

**(a) Need for Project:**

*Every child, regardless of their race or where they live, should have access to high quality early care and education (ECE) that will prepare them for school, help them gain a high school diploma on time, and will lead to a job that provides a living wage to support themselves and their family.*

Native Hawaiian children are lagging behind. The most recent data collected by the State of Hawai‘i Department of Education (2013-2014) revealed that **only 10.7%** of children entering kindergarten displayed the skills and characteristics necessary for success in school life.<sup>i</sup> This has tremendous implications for children because “the farther behind children are when entering kindergarten, the more difficult it will be for them to catch up, and the lower the likelihood that they will grow up to be successful adults.”<sup>ii</sup> **A majority of those unprepared children are Native Hawaiian.** Preschool experience can prepare children for school; however, Kamehameha Schools report that only 53% of Native Hawaiian children attended preschool.<sup>iii</sup> The devastating consequences are reflected in the 2018-2019 National Assessment of Educational Progress Report Card for Hawai‘i’s fourth graders which shows that Native Hawaiian children are behind by 19 points in reading and 17 points in math:

	<b><u>Reading</u></b>	<b><u>Math</u></b>
Native Hawaiians	199	222
All Students	218	239

Moreover, students of Native Hawaiian ancestry have the lowest graduation rate of all major ethnic groups, and are over-represented in special education classes.<sup>iv</sup>

Brain research tells us that the first eight years are critical for building the foundation for future learning and emotional development.<sup>v</sup> The lack of this crucial foundation comes at a high cost. The data shows that children who cannot read by the third grade are four times less likely to graduate than students who can read by that age. Additionally, high school dropouts are three times more likely to be incarcerated than high school graduates.<sup>vi</sup> **There is a crucial need for**

**high quality early education, which provides a pathway for children to gain the necessary pre-reading and school readiness skills to learn and succeed.**<sup>vii</sup>

The low rate of preschool attendance is largely due to the **high cost of preschool and cost of living in Hawai‘i** and the **shortage of early care and education seats** in several communities on O‘ahu, but particularly on the neighbor islands. Hawai‘i’s cost of living is one of the highest amongst all 50 states<sup>viii</sup> and the poverty rate from 2016-2018 was 13.7%, the 13<sup>th</sup> highest rate in the United States. This translates to almost 200,000 people living in poverty<sup>ix</sup> and many of those people are of Native Hawaiian ancestry. For the period from 2011 to 2015, Native Hawaiians had the highest poverty rates for individuals and families, with 6,610 families (12.6% of families) and 45,420 individuals (15.5% of the population) living below the poverty level.<sup>x</sup>

In Hawai‘i, many people are under-employed. Hotels and restaurants, the largest employers, provide one out of five jobs, which is double the rate of the rest of the nation. Hospitality and retail jobs are usually low paying and according to a prominent Honolulu bankruptcy attorney, the “people making money are the top 5%...and the last time I checked, in Hawai‘i, a family with two children needs at least three jobs.”

“The impact of poverty on a child’s academic achievement is significant and starts early,” says Jonah Edelman, Ph.D., co-founder and chief executive officer of *Stand for Children*, a nonprofit education advocacy organization. “Young children growing up in poverty face challenges with cognitive and literary ability and [often] begin school both academically and socioeconomically behind their peers from higher-income backgrounds.”<sup>xi</sup>

On top of this, **finding quality affordable early care and education options adds another stressor for parents.** In 2015, Hawai‘i was ranked as the least affordable state for center-based child care. The average cost to enroll one child in a child care center, full-time, was \$9,500 a year, representing 13% of the state’s median family income, much higher than the national recommendation of no more than 7%.<sup>xii</sup> Infant care at a center exceeds \$13,000 a year.<sup>xiii</sup> For the working poor, the 8:00 a.m. - 5:00 p.m. hours of center-based programs do not fit into their

work schedules as service industry jobs entail non-standard hours and unpredictable schedules. These families continue to struggle and find it hard to escape the cycle of poverty. This has significant implications for children. The Office of Hawaiian Affairs states, “Three out of four (77%) Native Hawaiian kindergarten students start their educational careers living in economically-disadvantaged households.”<sup>xiv</sup>

