Education commended the grantee during the Community Partnership interview for fostering this collaboration.

Review Decisions

There were no areas of noncompliance in the Core Questions on Prevention and Early Intervention; Health Care Tracking and Follow-up; Individualization; Disabilities Services; Curriculum and Assessment; and Child Outcomes.

Family and Community Partnerships

Area Reviewer: Marvin Ali, Alison Rosen

Area Strengths

PACT developed extensive community partnerships with health centers, local colleges and schools, and clinics. Some examples include:

- PACT's partnership with the WIC clinic for dental screening and referral to the Kokua Kalihi Health center for dental exams, treatment, and follow-up resulted in children receiving complete dental services before enrollment into Head Start and Early Head Start.
- PACT's partnership with the University of Hawaii to provide in-kind mental health services resulted in weekly mental health observations in collaboration with the agency's mental health consultant.

Review Decisions

There were no areas of noncompliance in the Core Questions on Family Partnership Building; Parent Involvement; and Community Partnerships.

Program Design and Management

Review Decisions

There were no areas of noncompliance in the Core Questions on Program Governance; Planning; Communication; Record-keeping and Reporting; Ongoing Monitoring; Self-Assessment; Human Resources; and Eligibility, Recruitment, Selection, Enrollment, and Attendance.

There were areas of noncompliance that require corrective action in the Core Questions on Fiscal Management and Facilities, Materials, Equipment, and Transportation.

Areas of Noncompliance

Fiscal Management

Question Reviewer: Joon Groh, Lowell Wright

PART 74 - Financial And Program Management

74.21 Standards for financial management systems.

(b) Recipients' financial management systems shall provide for the following:

(2) Records that identify adequately the source and application of funds for HHS-sponsored activities. These records shall contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, outlays, income and interest.

The grantee did not follow all procedures in their accounting manual. The grantee's accounting manual stated that all bank accounts were to be reconciled monthly and reviewed by management. A review of bank reconciliation documents and interviews with the Staff Accountant and Accounting Manager found that the grantee did not reconcile all bank accounts monthly between September 2004 and January 2005. This review also found that management did not review the reconciliations during this same time period. All other sections of this Standard have been met.

PART 74 - Financial And Program Management**74.52 Financial reporting.**

(a) The following forms are used for obtaining financial information from recipients:

(1) SF-269 or SF-269A, Financial Status Report.

(iv) Recipients shall submit the SF-269 and SF-269A (an original and two copies) no later than 30 days after the end of each specified reporting period for quarterly and semi-annual reports, and 90 calendar days for annual and final reports. Extensions of reporting due dates may be approved by the HHS awarding agency upon request of the recipient.

A review of the grantee's Final SF-269 for PY 29 and Second Quarter SF-269 for PY 30 indicated that these reports were submitted on March 8, 2005, nine days after the due date of February 28, 2005. The Accounting Manager confirmed that these Financial Status Reports (SF-269) were submitted late to the Regional Office.

PART 74 - Financial And Program Management**74.21 Standards for financial management systems.**

(b) Recipients' financial management systems shall provide for the following:

(1) Accurate, current and complete disclosure of the financial results of each HHS-sponsored project or program in accordance with the reporting requirements set forth in Sec. 74.52. If the HHS awarding agency requires reporting on an accrual basis from a recipient that maintains its records on other than an accrual basis, the recipient shall not be required to establish an accrual accounting system. These recipients may develop such accrual data for their reports on the basis of an analysis of the documentation on hand.

The grantee inaccurately reported disbursed program income on the SF-269 for PY 29 and 30. The reported information did not reconcile with the grantee's Statement of Revenue and Expenditures. This was confirmed by a review of the grantee's SF-269 reports for PY 29 and 30, the Statement of Revenue and Expenditure for the period of July 2003 through February 2005, and an interview with the Accounting Manager. The grantee submitted a final SF-269 dated March 24, 2005, which corrected the amount of the disbursed program income. All other sections of this Standard have been met.

Noncompliant Standards:**HS Citations:**

74.21(b)(1)

74.21(b)(2)

74.52(a)(1)(iv)

EHS Citations:

74.21(b)(1)

74.21(b)(2)

74.52(a)(1)(iv)

Facilities, Materials, Equipment, and Transportation

Question Reviewer: C. Baine, J. Cashell, L. Prescott (Trainee), E. Lawrence, M. Ali, A. Rosen, M

PART 1304 - Program Performance Standards For Operation Of Head Start Programs By Grantees And Delegate Agencies

1304.53 Facilities, Materials, and Equipment.

(a) Head Start Physical Environment and Facilities

(10) Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. At a minimum, agencies must ensure that:

(xiv) Toilets and handwashing facilities are adequate, clean, in good repair, and easily reached by children. Toileting and diapering areas must be separated from areas used for cooking, eating, or children's activities;

Reviewers observed at the Island Family Christian Center (Polu Classroom) that one of two bathrooms being used by children included an adult-sized toilet. State of Hawaii Child Care Licensing approved the adult-sized toilet for toddler use with a stepstool for access to the toilet. An interview with staff confirmed that the adult-sized toilet was used by toddlers with a stepstool, and no other toilet seat modification or toilet training equipment was used. The use of a stepstool was not sufficient to assist toddlers with their toilet training needs and gross motor skills. All other parts of this Standard were met.

