

State of Hawaii
Department of Human Services
Office of Youth Services

Addendum 1

July 7, 2010

To

Request for Proposals

RFP No. HMS-903-10-06-S

**RFP Title: Teen Pregnancy Prevention and Family Strengthening
Through Positive Youth Development Programs**

Date Issued: July 7, 2010

July 7, 2010

ADDENDUM NO. 1

To

REQUEST FOR PROPOSALS

RFP Title: Teen Pregnancy Prevention and Family Strengthening Through Positive Youth Development Programs

RFP No. HMS-903-10-06-S

The Department of Human Services, Office of Youth Services is issuing this addendum to RFP No. HMS-903-10-06-S, "Teen Pregnancy Prevention and Family Strengthening Through Positive Youth Development Programs" for the purposes of:

- Responding to questions that arose at the orientation meeting of June 24, 2010 and written questions subsequently submitted in accordance with Section 1-V, of the RFP.
- Amending the RFP.
- Final Revised Proposals

The proposal submittal deadline:

- is amended to <new date>.
- is not amended.
- for Final Revised Proposals is N

Attached is (are):

- A summary of the questions raised and responses for purposes of clarification of the RFP requirements.
- Amendments to the RFP.
- Details of the request for final revised proposals.

If you have any questions, contact:

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RFP HMS-903-10-06-S

“Teen Pregnancy Prevention and Family Strengthening Through Positive Youth Development Programs”

QUESTIONS AND ANSWERS

The following are responses to the written questions submitted either at the RFP Orientation Session or received in writing by June 30, 2010, as specified in Section 1 of the RFP.

- Q1. Can the applicant submit separate proposals for different sites and/or islands, or only one proposal per applicant ?
- A. An applicant may choose to submit separate proposals for service delivery at multiple sites. An applicant may also choose to submit one proposal for service delivery at multiple sites and/or islands. If an applicant submits a single proposal that includes service delivery at multiple sites, please note that funding awards are expected to be in range of \$100,000 to \$125,000 per proposal.**
- Q2. May a responder address more than one area of need?
- A. See response to question 1.**
- Q3. Do you want separate proposals for each component of service?
- A. The applicant should address the service objectives as listed in the RFP on pages 2-3 and 2-4. Multiple or alternate proposals are not allowed.**
- Q4. Why is the financial audit for FY 1996 required?
- A. The Table of Contents listed in Section 5, Attachment B, is just a sample that references FY 1996. Please submit the most recent audit conducted.**
- Q5. Does BESSD allow indirect costs that are approved by the federal Department of Health and Human Services? If our agency does not have a federal approved indirect cost rate, do you have a cap on the indirect costs of the award?
- A. State cost principles only allow for an indirect cost rate based on a negotiated federal rate. Unallowable are indirect costs based on a rate that has not been negotiated with and approved by the federal government.**
- Q6. Do the budget forms on the State Procurement Office website include formulas that automatically calculate percentages on the forms?

A. **No.**

Q7. Regarding budget forms 205A and 205B, should the organization wide budgets reflect the total agency budget, or just related to youth programs?

A. **The organization-wide budgets should reflect the total agency budget related to youth service programs.**

Q8. Is there a “matching” requirement in terms of the budget?

A. **There is no matching requirement.**

Q9. Do subcontractors need to be named in the proposal?

A. **Yes.**

Q10. Re: Section 2, page 2-8, 2. Assessment of Need and Readiness. Can you suggest some indicators of “community readiness” to address positive youth development, aside from letters of support and partnerships?

A. **Possible sources of indicators of community readiness may include neighborhood board meetings; local Parent Teacher School Associations; discussions with Parks and Recreation agency; police; and other resources/persons who have direct local knowledge of the community.**

Q11. In what capacity would you recommend our collaborators participate?

A. **It is important that the service provider has knowledge of the target community it wishes to serve and a relationship with both public and private agencies in the area. The applicant’s proposal should define those relationships.**

Q12. Regarding description of goals: Are you looking for a consortium that can provide services based on their expertise, one agency who can meet all goals, or are you asking for agencies to turn in proposals based on the services they feel are their specialty?