In Hawai‘i, there is a shortage of preschool seats. According to the Hawai‘i Children’s Action Network on the State of Childcare in Hawai‘i, 64,526 children under the age of six potentially need child care, but shockingly only 38,430 slots are available.<sup>xv</sup> Furthermore, most early childhood programs are located in the largest population hubs, **leaving the smaller more rural communities with little to no child care options. In some communities, there is one infant/toddler seat for 60 or more children; on Kaua‘i and Moloka‘i there are none.**<sup>xvi</sup>

Because of the aforementioned reasons, as well as cultural practices, families turn to family, friends and neighbors (FFN), particularly grandparents, to care for their young children. In Hawai‘i, it is a cultural practice for Native Hawaiian parents to turn to the grandparents or other family members for child care. When that option is not available, one parent, usually the mother, will quit working to care for their child. However, grandparents, parents and other caregivers in families with low socioeconomic status are less likely to exhibit parenting behaviors associated with school readiness and the implication for the children is that they will enter school without the necessary pre-reading and school readiness skills in order to thrive.<sup>xvii</sup>

There can be significant positive implications of FFN care as research has found that caregiver involvement in children’s learning and development impacts lifelong health, development and academic outcomes. **Thus, Family, Friend and Neighbor caregivers are in need of critical supports and resources to increase their ability to prepare their children for school.**

According to the Grandfacts State Fact Sheets for Hawai‘i (2017), there are 12,574 grandparents raising 46,913 grandchildren. A recent study that examined the support needed by Native Hawaiian grandparents raising their grandchildren confirmed that “children’s programs” are among the services most needed by grandparents.<sup>xviii</sup> ***Tūtū and Me* addresses these gaps and**

**weaknesses.** With its focus on family engagement, Partners in Development Foundation's (PIDF) *Tūtū and Me Traveling Preschool* program (*Tūtū and Me*) is a viable solution. The program provides, at no cost, **high quality early education for children ages birth to five, and critical support and resources to caregivers and brings it to Native Hawaiian communities that are low-income and rural and have few, if any, early care and education services.** *Tūtū and Me* is a two generation program thus, caregivers are required to attend with their child. The program **not only educates the child, it actively provides resources, support and education to caregivers** and lays the foundation for future academic achievement by promoting children's healthy intellectual, physical, and social emotional development. Knowledgeable, empowered caregivers are better able to prepare children for school, thus, lay the groundwork for future academic achievement.

Established in 2001, with emphasis placed on perpetuating the Hawaiian language, values and cultural traditions, *Tūtū and Me* is a nationally and internationally recognized, innovative, high quality ECE program that has provided support and resources for over 25,000 caregivers so that they may succeed as their child's first and most important teacher and has prepared more than 17,000 children for school and lifetime success.

Project *Tūtū and Me: Hānai A Ulu* (Grandparent and Me—to nurture until growth appears), will enable the project to continue the comprehensive, free traveling preschool program to 24 underserved, rural communities on five islands. It will have a rich, culturally appropriate approach with learning centers specifically created to meet the needs of each age group.

***Tūtū and Me* proposes to increase supports and resources for the caregiver and will add culturally appropriate parenting workshops in communities that it currently serves and will be based on the Center on the Social and Emotional Foundation for Early Learning Protective Factors and Conscious Discipline® Parent Education curriculum, a comprehensive approach that empowers caregivers with skills that create a safe, connected problem solving environment for families.** From the first year, the island of Moloka'i and the districts of Hilo, Puna, Kona and Kohala on Hawai'i island will be served.

The home visiting option which will bring early learning opportunities and caregiver support into the homes of families to the five districts of Hilo, Puna, North and South Kohala, and along the Hāmākua Coast on Hawai‘i island will also be continued. In these small, rural communities, the family may have access to only one car that is used by the person who works.<sup>xix</sup> Moreover, many caregivers also care for more than two children and many cars do not accommodate more than two child safety seats. Thus, these families are homebound and this proposal will bring support and our quality early education curriculum to them.

These three components were selected to meet the needs of families living in challenging circumstances. Children ages birth to five years will receive a strong early education foundation, and at the same time, their caregivers will obtain support and resources that will empower them as adults and as their child's first and foremost teacher.