Noncompliant Standards:

EHS Citations:

1304.53(a)(10)(xiv)

—————End of Report—————

STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES
BENEFIT, EMPLOYMENT AND SUPPORT SERVICES DIVISION

PACT WAIMANALO EARLY HEAD START

is hereby granted a

Certificate of Approval

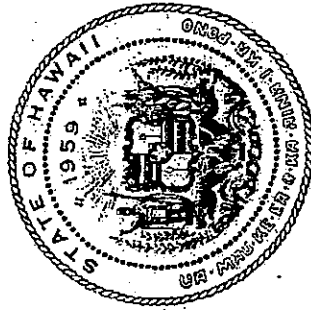
to operate a child care center at 41-038 WaiIea Street, Modular 1, Waimanalo, Hawaii 96795
ADDRESS
for children not to exceed 8 in number. Said children shall be over 6 weeks
years

of age and under 3 years of age. This certificate is issued in accordance with

Section 346-161, Hawaii Revised Statutes, 1985, for the period

beginning January 17, 2007 and ending January 16, 2008

unless sooner revoked for cause



LILLIAN B. KOLLER
Director, Department of Human Services

BY 
Administrator

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

APPROACH / PHILOSOPHY

INTRODUCTION:

This Training and Technical Assistance Plan is part of PACT EHS/HS program's continued commitment to enhance the quality of Head Start and Early Head Start services offered. It is developed to provide a framework for training both parents and staff in the skills needed in order to ensure that the children and families in the program receive a quality array of early education and childcare services.

The foundation of all training and technical assistance will be built upon the following premises:

- *Training sessions will reflect basic principles of adult learning making each session relevant, flexible and fun. These basic principles may include self planning and evaluation, application of new information to personal experiences and knowledge, varying learning styles, flexibility, personal responsibility for self learning and challenges that facilitate trust in developing solutions and personal ideas;*
- *Training topics will be relevant to Head Start Performance Standards, State Licensing Requirements, and/or program data analysis;*
- *Efforts will be made to the extent possible to include opportunities to apply new information; and*
- *When appropriate, efforts will be made to provide Food/Refreshment during full day training sessions;*
- *Professional Development opportunities will be made available to teaching staff to receive credits towards an AA degree.*

This T/TA plan will ensure that there are training opportunities for Governing Bodies, partners, volunteers and staff at all levels. Credentialing processes will also be incorporated. Delivery of such training and development opportunities will be ongoing throughout the program year. PACT EHS/HS will conduct one (1) Pre-service training session in July, two (1) In-service Training sessions in January, four (4) one-day staff Team Building sessions and 8 professional development classes for 10 staff to be used towards a Child Development Associates Certificate or an Associates degree in 2006-07[45 CFR 1306.23(a)]. On the Job training will also be an essential component of New Hire Orientation and the Program Introductory Orientation.

METHODOLOGY:

1. PACT EHS/HS will analyze the following program data resources on an annual basis and identify trends within each resource:

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

- Program Information Report
 - Specialist's Reports (Education, Health, Disabilities/Mental Health)
 - Enrollment Reports (for the last two quarters)
 - Staff Training Survey (semi annual)
 - Consumer Satisfaction Survey
 - Ongoing Assessment Report (Child Outcomes)
 - Program Goals & Objectives
 - National Reporting System (NRS)
 - Regional/National Priorities and Initiatives
 - Program Self Assessment
 - Staff Performance Evaluations Summaries
 - Program Goals & Objectives
 - Community Assessment (current document)
 - Ongoing Monitoring Results (QAIP, File Review, Health & Safety)
2. PACT EHS will brainstorm all possible training venues and opportunities available during a program year for staff, parents/volunteers and governing bodies.
 3. Utilizing Franklin –Covey's method of prioritization, the identified trends were organized into five quadrants: Mandatory, Urgent/Important, Not Urgent/Important, Urgent/Not important, and Not Urgent Not important.
 4. Each topic will be assigned to each training venue and/or opportunity according to its priority. The topic assignments may be reviewed annually.
 5. Desired Outcomes and implementation timelines will be determined by the CQI team for each training venue and/or opportunity. These outcomes will be reviewed annually in November. Outcomes and/or implementation timelines may be revised at the annual review of the T/TA plan and a new T/TA plan for the new program year will be developed.
 6. Costs of the training will be determined by venue and/or opportunity. Costs of the trainings will be forwarded to the Director of EHS/HS for approval.

The development of this plan is due to the collective expertise, hard work and competence of the individuals who participate in PACT Early Head Start / Head Start's CQI Team. The team consists of members of management, front line staff, area specialists and parent volunteers.

MONITORING:

PACT EHS/HS CQI team will work closely with the program's Comprehensive Services team to monitor the implementation of this T/TA plan. The Assistant Director will provide oversight of all training events. The Comprehensive Services team will serve as primary agents in providing the training or securing technical assistance as outlined in the training matrices. The Assistant Director and Comprehensive Services manager will monitor each training session to ensure that

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

training is conducted in a manner consistent with the premises outlined in the introduction section of this document.

All training participants will utilize the Child Plus Data Engine (CPDE) Training Sign in logs (see APPENDIX A) to document all training sessions attended. Data Intake personnel will collect training logs after every training opportunity and/or venue and input the training data into the CPDE System. Data Intake personnel will generate a report annually for PACT Human Resources. Data Intake personnel will provide staff development reports to program supervisors upon request. The program Assistant Directors will be responsible for tracking all professional development activities of program staff.

Program Supervisors will oversee the completion of all New Hire Orientations as outlined in the Orientation Checklist (see APPENDIX B and C). Supervisors will forward all completed Orientation checklists to Data Intake personnel to be inputted in the Child-Plus System. Orientation data will be included in T/TA quarterly reports. Under the direction of the Assistant Program Director, CQI will be responsible for reviewing and revising the T/TA plan on an annual basis in August.

BUDGET:

Budget amounts for 2006-07 will be allocated once funding approvals are received from the Head Start Bureau in the fall of 2007. Estimated costs for each training opportunity are included in each of the training descriptions (see Tables 1-9).

2006-07 Annual Training & Technical Assistance Budget Estimates:

• Staff Training and Professional Development:	\$88,813.00
• Parent Training:	\$3,500.00
• Policy Council Training:	\$400.00

Estimated Total:	\$92,713.00
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EVALUATION:

PACT EHS/HS will utilize post training surveys to evaluate the effectiveness of the training opportunity, the venue, and the trainers. The Comprehensive Services Manager will forward a summary of the results to the CQI team. PACT EHS/HS CQI team will analyze the results from the report and forward the analysis to Management team along with their recommendations. The report will also be shared with the Comprehensive Services Team for quality review of the trainers.