A. **The DHS/OYS is soliciting proposals that address the service specifications listed in the RFP. Applicants need to meet the requirement of two years of experiences pertinent to the proposed services and target population. Single agencies or consortiums may apply.**

Q13. Regarding target population: Should there a balance of services/activities proposed directly to children/youth and directed at family strengthening activities, or can services/activities be proposed directly to family strengthening activities?

A. **Family strengthening activities may be part of the service delivery as long as the objectives in the RFP Section 2, I.C. (pages 2-3 and 2-4) are addressed.**

- Q14. Can training be offered to other agencies or is training only for the applicant's staff as an approved cost item?
- A. Yes. Training may be offered to staff from other agencies.**
- Q15. Is training staff, per paragraph #2, section D, page 2-4, one of the goals and services that you want identified separately from the youth programs?
- A. Training staff is considered part of a youth program. Please see also RFP Section II, III. Scope of Work, A.3. Implementation of Effective Practices, c. 10 (page 2-10): "Effective programs are conducted by adults or peer leaders who believe in the program they are implementing and who have been provided training. "**
- Q16. Since communities have not been identified, are you asking responders to identify the communities they wish to serve or is there data that you will provide that targets the areas that you have identified as the most in need?
- A. Applicants must identify the target population and communities they wish to serve, and include data that supports the need for services. Attachment D of the RFP lists local resources for data sources.**
- Q17. Is cultural component included?
- A. Yes, as an integral part of a applicant's program proposal. Please refer to the RFP Section 2, III. Scope of Work, A.1., Service Framework (page 2-7).**
- Q18. Does the applicant's proposal need to meet the positive youth development model agenda?
- A. The RFP supports service delivery within the context of a positive youth development framework, as stated in the RFP Section 2, I.A. (page 2-2). Additionally, the proposal must meet the description of the goals of the services as found in the RFP Section 2, I.C. (page 2-3 and 2-4).**
- Q.19. If a successful applicant is awarded less than what is proposed, what is the process and time frame for readjustment of the budget and proposed services?
- A. Should the successful applicant accept the lower award, a program budget must be submitted within 30 days of the execution of the contract.**
- Q20. Regarding Section 2, page 2-4, please explain "over-represented" in "families".

- A. **The reference to over-represented concerns the disproportionate percentage of youth involved with the juvenile justice system who are of Micronesian, Samoan, Hawaiian, Filipino and African-American ancestry. “Families” refers to youth and their families to be included as part of the target population.**

Q21. Please define “token” amount in dollar value for our general knowledge.

- A. **Token amount is defined as no more than \$25 per year. No child and family shall be turned away or denied access to program participation due to an inability to pay. If a token fee is charged, please include in the applicant’s proposal the purpose of the token fee and how it will support the proposed program services.**

Q22. Re: American Disabilities Act (ADA), is the complaint against the department available for public review? What are ADA standards/requirements and is there a difference between federal and state requirements? Does ADA apply to an agency headquarters and/or school sites where services may be provided?

- A. **The complaint against DHS is not currently available for public review. The Department of Justice maintains a comprehensive website (see: <http://www.ada.gov/adahom1.htm>) regarding ADA requirements for various sectors of the community, including businesses and non-profit service providers.**

Q23. Award ceilings have historically been much higher per annum, is the lower ceiling this year a result of TANF funding being re-allocated to other purposes?

- A. **This RFP represents a similar award range as in previous RFPs for OYS TANF funded programs.**

Q24. Do you have a “set number” for output numbers? How many families and youth do we need to work with?

- A. **No. There is no set number. Applicants should identify the target population for services and justify the cost proposal that supports the service delivery.**

Q25. Will you provide the outputs/outcomes measures that providers will be tracking? Is a copy of the forms available for review?

- A. **The performance measures and quarterly report form are attached for review.**

Q26. Are reports due on a quarterly, semi-annual or annual basis?