***Tūtū and Me is committed to serving those families with the greatest need.*** In this proposal, over three years, 4,071 children ages birth to 5 years old will be exposed to *Tūtū and Me’s* traditional *Traveling Preschool and Home Visiting program*. At least 3,915 caregivers will benefit from resources, and support and guidance modeled by our staff. The 24 traveling preschool communities and the five home visiting districts that will be served by this proposal were selected as a direct result of needs assessments conducted through community meetings, research, and collaborative partnerships. The respective demographics are noted in the chart in the *Appendix - A-1*. (See *Appendix A-2* for a map with *Tūtū and Me Traveling Preschool locations*.)

***(b) Quality of the project design***

***Tūtū and Me is a comprehensive model that involves the caregiver and child and blends high quality education AND parenting skills and resources that can transform the well-being of Hawai‘i’s children today and in the future.***

Project *Tūtū and Me: Hānai a Ulu* is based upon the identified needs outlined in the previous section, up-to-date research, knowledge of best practices in working with Native Hawaiian families, and lessons learned through direct experience. This project is designed to improve teaching and learning, support rigorous academic standards and encourage parental involvement. This section provides details on the goal and objectives of Project *Tūtū and Me: Hānai a Ulu*, the appropriateness of its design, and the rationales that guide the project.

The goal of Project *Tūtū and Me: Hānai a Ulu* is in alignment with the purpose of the Native Hawaiian Education Program, and is clearly stated: **Caregivers of Native Hawaiian children will be empowered as their child’s first and foremost teacher and children will enter school ready to learn and achieve high standards.**

The project’s seven objectives stated below illustrate that the proposed project is appropriate to, and will successfully address the identified needs of the target population and **address the four absolute priorities 1a, 1b, 1c, and 1d:**

<b>Objectives</b>	
1.	Continue the <i>Tūtū and Me</i> Program to provide comprehensive, intentional, high quality, developmentally appropriate & culturally sensitive early learning experiences for children ages birth-five in 29 vulnerable & underserved communities/districts in the State of Hawai‘i
2.	Increase support & education to community members, grandparents, parents & other adult caregivers of young children on how children learn best and how to continue optimal learning experiences in the home as well as in the community. Increase understanding of the critical role they play in every child’s development & school success.
3.	Engage & strengthen families; nurture the bond between caregiver & child.
4.	Increase staff preparedness & effectiveness through on-going professional development.
5.	Increase the project’s impact & reach via partnerships with agencies & community organizations, & by providing entry points/referrals for needed health & social services.

6.	Develop educational resources that promote early learning, caregiving success & cultural values.
7.	Assess, analyze & quantify the program’s impact in order to improve its reach & share the model with others.

**Objective 1: Quality early childhood education.** More than 35 years of data reflect that low-income children attending high-quality early education programs are more likely to stay in school, go to college, become successful adults, and achieve overall well-being.<sup>xx</sup>

Project *Tūtū and Me: Hānai a Ulu* will deliver a high quality traveling ECE program that is tuition-free, easily accessible and promotes children’s growth and development across all curricular areas. The traveling preschool will have a rich, culturally appropriate approach with learning centers specifically created to meet the needs of each age group. Teams of highly skilled and qualified early childhood educators will travel to the identified at-risk communities in vans filled with teaching materials for children and resources for caregivers. Utilizing a community center, gymnasium, or church hall, the facility will be transformed into a welcoming, rich learning environment with at least 16 learning centers, ranging from a library center, block play, and outdoor art, to a math or science center, carefully planned to provide the necessary skills and experiences that children need in order to gain a solid foundation for future learning. **(Absolute Priority 1a & 1b)**

**The curriculum is researched driven, comprehensive, and culturally-sensitive with outcomes for each activity woven throughout.** It revolves around monthly themes and activities planned for easy replication by the caregiver in the home. Each learning activity at *Tūtū and Me* includes the needed materials and a sign on the table that informs caregivers about the objective of the activity and how to work with a child of any age to attain proficiency. For example, one proficiency standard in mathematical thinking for a four-year old is that he/she shows understanding of and uses several positional words. The sand table may include different objects and buckets and will direct caregivers to use words such as “above” or “below” when

interacting with the child. For a three-year old child, the objective may be introducing the concept of more versus less by talking about who has more sand in their bucket.