Management team will make the final decision on all revisions and/or recommendations regarding this Training and Technical Assistance Plan.

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

OUTCOMES & RESULTS:

The Training and Technical Assistance Plan will be a single year plan that incorporates all necessary training required to run a quality Early Head Start/Head Start Program for active program year. Federal/State regulations and requirements as well as professional development opportunities will be included. The desired outcomes of the plan are bulleted below.

- All EHS/HS program employees, volunteers, governing body members and parents have the opportunity to receive the training and technical assistance necessary to enhance their performance in their respective duties.
 - Indicators:
 - A current Training & Technical Assistance Plan that will include training components for each of the parties mentioned.
 - A current training log documenting each of the trainings completed.
 - Training Evaluations reports from attendees at each training opportunity.
 - National & Local Training opportunities (See Training Matrix)
 - Seven (7) CDA credentials for PCE/Teachers that apply for the certificate for the 2006-07 program year.
 - Four (4) College Credit courses offered towards an Associates degree for 10 candidates.

- All EHS/HS sanctioned training/technical assistance opportunities are evaluated for content and delivery.
 - Indicators:
 - Training Evaluations from every training opportunity are filed and accessible.
 - Training Evaluation Report documented in the CS team and/or CQI team minutes.

- 45% of All EHS/HS teachers and Parent Child Educators (PCEs) hold an AA degree or higher (*HS Performance Standard*)
 - Indicators:
 - Hiring roster of all teachers and PCEs maintained by Program Managers and Human Resources Department.

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

TABLE 1: January In-service Training [1306.23(a)]

Timeframe	Who Needs to Attend	Topics	CEU	Trainers
October Session 1 Day	All Program Staff	<ul style="list-style-type: none"> CPR/ 1st Aid Recertification [1310.17(b)(3)] Working Files: <i>Maintenance and Follow up</i> 		Comprehensive Services Team
January Session 5 Days	All Program Staff	<ul style="list-style-type: none"> Nuts & Bolts: Socialization Nuts & Bolts: Home Visits Challenging Behaviors Part I/ Conscious Discipline (EHS only) [HS Act Section 640 (a)(3)(B)(ii)] Ongoing Monitoring Parent Involvement: Father figures ORAL HEALTH Effects of LEAD on Early Development Terrorism: How to prepare HCAP Intake Process Volunteer Recruitment and the role of Staff Developing and Monitoring Service Plans [1308.4(1)-(2)] Child Abuse & Neglect Annual Training [45 CFR 1304.52(k)(3)(i)] Prenatal Health Infant/Toddler Health & Well baby checks (EHS only) Mandated Outcomes / Ongoing Assessment Results 1st QTR: Early Literacy Hawaii Pre School Content Standards. [HS Act Section 640 (a)(3)(B)(ii)] Team Building 		Comprehensive Services Team Child Protective Services Management Team Dr. Fruen / Health Specialists American Lung Association Department of Health PATCH
COST	<ul style="list-style-type: none"> Venue Training Materials Trainer Fees Food/Refreshments Mileage/Parking (taken from Basic) 	Estimated \$	Estimated Total:	
		\$2000		
		\$500		
		-		\$5500.00
		\$3000		(+\$500 for mileage)
		\$500		

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

TABLE 2: Staff Day Trainings [1306.23(a)]

Timeframe	Who Needs to Attend	Topics	CEU	Trainers
October March April	All Program Staff	<ul style="list-style-type: none"> • Filing Time Frames & Forms • USDA: Child Feeding Program (CACFP) • USDA: Discrimination & Civil Rights. • Health Tracking Tools • Program Policies & Procedures • Introduction to Integrated Service Area Plans (ISAP) • Home Visits 		Comprehensive Services Team Management Team
COST				
	<ul style="list-style-type: none"> • Venue • Training Materials • Trainer Fees • Food/Refreshments • Mileage/Parking (taken from Basic) 	Estimated \$ \$2000 \$500 - \$3000 \$500	Estimated Total: \$5500.00 (+\$500 for mileage)	


**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

TABLE 3: Annual Pre-Service Training [1306.23(a)]

Timeframe	Who Needs to Attend	Topics	CEU	Trainers
SUMMER (July) 5 days	All Program Staff	<ul style="list-style-type: none"> • West Ed Temperament Scale • Record Keeping & Recording: <i>HV forms, FCILs, Lesson Plans, and Service Plans (ILP/IFPA).</i> • INDIVIDUALIZATION [HS Act Section 640 (a)(3)(B)(ii), 1308.4(1)(2)] • Bus Evacuation Procedures and Monitoring [1310.17(b)(4)] • Infant/Toddler and Pre school Environment Safety and Monitoring [1310.17(b)(6)] • Bus Monitor Training [1310.17(b)(4)] • Transitions [45 CFR 1304.41(c)(1)(iv), 1304.52(k)(3)(ii)] • Annual Driver's Training (<i>Bus Drivers Only</i>) [1310.17(b)(5),(d)] • Home Visits: <i>How to Conduct and Document</i> • Fatherhood Initiative: <i>What is it, and staff's role.</i> • CPR/1st Aid Certification & Re-Certification: <i>Infant & Toddlers and Adults</i> [1310.17(b)(3)] • Hawaii Developmental Chart / Social Emotional Development [HS Act Section 640 (a)(3)(B)(ii)] • Mental Health: The Impact of Employee Mental Health. • Introduction: U.S.D.A. • Nuts & Bolts: The goals of our Program Options [1306.23(b)] • Team Building 		Comprehensive Services Team
COST	<ul style="list-style-type: none"> • Venue • Training Materials • Trainer Fees • Food/Refreshments • Travel/Mileage/Parking (taken from Basic) 	Estimated \$	Estimated Total:	
		\$1500 \$200 \$800 \$3000 \$500		\$5500.00 (+500 for mileage)