A. Program and fiscal reports will be due on a quarterly basis.

RFP No.HMS-903-10-06-S, “Teen Pregnancy Prevention and Family Strengthening Through Positive Youth Development Programs” is amended as follows:

Subsection Page

Section 1, Administrative Overview

No Changes

Section 2, Service Specifications

No Changes

Section 3, Proposal Application Instructions

General Instructions Amended to read (refer to below):

V. Financial (10 points)

A. Pricing Structure (8 points)

Applicant shall submit a cost proposal utilizing the pricing structure designated by the state purchasing agency. The cost proposal shall be attached to the Proposal Application.

All budget forms, instructions and samples are located on the SPO website (see Section 1, paragraph II Websites referred to in this RFP). The following budget form(s) shall be submitted with the Proposal Application:

| | |
|-----------------|---|
| Form SPO-H-205 | Budget |
| Form SPO-H-205A | Organization-Wide by Source of Funds |
| Form SPO-H-205B | Organization-Wide Budget by Programs |
| Form SPO-H-206A | Personnel – Salaries and Wages |
| Form SPO-H-206B | Personnel – Payroll Taxes and Fringe Benefits |
| Form SPO-H-206C | Travel Inter-Island |
| Form SPO-H-206E | Contractual Services - Administrative |
| Form SPO-H-206F | Contractual Services - Subcontracts |
| Form SPO-H-206G | Indirect Costs |
| Form SPO-H-206H | Program Activities |
| Form SPO-H-206I | Equipment Purchases |
| Form SPO-H-206J | Motor Vehicle |

Section 4, Proposal Evaluation
No Changes

Section 5, Attachments
Amended

ATTACHMENT E is provided with samples of outcome performance measures and quarterly report format.

Quarterly Report

1. Contract Information—shall include but is not limited to the following:

- Contract Number
- Current Contract Period (start and end dates)
- Contractor
- Providers or subcontractors
- Project Title
- Project Director’s Name/Address/Telephone/E-mail
- Period Covered by Report

2. Major Activities and Accomplishments during Reporting Period

- a. Activity Milestones**—Using the chart below, provide information on your major activities and accomplishments in relation to the activities and projected accomplishments originally proposed for this time period. Report on the milestones listed in the table below; you are also welcome to report on any additional milestones relevant to your project but not listed below. For each project milestone, indicate proposed and actual completion dates. You may discuss reasons for deviations from your original plan or schedule, and steps being taken to address challenges and refine your project, under the “Implementation Issues” section below.

| Scheduled activity | Proposed completion date | Actual completion date |
|---|--------------------------|------------------------|
| Program Management Activities | | |
| Hire staff | | |
| Train staff | | |
| <i>Other (list)</i> | | |
| | | |
| Service Delivery Activities | | |
| Provide program to target population(s) | | |
| <i>Other (list):</i> | | |
| | | |

- b. Significant Outputs** – Using the chart below, describe the outputs expected and achieved during the reporting period. “Outputs” are what your program produces that ultimately benefit participants with respect to service delivery, program capacity, and program participation (includes outreach, enrollment, attendance, and customer satisfaction). Report on all the output measures below and any additional outputs as applicable to your program. If you are not reaching your targets, you can discuss possible reasons and any plans to revise your approach under the “Implementation Issues” section below.

| Output Performance Measures | Target (Expected) | Actual (Achieved) | Target (Expected) | Actual (Achieved) |
|---|---------------------------------|---------------------------------|---------------------------|---------------------------|
| | During Current Reporting Period | During Current Reporting Period | Year-to-date ¹ | Year-to-date ² |
| Service Delivery | | | | |
| Dosage available per program cycle | | | | |
| Total service dosage available | | | | |
| <i>Other (list):</i> | | | | |
| | | | | |
| Capacity | | | | |
| Number of provider staff available to provide program | | | | |
| <i>Other (list):</i> | | | | |
| | | | | |
| Program Participation | | | | |
| Outreach | | | | |
| Number of outreach events | | | | |
| Total target population reached | | | | |
| <i>Other (list):</i> | | | | |
| | | | | |
| Enrollment | | | | |
| Number enrolled per program | | | | |
| Total number enrolled | | | | |
| <i>Other (list):</i> | | | | |
| | | | | |
| Attendance | | | | |
| Number attended ever | | | | |
| Number completed program | | | | |
| Number completed full program | | | | |
| <i>Other (list):</i> | | | | |
| | | | | |
| Customer Satisfaction | | | | |
| Number enjoyed program | | | | |
| Number would recommend program to others | | | | |