**Objective 2: Caregiver support, education and involvement & Objective 3: Engage and strengthen families. *Tūtū and Me* requires a grandparent, parent or other caregiver to attend the program with the child; thus, adults and children can actively engage with each other and learn at the same time. This strengthens families.** Research has shown that when parents, grandparents or other adults are involved in their child’s education beginning early in life, there are many positive outcomes, including school readiness and success.<sup>xxi</sup>

The program extends its reach into the home by encouraging caregivers to create a stimulating home learning environment through numerous take-home activities, e.g. “Book Bag Lending Library,” a weekly book lending program that requires family members to read together, tally the number of times that book is read as well as encourage the child to re-tell the story in their own words. These activities have lifelong effects as parent involvement with literacy activities at home influences a child’s interest in reading, attitudes toward school, social emotional development and resilience when encountering challenges.<sup>xxii</sup> **(Absolute Priorities 1a & 1b)**

Research indicates that informal care providers such as parents and grandparents, want to learn and understand more about their child’s development and care, health and safety, and behavior management.<sup>xxiii</sup> Thus, parent workshops, based on Center on the Social and Emotional Foundation for Early Learning Protective Factors the Conscious Discipline® curriculum, will be offered at selected sites as an extension to the *Tūtū and Me* program. The workshops will help caregivers understand their children’s development and behavior as well as their own.

*Project Tūtū and Me: Hānai a Ulu* will continue to implement a culturally appropriate home visiting program option for homebound families. It is based on the traveling preschool curriculum but modified to meet the needs of the home environment. Research suggests that home visiting programs have the potential to improve parenting outcomes, particularly parenting

skills and behavior. Findings show that parents who participated in a home visiting intervention increased the amount of time they read to their children,<sup>xxiv</sup> used more positive discipline styles,<sup>xxv</sup> and demonstrated more sensitivity and supportiveness in parent-child interactions.<sup>xxvi</sup> Monthly group socialization events will be offered to expose children to others and build their social skills.

**Objective 4: Staff professional development.** A report from the National Academy of Science states that “at the heart of the effort to promote quality early childhood programs...is a substantial investment in the education and training of those who work with your children.”<sup>xxvii</sup> *Tūtū and Me* believes that high-quality, dedicated, professional teachers who see the importance of what they do and are eager to increase their effectiveness, knowledge and skills, are critical to the success of the program.<sup>xxviii</sup> Thus, *Tūtū and Me* provides on-going staff professional development opportunities to meet the needs of Native Hawaiian children and their families that includes workshops and conferences, that well exceeds the state’s required 16 hours of training per year for center-based teaching staff. (*See Appendix A-3 for Tūtū and Me’s Professional Development Policy*)

The project will adopt the Optimistic Leadership© framework as it is recognized that in order to provide the best outcomes for children and their families, all staff need to be Optimistic Leaders who envision excellence for themselves and their programs. Staff will be introduced to the framework which has five commitments: 1) Think impact, 2) Cultivate self-awareness, 3) Nurture relationships, 4) Refine Communication, 5) Activate curiosity and will work toward a unified and coherent vision of what quality is. Through this professional development process, it will not only elevate the quality of the project but the efficacy of the staff that will produce more robust learning opportunities for the children and their caregivers.

Additionally, *Tūtū and Me* encourages staff to obtain certifications and higher education in ECE through a tuition assistance program. However, it is recognized that even with tuition assistance,

it may be unrealistic for staff to pursue a degree. Thus, *Tūtū and Me* enlists organizations to provide workshops during work time in order to help staff obtain their Child Development Associate credential (CDA). *Tūtū and Me* also partners with local preschools to allow staff the opportunity to gain their practicum hours in a licensed preschool facility, as required in order to achieve a CDA credential. To date, two staff members, including one male, have received their CDA, been promoted and received an increase in pay. **(Absolute Priority 1c)**

These steps will enable *Tūtū and Me* to be able to constantly improve teaching and learning opportunities and provide rigorous academic standards for the families that we serve.