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

TABLE 4: National Training Opportunities

Time Frame	Who Needs to Attend	Topics	CEU	Trainers
ONGOING (Year Round)	Policy Council Chair & Vice Chair + 2 Management Staff	<ul style="list-style-type: none"> National Head Start Association Annual Parent Training 		National Head Start Association
	2 Management Staff	<ul style="list-style-type: none"> National Head Start Association Annual Conference 		 NAEYC HS Region IX Office Council for Exceptional Children / Division of Early Childhood Zero to Three Child Plus
	2 Management Staff	<ul style="list-style-type: none"> National Head Start Association Leadership Conference 		
	Father Facilitator	<ul style="list-style-type: none"> National Head Start Association Father Involvement Training 		
	2 Management Staff	<ul style="list-style-type: none"> NAEYC Annual Training Conference 		
	2 Management Staff	<ul style="list-style-type: none"> Region IX Association Training 		
	Disabilities Specialist	<ul style="list-style-type: none"> DEC Conference [HS Act Section 640 (a)(3)(B)(ii)] 		
	2 Staff	<ul style="list-style-type: none"> Zero to Three National Conference Training 		
	1 Staff	<ul style="list-style-type: none"> Data Engine Training 		
	3 Admin & 1 Management	<ul style="list-style-type: none"> Office of Head Start National Fiscal and Management Training 		
COST	<ul style="list-style-type: none"> Registration Fees (conference fees) Training Materials Accommodations (\$130/day/room on average) Per Diem (\$51/person/day for meals & incidentals) Travel (\$800/person/RT) Ground transfers (\$40/person) 	Estimated \$ \$7100 - \$7660 \$5761 \$35,200 \$760	Estimated Total: \$56,481.00	

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

TABLE 5: Annual Policy Council and PACT BOD Introductory Training

Time Frame	Who Needs to Attend	Topics	CEU	Trainers
WINTER (Nov-Dec) 2 days	All New Policy Council Members and Officers	<ul style="list-style-type: none"> • Head Start Philosophy – Shared Governance Structure: <i>Appendix A of HS Performance Standards and PG section of EHS/HS P&Ps.</i> • EHS/HS: <i>At a Glance</i> • Robert's Rules of Order • PACT Policies and Procedures • Fiscal training, budgets, responsibilities, Impasse Policy 		Program Staff And consultants
Ongoing				Agency Staff
COST				
	(expenditures taken from PC budget line item)		Estimated \$	Estimated Total:
	<ul style="list-style-type: none"> • Venue • Training Materials • Trainer Fees • Food/Refreshments • Mileage/Parking 		- \$200 - \$100 \$100	\$400.00

**PACT Early Head Start / Head Start Program
 Training and Technical Assistance Plan
 PY 2006-07**

TABLE 6: New Hire Orientation and Introductory Training

Time Frame	Who Needs to Attend	Topics	CEU	Trainers
ONGOING (Year Round)	All EHS/HS New Hires	<ul style="list-style-type: none"> Orientation I & II agency trainings. See Attached: New Hire Orientation Checklist (APPENDIX B) 1304.52(k)(1) 		PACT Agency Comprehensive Services Team
COST	<ul style="list-style-type: none"> Venue Food/Refreshments Mileage/Parking 		Estimated \$	Estimated Total:
			-	\$0
			-	
			-	

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

TABLE 7: Ongoing Parent Training [1304.21]

Time Frame	Who Needs to Attend	Topics	CEU	Trainers
ONGOING (Year Round)	PMs and ACs	<ul style="list-style-type: none"> • Literacy: [1304.40(e)(3)] <ol style="list-style-type: none"> 1. Fruit Book 2. Calendar 3. Pencil Holder 4. Recipe Book 5. Ginger Bread House 6. Library Card Holder 7. Book Markers 8. Nursery Rhyme Book 9. Shape and Color Book 10. Alphabet/Number Book 11. Food Pyramid • Health & Nutrition [1304.23] • Oral Health [1304.40(e)(3)] • Child Abuse & Neglect [1304.22(a)(5)] • Mental Health [1304.24(a)] • Parenting/Emergency 1st Aid • Employment • Education/Training • Family Relations[1304.40(e)(3)] • Maternal Assistance • Occupational/Environmental Hazard • Home Safety • Transportation/Pedestrian Safety (<i>within 30 days of Enrollment year</i>) [1310.21(a)] • Parent Recruitment [1304.40(e)(3)] • Parent Orientation [1304.40(e)(3), 1304.52(k)(3)(ii)] 		Family Literacy Coordinator Parents Inc. Health Specialists Family Support Workers Family Services Coordinator Mental Health Specialists
COST				
	<i>(Based on 3 trainings per site, per month)</i> <ul style="list-style-type: none"> • Venue • Training Materials/Curriculum • Registration Fees • Food/Refreshments • Travel/Mileage/Parking • Technical Assistance/Consultant Fees 	Estimated \$	Estimated Total:	
		-	-	
		\$1000	-	\$3500.00
		-	-	
		\$1000	-	
		-	-	
		\$1500	-	

**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

TABLE 8: Ongoing Management/Staff Training [1306.23(a)]

Management Team				
Time Frame	Who Needs to Attend	Topics	CEU	Trainers
ONGOING (Year Round)	All Staff Health Specialists & FSW	<ul style="list-style-type: none"> • Team Building Days • Defensive Driving Courses (as applicable) [1310.17(b)(1)] • OAE Hearing Screening Training 		Management and Comprehensive Services Team ECHO project personnel – University of Utah
COST	Team Building Day (estimated at \$30/person/4x annually)		Estimated \$ \$11,000	Estimated Total: \$11,000