| Output Performance Measures | Target (Expected) | Actual (Achieved) | Target (Expected) | Actual (Achieved) |
|-----------------------------|---------------------------------|---------------------------------|---------------------------|---------------------------|
| | During Current Reporting Period | During Current Reporting Period | Year-to-date ¹ | Year-to-date ² |
| <i>Other (list):</i> | | | | |
| | | | | |
| | | | | |

- c. **Significant Immediate Outcomes** – Using the chart below, and selecting from the performance measures pertaining to the TPP/PYD program component(s) you are implementing (see pg. 5-14), report on the immediate outcomes expected and achieved during the reporting period. "Immediate outcomes" are outcomes obtained *immediately* and as a *direct result* of program participation and typically involve changes in one or more of the following: knowledge, attitudes/beliefs, skill acquisition, behavior, relationships.

Report on all core outcome measures (as indicated by bold type) for each of the program components being offered and at least one non-core outcome measure for each program component being offered. List the particular immediate outcomes targeted by your program in the table below, indicate your target levels or degree of change expected, the actual outcomes or change achieved during this reporting period for from the project start date. If you are not reaching your targets, you can discuss possible reasons and any plans to revise your program under the "Implementation Issues" section below. If you are experiencing unanticipated outcomes (positive or negative), you can discuss these under the "Significant Stories" section below.

| Immediate Outcome Performance Measures | Target (Expected) | Actual (Achieved) | Target (Expected) | Actual (Achieved) |
|--|---------------------------------|---------------------------------|-------------------|-------------------|
| | During Current Reporting Period | During Current Reporting Period | Year-to-date | Year-to-date |
| Knowledge | | | | |
| | | | | |
| | | | | |
| Attitudes/Beliefs | | | | |
| | | | | |
| | | | | |
| Skill Acquisition | | | | |
| | | | | |
| | | | | |
| Behavior | | | | |
| | | | | |
| | | | | |
| Relationships | | | | |
| | | | | |
| | | | | |

3. Implementation Issues and Concerns:

- Describe any changes from the original project plan, including instances in which necessary project resources (“inputs”) were not obtained or additional inputs were necessary; projected activities were not accomplished as anticipated or were achieved using a different strategy, or timelines for milestones were not met; expected outputs were not obtained, expected immediate outcomes were not achieved;
- Describe problems/challenges encountered;
- Present strategies attempted or planned to address problems/challenges; and
- Describe successes in diagnosing and addressing problems/challenges.

You may also use this section to advise your prime contractor or DHS contracts management specialist of any assistance your project may need.

- 4. Significant Stories** —If there are significant stories or insights concerning the effect of your project on the community or target population—including outcomes that exceeded expectations, and/or unanticipated outcomes (whether positive or negative)—they may be reported in this section. Examples include participant testimony, press coverage, and changes in relationships with other community organizations.

Performance Measures By Program Component

Performance Measures in bold type are considered core and shall be reported on for each component being offered, non bolded performance measures are optional. It is strongly encouraged that you consider selecting and using at least one of the optional measures.