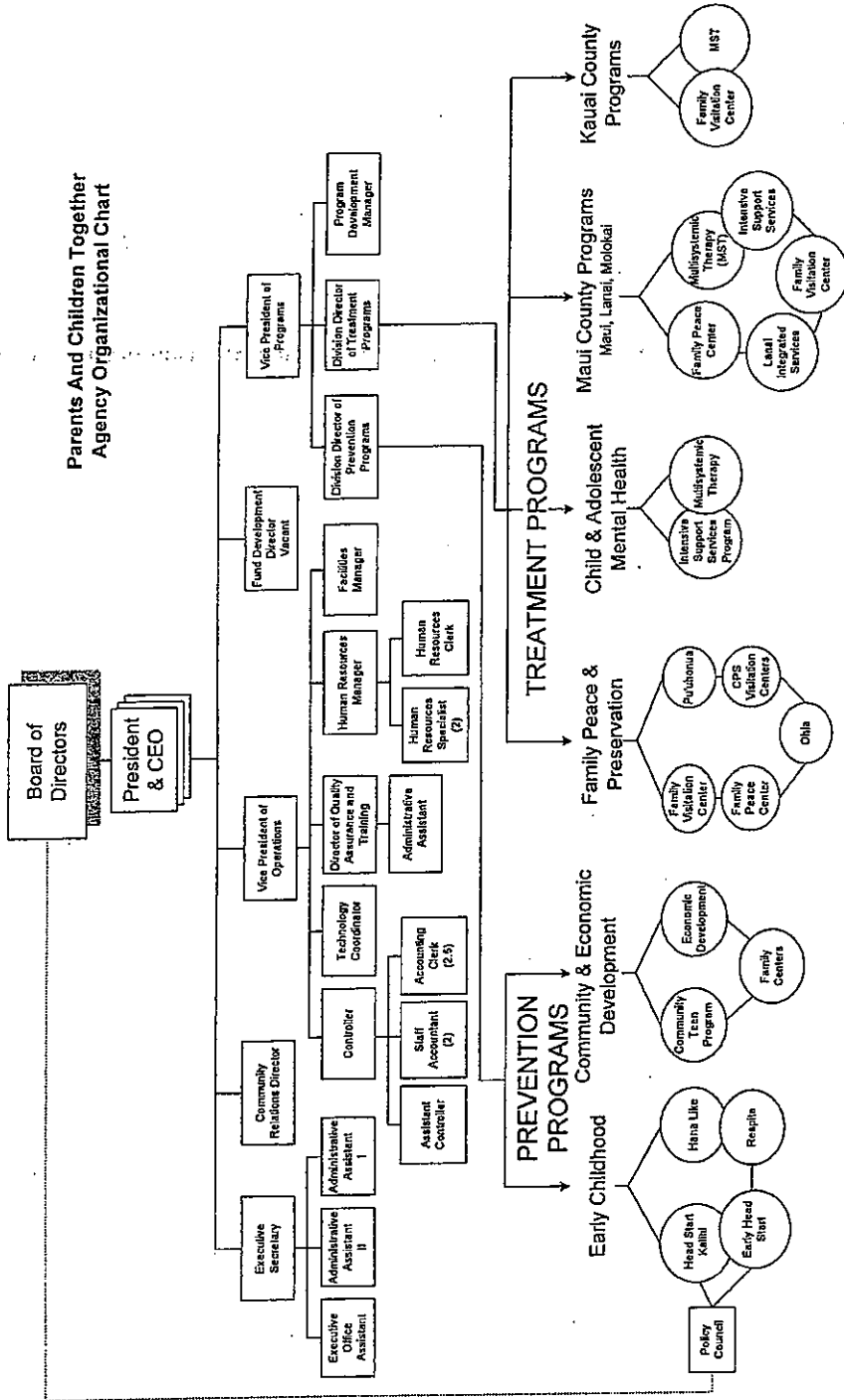
**PACT Early Head Start / Head Start Program
Training and Technical Assistance Plan
PY 2006-07**

TABLE 9: Staff Professional Development [1306.23(a)]

Management Team				
Time Frame	Who Needs to Attend	Topics	CEU	Trainers
ONGOING (Year Round)	7 Teacher/PCE 10 EHS/HS Staff Appointed Staff	<ul style="list-style-type: none"> • CDA certificates • AA Credit Courses (Four per year) • National Seminars Group Trainings for Professionals (12 opportunities per year) 	.6 per session	CDA Consultant – Melody Vega Windward Community College
COST	<i>(for 4 people 3X per year)</i> <ul style="list-style-type: none"> • Venue • Training Materials • CDA Fees: (\$1,210.82/candidate) • AA Course Registration: (\$320/person/class) • Supplies for AA Courses: (\$100/person/class) • Registration for National Seminars Training: (\$600/opportunity/person) 	Estimated \$	Estimated Total:	
		-	-	\$32,476.00
		\$8476.00	\$12800	
		\$4000	\$7200	