Abstinence-only Education

| Performance Measure | Definition (examples) |
|---|--|
| Knowledge | |
| Sexuality and healthy adolescent development | % of participants who report a gain in knowledge as a result of the program <ul style="list-style-type: none"> On a scale of 1 to 5, "I gained new knowledge about sexuality and healthy adolescent development as a result of this program." |
| Benefits of abstinence* | % of participants who report a gain in knowledge related to the benefits of abstinence as a result of the program <ul style="list-style-type: none"> On a scale of 1 to 5, "I learned the medical and psychological benefits of abstaining from sexual activity." |
| Attitudes and Beliefs | |
| Confidence and self-efficacy in choosing abstinence | % of participants who report feeling more confident they can and will delay sexual activity as a result of the program <ul style="list-style-type: none"> On a scale of 1 to 5, "I have confidence I can abstain from sexual activity." On a scale of 1 to 5, "I think it is ok to say 'no' to sex, even if I think others are sexually active." |
| Value abstinence* | % of participants who report valuing abstinence because of the program <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I believe that abstaining from sexual activity is important." |
| Skills | |
| Communication skills* | % of participants who report attaining communication skills as a result of the program <ul style="list-style-type: none"> On a scale of 1 to 5, "I learned how to effectively communicate my intentions and wishes" (e.g., "I am not ready for sex," "I think sex entails many dangers," "I want to wait until I am older to have sex"). |
| Resistance and refusal skills* | % of participants who report attaining refusal skills as a result of the program <ul style="list-style-type: none"> On a scale of 1 to 5, "I learned how to say no to sex." |

| Performance Measure | Definition (examples) |
|---|--|
| Behavior | |
| Delay or discontinuation of sexual activity* | % of participants who report abstaining from sex either by remaining abstinent or ceasing sexual activity since completing the program <ul style="list-style-type: none"> • <i>“Because of this program, I have stopped sexual activity” (Yes, No, Not Applicable).</i> |
| Parent-child communication about sexual activity* | % of participants reporting they discussed sexual activity with their parents or trusted adults because of the program <ul style="list-style-type: none"> • <i>“As a result of this program, I have spoken to my parents or a trusted adult about sexual activity” (Never, Once or Twice, Often).</i> |
| Relationships | |
| Staff-youth relationships* | % of participants who report a supportive adult in the program <ul style="list-style-type: none"> • <i>On a scale of 1 to 5, “I felt supported by the adults in this program.”</i> |
| Peer relationships* | % participants who report positive peer relationships <ul style="list-style-type: none"> • <i>On a scale of 1 to 5, “The friends I made during this program will help me make positive choices in the future.”</i> |

Comprehensive Sex Education

| Performance Measure | Definition (examples) |
|--|--|
| Knowledge | |
| Sexuality and healthy adolescent development* | % of participants who reported gaining knowledge about healthy development as a result of the program <ul style="list-style-type: none"> • <i>On a scale of 1 to 5, “I gained new knowledge about sexuality and healthy adolescent development as a result of this program.”</i> |
| Benefits of abstinence* | % of participants who report a gain in knowledge related to the benefits of abstinence as a result of the program <ul style="list-style-type: none"> • <i>On a scale of 1 to 5, “I learned the medical and psychological benefits of abstaining from sexual activity.”</i> |
| Use of condoms and other contraceptives | % of participants who reported gaining knowledge about the use of condoms and other contraceptives as a result of the program <ul style="list-style-type: none"> • <i>On a scale of 1 to 5, “I know how to prevent pregnancy as a result of the program.”</i> • <i>On a scale of 1 to 5, “I know how to use a condom or other method of contraception as a result of the program.”</i> |
| Attitudes and Beliefs | |
| Confidence and self-efficacy in avoiding risky sexual behavior | % of participants who report feeling more confident they can and will avoid risky sexual activity <ul style="list-style-type: none"> • <i>On a scale of 1 to 5, “I have confidence I can avoid risky sexual behavior by abstaining or using condoms or other contraceptives consistently and correctly as a result of the program.”</i> |

| Performance Measure | Definition (examples) |
|---|---|
| | <ul style="list-style-type: none"> On a scale of 1 to 5, "I can prevent getting pregnant or making someone pregnant as a result of the program." |
| Value abstinence* | % of participants who report valuing abstinence because of the program On a scale of 1 to 5, "As a result of this program, I believe that abstaining from sexual activity is important." |
| Value contraception | % of participants who report valuing abstinence, protected sexual activity, or both because of the program On a scale of 1 to 5, "As a result of this program, I believe that it is important to avoid pregnancy by using contraception consistently and correctly." |
| Skills | |
| Communication skills* | % of participants who report attaining communication skills <ul style="list-style-type: none"> On a scale of 1 to 5, "I learned how to effectively communicate my intentions and wishes (e.g., "I am not ready for sex," "I will not have unprotected sex") as a result of the program." |
| Resistance and refusal skills* | % of participants who reported attaining refusal skills <ul style="list-style-type: none"> On a scale of 1 to 5, "I learned how to say 'no' to sex as a result of the program." On a scale of 1 to 5, "I learned how to say 'no' to unprotected sex as a result of the program." |
| Condom and other contraceptive use skills | % of participants who reported attaining condom and other contraceptive use skills <ul style="list-style-type: none"> On a scale of 1 to 5, "I learned how to effectively use condoms, other contraceptives, or both as a result of the program." |
| Behavior | |
| Delay or discontinuation of sexual activity* | % of participants who report abstaining from sex either by remaining abstinent or ceasing sexual activity <ul style="list-style-type: none"> "Because of this program, I have stopped sexual activity" (Yes, No, Not Applicable). |
| Avoidance of risky sexual behaviors | % of sexually active participants who use condoms, other contraceptives, or both consistently and correctly <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of the program, I use condoms or other contraception consistently and correctly." |
| Parent-child communication about sexual activity* | % of participants who report they discussed sexual activity with their parents or trusted adults <ul style="list-style-type: none"> "As a result of this program, I have spoken to my parents or a trusted adult about sexual activity" (Never, Once or Twice, Often). |
| Relationships | |
| Staff-youth relationships* | % of participants who report a supportive adult in the program <ul style="list-style-type: none"> On a scale of 1 to 5, "I felt supported by the adults in the program." |
| Peer relationships* | % participants reporting positive peer relationships |

| Performance Measure | Definition (examples) |
|---------------------|--|
| | <ul style="list-style-type: none"> On a scale of 1 to 5, "The friends I made during this program will help me make positive choices in the future." |

Reproductive Health and Family Planning Services

| Performance Measure | Definition (examples) |
|--|--|
| Knowledge | |
| Accessing reproductive health and family planning services | <p>% of participants who know how to access services</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I know how to access family planning and other medical services if I need them." On a scale of 1 to 5, "The program gave me helpful information and resources should I need to access medical or family planning services." |
| Attitudes and Beliefs | |
| Confidence and self-efficacy in obtaining needed services | <p>% of participants who report feeling more confident they can and will obtain family planning and medical services as needed.</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I have confidence I can obtain family planning or other medical services as needed." |
| Behavior | |
| Visits to family planning clinic or medical office | <p>% of sexually active participants who had a medical or family planning visit</p> <ul style="list-style-type: none"> "I made and kept a medical or family planning appointment at some time during the program" (Yes, No). <p>% of participants who are not sexually active who plan to make a medical or family planning visit</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I plan to make a medical or family planning appointment before I have sex." |

Academic Support

| Performance Measure | Definition (examples) |
|--|--|
| Attitudes and Beliefs | |
| Confidence and self-efficacy in school success | <p>% of participants who report feeling more confident they can and will do well in school because of the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I have confidence that if I apply myself, I can do well in school." On a scale of 1 to 5, "As a result of this program, I believe that if I study hard, I will get better grades." |

| | |
|-----------------------------|---|
| Value education | % of participants who report valuing education because of the program <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I believe that education is important." |
| Skills | |
| Study skills | % of participants who report they learned study skills in the program <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I learned skills that will help me complete my homework on time." On a scale of 1 to 5, "As a result of this program, I learned to ask for help when I need it." |
| Behavior | |
| Homework completion | % of participants who report completing their homework more regularly since the program began <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I complete my homework on time more often." |
| Time spent studying | % of participants who report increasing the time they study since the program began <ul style="list-style-type: none"> On a scale of 1 to 5, "I spend more hours doing homework or school work since completing the program." |
| Relationships | |
| Staff-youth relationships * | % of participants who report a supportive adult in the program <ul style="list-style-type: none"> On a scale of 1 to 5, "I felt supported by the adults in the program." |
| Youth-school relationship* | % of participants who feel "connected" to their school due to program. <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program I feel proud to belong to my school." |