APPENDIX

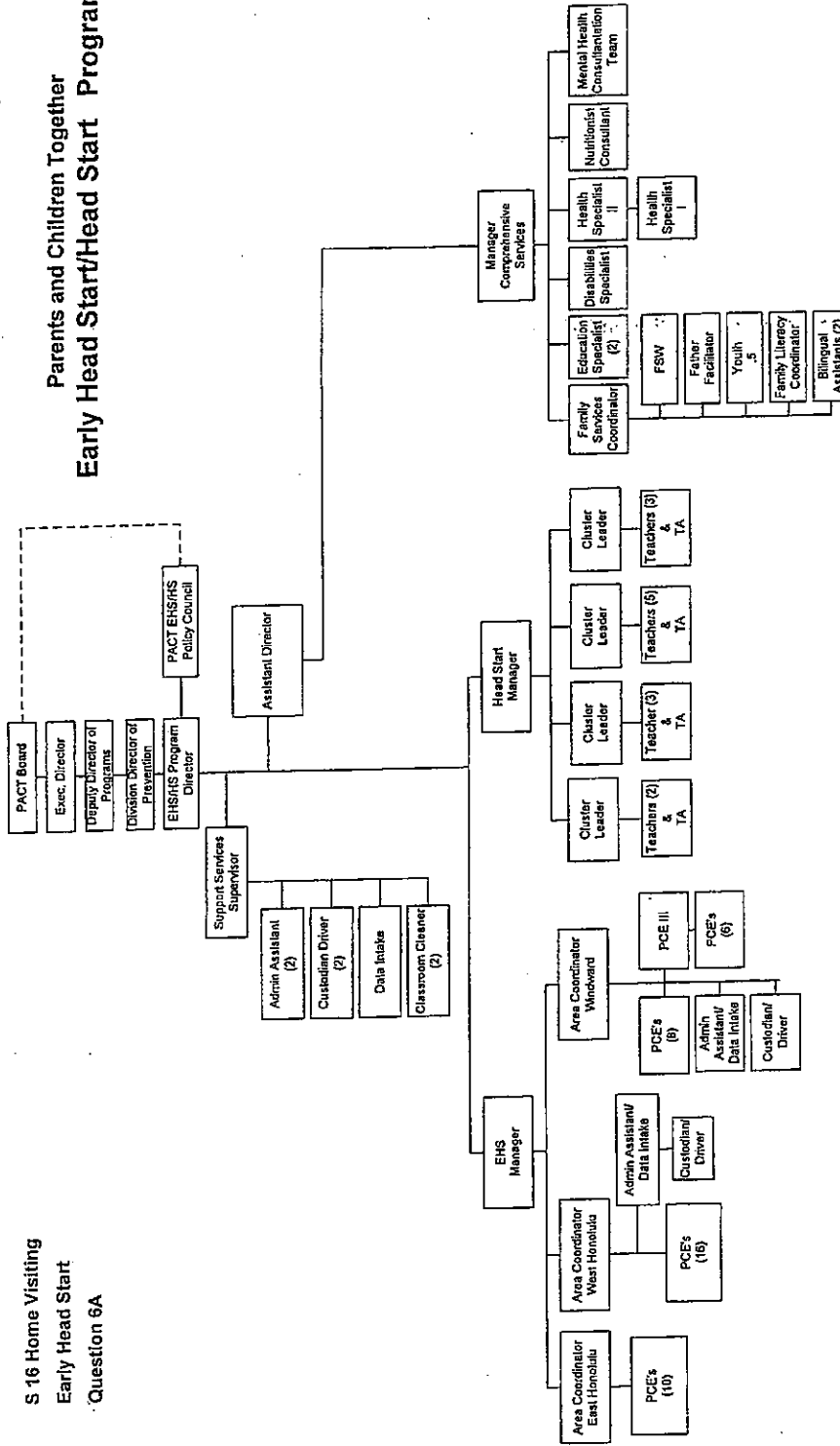
Parents And Children Together
Agency Organizational Chart



REV-07/2006

S 16 Home Visiting
 Early Head Start
 Question 6A

Parents and Children Together
 Early Head Start/Head Start Program



07/2003

PERFORMANCE OUTPUT AND OUTCOMES MEASUREMENTS

Performance Outputs and Outcomes	Estimated Numbers
Total Enrollment	
Children	8
Families	7
Pregnant Women	
Enrollment of Children by Program Options	
Full Day	
Part Day	8
Children Who Received Physical Examinations	8
Children Who received Medical Treatment	5
Children Completed Dental Exams	4*
Children Received Dental Treatment	4*
Children with Up-to-Date, or All immunizations	6
Children with Health Insurance	6
Children Professionally Diagnosed with Disability	1-2
Children with Disability Who Received Services	1
Children with Mental Health Problems	1
Children Who Received Mental Health Services	1
Children (and pregnant women in EHS) Who Dropped Out	3
Families Who Participated in a Goal Setting Process Leading to Individualized Family partnership Agreement	8
Parents/Guardians Who Received Job Training/School Services	2
Total Parents/Guardians Employed	2

* Dental exams are not required until 18 month of age.

PARENTS AND CHILDREN TOGETHER
EARLY HEAD START/HEAD START PROGRAM

POLICY

Policy Number: FP5	P.C. Approval: 8/9/99, 11/29/99, 7/31/01,5/21/04	Revised: 5/01,3/04
BOD Approval: 12/7/99, 5/07/02, NA	Executive Director: 12/7/99, 5/7/02, 5/21/04	
Performance Standards:	1304.40 (a)(1-5)	
COA Standards:	G8, G9, G10,S16.3,S37.2	

SECTION: Family and Community Partnerships

SUB-SECTION: Family Partnerships

SUBJECT: Family Service Planning Policy

PERFORMANCE OBJECTIVE: Family Assessments and Family Partnership Agreements will be developed and utilized to identify and address the social service needs of families.

General Considerations:

- A. In partnership with families, Individual Family Partnership Agreements will be completed for all EHS/HS families.
- B. In partnership with families, Individual Family Partnership Agreements will be completed within 90 days of enrollment and reviewed/revised quarterly.
- C. Individual Family Partnership Agreements will be completed according to established operational procedures, in accordance with the Hawaii Child and Adolescent Service Systems Program and in accordance with IDEA and section 504.
- D. In partnership with families, at least one Individual Learning Plan will be required for each child enrolled in the EHS/HS program.
- E. In partnership with families, Individual Learning Plans will be based on available screening results as well as other developmental information such as the ASQ and ASQ-SE.
- F. In partnership with families, Individual Family Partnership Agreement/Individual Learning Plan goals will be updated with the family as the family/child accomplishes the goals.
- G. All completed documentation will be filed in family file folders.

H. Documents will be written so that families understand them and are able to effectively participate in accomplishing the goals.

I. Because the Individual Learning Plan is used for curriculum planning and the individualization of the curriculum, goals/skills to be learned will be specific and will include, at minimum, three goals/skills to be learned in each developmental area.