Enrichment and Recreational Activities

| Performance Measure | Definition (examples) |
|--|--|
| Attitudes and Beliefs | |
| Confidence and self-efficacy in learning something new | % of participants who report feeling more confident they can and will learn a new skill or craft <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I am confident that I can learn something new" (i.e., a skill, sport, craft). |
| Value learning something new | % of participants who report because of the program they value learning new things <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I believe that learning new things is important." |
| Value cultural heritage | % of participants who report because of the program they value their cultural heritage more |

| Performance Measure | Definition (examples) |
|---|--|
| | <ul style="list-style-type: none"> ○ On a scale of 1 to 5, "As a result of this program, I have an increased appreciation of my culture" ○ On a scale of 1 to 5, "As a result of this program, I have an increased appreciation of my culture." |
| Skills | |
| Learned a new skill | <p>% of participants who report learning a new skill during the program</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "Because of this program, I learned a new skill." |
| Behavior | |
| Participated in recreational activities | <p>% of participants who report increasing the time they participate in recreational activities since the program began</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "I spend more hours participating in organized recreational activities because of this program." |
| Participated in cultural activities | <p>% of participants who report increasing the time they participate in cultural activities since the program began</p> <ul style="list-style-type: none"> ○ On a scale of 1 to 5, "Because of this program, I spend more hours participating in cultural activities because of this program." |
| Relationships | |
| Staff-youth relationships* | <p>% of participants who report a supportive adult in the program</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "I felt supported by the adults in the program." |
| Peer relationships* | <p>% participants reporting positive peer relationships</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "The friends I made during this program will help me make positive choices in the future." |
| Youth-school relationship* | <p>% of participants who feel "connected" to their school due to program.</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "Because of this program, I feel proud to belong to my school." |

Decision-making Skills/Positive Choices

| Performance Measure | Definition (examples) |
|---|---|
| Knowledge | |
| Effect of risky behavior on goal attainment | <p>% of participants who report that risky behavior can affect goal attainment</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "As a result of this program, I understand better how risk-taking behaviors (e.g., drinking, drug use, sexual activity) can affect my long-term goals." |
| Attitudes and Beliefs | |
| Confidence and self- | % of participants who report feeling more confident they can and |

| Performance Measure | Definition (examples) |
|---|---|
| efficacy in making healthy decisions | <p>will make good decisions</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I am confident that I can make healthy decisions that will contribute to goals and success." |
| Skills | |
| Decision-making skills | <p>% of participants reporting acquisition of decision-making skills</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I know how to weigh various options and make good decisions that will contribute to my goals and success." |
| Resistance and refusal skills* | <p>% of participants who report attaining refusal skills</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned how to say 'no' to behaviors that can derail my goals" (e.g., drug and alcohol use, sexual activity). |
| Behavior | |
| Goal-setting | <p>% of participants who report they set goals</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I developed goals for my future." |
| Avoidance of risky behaviors | <p>% of participants who report abstaining from risky behaviors (e.g., drug and alcohol use, sexual activity or unprotected sexual activity)</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I currently abstain from using alcohol, tobacco, and other drugs." On a scale of 1 to 5, "Because of this program, I avoid risky sexual behavior, either by abstaining from sex or using condoms or other contraception consistently and correctly." |
| Relationships | |
| Staff-youth relationships* | <p>% of participants who report a supportive adult in the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I felt supported by the adults in the program." |
| Peer relationships* | <p>% of participants who report positive peer relationships</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "The friends I made during this program will help me make positive choices in the future." |
| Youth-school relationship* | <p>% of participants who feel "connected" to their school due to program.</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I feel proud to belong to my school." |