FAMILY ASSESSMENTS:

1. In partnership with the family, staff will complete a family assessment. The family assessment will identify strengths, needs, interests, and other providers active with the family.
2. Staff will coordinate with other community resources to address family crises.
3. A team conference will be scheduled with each family to develop family goals and objectives.
4. Documentation will be kept in the family files and copies will be provided to the parents.
5. When needed, appropriate referrals will be made and follow-up documentation will be maintained in the family files.
6. See Also PACT Admin P&P PRG 09.

FAMILY GOAL SETTING PURPOSE:

1. To facilitate opportunities for parents to develop and implement Individual Family Partnership Agreements that describe family goals, responsibilities, timetables, strategies for achieving these goals, and progress in achieving them.
2. To facilitate opportunities for parents to develop and implement Individual Learning Plans for their children.
3. To facilitate opportunities for parents to identify family goals, strengths, needed services and other supports.
4. To support each child's individual pattern of development and learning.
5. This process will be initiated after enrollment. Staff will prepare the family through coaching and role modeling to ensure family's readiness and willingness to participate in the process.
6. In partnership with parents, opportunities will be created for parents to develop and implement Individualized Family Partnership Agreements that describe family goals, responsibilities,

timetables and strategies for achieving these goals as well as progress in achieving them. See the Family Assessment and the Family Partnership Agreement.

7. To avoid duplication of effort, or conflict with any preexisting family plans developed by other programs and the EHS/HS family, the Family Partnership Agreement will take into account, and build upon information obtained from the family and other community agencies regarding preexisting family plans. The program will coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.
8. A variety of opportunities will be created by the program for interaction with parents throughout the year. These will include, but are not limited to, the following activities:
 - A. Classes in child growth and development, guidance and discipline, health and literacy;
 - B. Father Involvement events;
 - C. English Second Language, Math and English classes and General Education Diploma classes;
 - D. Various additional educational opportunities;
9. Meetings and interactions with families will be conducted in a manner that is respectful of each family's diversity and cultural and ethnic background.
10. See Also PACT Admin Policy PRG09.

PARENTS AND CHILDREN TOGETHER
EARLY HEAD START/HEAD START PROGRAM

POLICY

Policy Number: FP1	P.C. Approval: 11/29/99, 7/31/01,5/21/04	Revised: 7/01, 3/24/04
BOD Approval:12/7/99, 5/07/02, N/A	Executive Director: 12/7/99, 5/7/02, 5/21/04	
Performance Standards: 1304.40 (d) (1-2), 1304.41, 1306.21 (b)		
COA Standards: S16,S37		

SECTION: Family and Community Partnerships

SUB-SECTION: Family Partnerships

SUBJECT: Policy on Parent Involvement

PERFORMANCE OBJECTIVE:

To establish a policy to ensure parent participation in all facets of the Early Head Start/Head Start (EHS/HS) program and its activities.

INTRODUCTION:

1. Staff will provide information to parents regarding opportunities for parent involvement. This will be an on-going process that will be initiated at the beginning of the program year, at parent committee meetings, during home visits, and as families enroll and opportunities continue to evolve.
2. Custodial parents/guardians of enrolled children must sign and submit all Intake Requirements before participating in routine program activities.
3. All program parent/guardian volunteers are expected to abide by the PACT agency Policy on Standard of Conduct and Rules & Responsibility. (See PACT Standard of Conduct and EHS/HS Policy FP21: Rules & Responsibilities)
4. Parents are encouraged to participate in all aspects of planning for the program. Parents are expected to participate in one or more of the following ways:
 - A. Classroom activities;
 - B. Socialization activities;
 - C. Office projects including day to day operations;
 - D. Excursions/Field trips;
 - E. Planning committees (i.e. curriculum, special events/activities);
 - F. Parent Committee;

- G. Home Visits;
 - H. Policy Council meetings;
 - I. Workshops/Conferences;
 - J. Community events; and
 - K. Special agency projects (i.e. Kid's Day), to name a few.
5. Transportation for Socialization will be provided for Home Based families consistent with the Individualized Family Services Plan (IFSP).
 6. Parent involvement activities will be monitored via attendance records, donated personnel services form and minutes of meetings.

COMMUNITY ADVOCACY

1. Staff will ensure that parents are able to attend planning meetings on a regular basis.
2. Technical and other identified supports will be provided to assist parents and area residents in receiving assistance from public and private sources.
3. Training in all program areas will be provided for parent participation in the work plan and budget.
4. The Program Governance objective will include ways in which parents will assist staff in setting the goals of the program.
5. Parental input in the design and evaluation of the program will be solicited, encouraged, and implemented per the shared governance requirements.
6. The EHS/HS program will support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs.
7. The program will provide families with comprehensive information about community resources (see 45 CFR 1304.41(a)(2) for additional requirements).
8. Parents will be provided regular opportunities to work together, and with other community members, on activities that they have developed and have shared an interest.
9. Parents will be encouraged to participate in Resident Association Meetings, Department of Education (DOE) Parent Association, and other community service providers' planning meetings.

POLICY GROUPS (See also PG1 and PG5)

1. On enrollment and at orientation, during phase-in, at socializations, and during home visits; parents will be informed about opportunities to participate in the policy making groups. (See FP14)

2. Parent Committees will be trained and oriented to the formal structure of Early Head Start/Head Start and the Policy Council. The importance of parent representation on the Policy Council and Parent Committees will be explained and elections will be held in September of each program year.
3. The Policy Council will hold regular, executive, and special/emergency meetings throughout the program year.
4. The Policy Council will operate in accordance with Internal Operational Procedures, the Brown Act, shared governance requirements, and Head Start performance standards.
5. Participation of Early Head Start / Head Start parents will be voluntary and will not be required as a condition of enrollment.
6. The Policy Council will be trained in the shared governance requirements, Robert's Rules of Order, roles and responsibilities and others.
7. PACT will monitor EHS/HS to review status of program and to provide technical assistance where requested. The establishment of effective procedures by which parents and area residents concerned will be enabled to influence the character of programs affecting their community.
8. Staff will ensure that parents are able to attend planning meetings on a regular basis.
9. Technical and other identified supports will be provided to assist parents and area residents in receiving assistance from public and private sources.
10. Training in all program areas will be provided for parent participation in the work plan and budget.
11. The Program Governance objective will include ways in which parents will assist staff in setting the goals of the program.
12. Parental input in the design and evaluation of the program will be solicited, encouraged, and implemented per the shared governance requirements.

COMMUNITY ACTIVITIES

1. Staff will provide information to parents of community activities and resources, which meet parent needs and/or are of interest to families. Such activities may include training, information on substance abuse, food resources, and others.
2. Staff will encourage parent participation by coordinating transportation and/or childcare.
3. Parents will be informed about activities through:

- A. Parent bulletin boards in the classrooms
- B. Parent handouts and fliers
- C. Morning circle information sharing
- D. Parent Committees
- E. Policy Council
- F. Teachers/PCEs on Home Visits, daily classroom contacts, and telephone conversations
- G. Monthly Calendars or Newsletter
- H. Community Bulletin Boards in the Kalihi and Kahuku areas

CHILD DEVELOPMENT AND EDUCATION

1. The EHS/HS program will provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff (see CFR 1304.21 for additional requirements related to parent involvement).
2. The program will provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:
 - A. Increasing the family's access to materials, services, and activities essential to family literacy development; and by,
 - B. Assisting parents as adult learners to recognize and address their own literacy goals.
3. In addition to home visits, Teachers/Parent Child Educators in center-based and home-based programs will conduct at least two per program year staff-parent conferences. The purpose will be to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program (see 45 CFR 1304.21(a)(2)(iii) and 45 CFR 1304.40(I) for additional requirements about staff-parent conferences and home visits).
4. Parents will be encouraged to serve as volunteers, observers, or paid staff in the classroom.
5. During the year, there will be at least four (4) social activities planned by parents such as multi-cultural celebrations, Family Night, Beach Day, Health Fairs, and Literacy Day that the PACT staff will assist with.
6. The schedule of planned events will be reviewed and approved by the Policy Council and the program management team.

NUTRITION, HEALTH AND MENTAL HEALTH EDUCATION

1. PACT EHS/HS program will ensure that, at a minimum, the medical and dental health education program:

- A. Will assist parents in understanding how to enroll and participate in a system of ongoing family health care;
 - B. Will encourage parents to become active partners in their children's medical and dental health care process and to accompany their child to medical and dental examinations and appointments; and,
 - C. Will provide parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics (e.g. maternal and child health and the prevention of Sudden Infant Death Syndrome (SIDS)), information specific to the health needs of individuals and children will also be made available to the extent possible.
2. The program will ensure that the nutrition education program will include:
- A. Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets; and,
 - B. Parent discussions with program staff about the nutritional status of their child.
3. The program will ensure that the mental health education program will include:
- A. A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental health;
 - B. Individual opportunities for parents to discuss mental health issues related to their child and family with program staff;
 - C. The active involvement of parents in planning and implementing any mental health interventions for their children; and,
 - D. Parents will receive adequate child care and transportation to insure and facilitate parent attendance at such training.

TRANSITION ACTIVITIES

1. Staff will work to prepare parents to become their child's advocate through transition periods by providing a staff-parent meeting held six months prior to their child's third birthday for EHS and the end of the child's participation in the HS program.
2. To promote the continued involvement of EHS/HS parents in the education and development of their children upon transition to school, the program:
 - A. Provides education and training to parents to prepare them to utilize their rights and responsibilities concerning the education of their children in the school setting; and,

- B. Assists parents to communicate with teachers and other school personnel to participate in decisions related to their children's education.
3. Staff will support parents of children with disabilities entering from infant/toddler programs.
4. Staff will provide information to parents on how to foster the development of their child with disabilities.
5. Staff will provide opportunities for parents to observe large group, small group, and individual activities described in their child's Education Plan.
6. Staff will provide follow-up assistance and activities to reinforce program activities at home.
7. Staff will refer parents to parent groups that have children with similar disabilities who can provide peer support.
8. Staff will inform parents of their rights under IDEA and section 504.
9. Staff will inform parents of resources which may be available to them from the Supplemental Security Income Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program, and other sources and will assist them with initial efforts to access such resources.
10. Staff will identify needs (caused by the disability) of siblings and other family members and assist families with meeting those needs.
11. Staff will provide information about disabilities and strategies families can use to safeguard the health and development of their other children.
12. Staff will build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children through coaching, role modeling and other leadership development techniques.
13. PACT EHS/HS will develop plans to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.
14. PACT EHS/HS, in cooperation with parents, will notify the school of the child's planned enrollment prior to the date of enrollment.

HOME VISITS

1. Home Visits will not be a requirement for participation in the EHS/HS center-based program option. Every effort, however, will be made to explain the advantages of home visits to the parents.

2. With the written permission of parents, the Teacher in center-based programs will make at least two home visits per program year to the home of each enrolled child in accordance with the requirements of 45 CFR 1306.32(b)(8). Other staff working with the family will make or join home visits, as appropriate.
3. The program will schedule home visits at times that are mutually convenient for the parents or primary caregivers and staff.
4. When parents ask that the home visits be conducted outside the home, or in cases where a visit to the home presents significant safety hazards for staff, the home visit may take place at a EHS/HS site or at another safe location that affords privacy.

CLASSROOM ACTIVITIES

1. At least once a month, parents will be given opportunities to meet with educational staff to plan classroom activities that specifically meet the needs of each Early Head Start/Head Start child.
2. Parents will be involved in planning activities to enhance the classroom, socializations, home visits, and field trips.