Service Learning/Job Preparation

| Performance Measure | Definition (examples) |
|----------------------------|--|
| Knowledge | |
| Understanding of the | % of participants who report they understand workplace norms and |

| Performance Measure | Definition (examples) |
|---|--|
| workplace environment | <p>expectations</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I know what it takes to do a job well." |
| Attitudes and Beliefs | |
| Confidence and self-efficacy in getting and keeping a job | <p>% of participants who report feeling more confident they can get a job and retain employment</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I am confident that I know what it takes to get a job and to keep a job once I am hired." On a scale of 1 to 5, "Because of this program, I know I can succeed at work." |
| Skills | |
| New job-related skills | <p>% of participants who report they attained new job-related skills</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I know how to find a job." On a scale of 1 to 5, "Because of this program, I learned skills that will be useful in whatever work environment I choose." On a scale of 1 to 5, "Because of this program, I have the skills to do a job well." |
| Communication skills | <p>% of participants who report they attained communication skills</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned how to communicate effectively with my work peers and supervisors." |
| Behavior | |
| Practice job skills | <p>% of participants who report practicing job skills, either on the job or in a work-like setting</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Since the program began, I have practiced job-related skills in a 'real life' setting." |
| Participation in community service | <p>% of participants who report participating in community service</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program I participated in one or more community service projects" |
| Relationships | |
| Staff-youth relationships* | <p>% of participants who report a supportive adult in the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I felt supported by the adults in the program." |
| Peer relationships* | <p>% of participants who reported positive peer relationships</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "The friends I made during this program will help me make positive choices in the future." |

Family Strengthening

| Performance Measure | Definition (examples) |
|---|--|
| Knowledge | |
| Youth: Parents and adult family members viewed as a resource | % of youth participants who report increased knowledge that parents and adult family members are an important resource <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned that my parents or other adult family members are a good resource if I have important questions about school, work, risky behaviors, and my goals." |
| Adults: Parents and other adult relatives see themselves as a resource | % of parents and adult family members who as a result of the program understand they are an important resource to their children [if applicable] <ul style="list-style-type: none"> On a scale of 1 to 5, "If my child has important questions about school, work, risky behaviors, and goals, he or she should talk to me or another adult relative." |
| Adults: Effect of parents and families on school success | % of parents and adult family members who understand as a result of the program how to help children succeed in school <ul style="list-style-type: none"> On a scale of 1 to 5, "I know there are actions I can take to help my child succeed in school." |
| Attitudes and Beliefs | |
| Youth: Confidence and self-efficacy in talking to a parent or other adult family member | % of participants who report feeling more confident they can talk to a parent or other adult relative <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I am confident that I can talk to a parent or other adult family member about whatever is on my mind." |
| Adults: Confidence and self-efficacy in talking to a child | % of parent or other adult family members who report because of the program they are able to talk to their children <ul style="list-style-type: none"> On a scale of 1 to 5, "I am comfortable talking to my child about whatever is on his or her mind." |
| Skills | |
| Youth: Communication skills | % of participants who report attaining communication skills <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned how to communicate effectively with my parents and other family members." On a scale of 1 to 5, "Because of this program, I learned how to talk to my parents or a trusted adult about whatever is on my mind." |
| Adults: Communication skills | % of adult participants who report attaining communication skills <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned how to communicate effectively with my child." On a scale of 1 to 5, "Because of this program, I learned how to listen to my child and discuss whatever is on his or her mind." |
| Behavior | |

| Performance Measure | Definition (<i>examples</i>) |
|---|---|
| Communication with parents and other family members | <p>% of participants who talked with their parents or other family members as a result of the program since the program began</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Since completing the program, I have talked with a parent or another trusted family member about an issue that was important to me." |
| Family time | <p>% of participants who report spending more time as a family as a result of the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Since I completed this program, my family spends more time together." On a scale of 1 to 5, "Since I completed this program, my family participates in more social activities together." |
| Parent or adult involved in school-related activities | <p>% of participants who report their parents or other adults are involved in school work as a result of the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "My parents or other adult relatives often ask whether my homework is complete." On a scale of 1 to 5, "My parents or other adult relatives attended a school event." |
| Relationships | |
| Parent-child relationship | <p>% of participants who reported a supportive relationship with a parent or other adult relative</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I feel supported by my parents and the other adults in my life." |
| Parent-school relationship | <p>% of parents or other adult relatives who feel "connected" to their child's school.</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I feel more welcomed at my child's school." |
| Youth-school relationship* | <p>% of participants who feel "connected" to their school due to program.</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I feel proud to belong to my school." |