**Objective 5: Partnerships.** *Tūtū and Me* views partnerships as a vital part of reaching and impacting its participants as well as the communities it serves, and will continue to increase its partnerships locally and nationally. These partnerships assist the project to identify and recruit Native Hawaiian participants. *Tūtū and Me* provides a critical entry point into needed education, health and social services, as caregivers are often not aware of these available services.<sup>xxix</sup> Some existing partnerships include the State of Hawai‘i Department of Health Early Intervention Services, Lili‘uokalani Trust, West Hawai‘i Community Health Center, and YMCA of the USA. (See Appendix A-4 for a list of the Project’s Current Partners)

**Objective 6: Development of educational materials.** Project *Tūtū and Me: Hānai a Ulu* plans to build on the program’s successful history of developing culturally-appropriate educational materials and resources to increase the opportunities for learning in the home. This project will develop three new resources.

**Objective 7: Assess, Analyze and Quantify Project’s Impact.** *Tūtū and Me* has developed **standards and practices to ensure that the program is of the highest quality;** thus, the program has gained a local and national reputation as a model program for school readiness, family support and family well-being. As part of its comprehensive effort to improve teaching

and learning and support rigorous academic standards, this proposed project will continue to assess and quantify the program's outcomes as well as its long term impact.

**Evaluation/Feedback:** The project will work with [REDACTED] to evaluate the program's outcomes, using *Ke Ana 'Ike* (KAI; to see or measure the anticipated outcome) integrated agency-wide evaluation model that [REDACTED] has developed and implemented exclusively for PIDF to ensure the integrity of the agency and its programs. Successive years of program evaluations have documented *Tūtū and Me* consistently achieving its program objectives and excelling in developing the combination knowledge and skills supporting school readiness among children and the caregiver skills required to support it. (See Appendix A-5 for Consultant Curriculum Vitae).

*Tūtū and Me* welcomes and values feedback from our participants. An annual end of year survey asks caregivers how they feel their participation in *Tūtū and Me* has benefited them and provides an opportunity for them to offer feedback for improvement. In addition, more than 367 letters were received from *Tūtū and Me* participants and community organizations. The letters speak of how highly regarded the program is and the tremendous difference *Tūtū and Me* has made in families' lives by providing them support and preparing their child(ren) for school success. (See Appendix A-6, for a sampling of these Letters of Support.)

**Longitudinal Study:** In 2008, *Tūtū and Me* launched a longitudinal study with Toni Porter of Early Care and Education Consulting (ECEC) to evaluate the project's long-term impact on program participants.<sup>xxx</sup> The study ended in 2015 and the following findings were reported:

*The study demonstrates that Tūtū and Me has the potential to enhance children's readiness for school and their later school achievement. It indicates that a family interaction approach which focuses on engaging caregivers in supporting their children's development can produce positive results that are equivalent to those of formal center-based ECE programs. The findings also suggest that a small dosage of four hours a week for ten months of intentional, intensive*

*activities for families and children, combined with the other components, may be as effective in improving children's outcomes as part-day or full-day ECE programs.*

*These findings have important policy and program implications. There is increasing recognition that Friend, Family and Neighbor care (FFN) represents a significant proportion of the child care supply, especially for children whose families have low incomes and are of color. FFN caregivers are not often included in efforts, like Quality Rating and Improvement Systems, which are intended to improve child care quality, and, therefore, often lack access to supports. Tūtū and Me represents a promising approach for meeting the needs of these caregivers, if the model is fully implemented. It warrants serious attention to achieve the goal of school readiness for all children.*

**Demonstrated rationale.** *Tūtū and Me* is based primarily on two major rationales. First, Native Hawaiian children and their families learn best from a cultural-based education. Second, that family involvement is critical to family well-being and the children's success in school and beyond.

**Culture-based education.** Results from the Hawaiian Cultural Influences in Education study (2009) indicate that culture-based educational strategies positively impact student outcomes, particularly Native Hawaiian student outcomes. Research indicates that creating an educational environment that is relevant to and reflective of student's cultural and ethnic identity will “mitigate negative experiences, increasing self-confidence, self-esteem, and resiliency among both children and adults.”<sup>xxxix</sup> *Tūtū and Me* has made it a priority to ensure that its instruction and approach are grounded in the values, beliefs, practices, experiences, knowledge, and language of the Native Hawaiian Culture. The project not only ensures that culture is the foundation of every aspect of program delivery, but it also hires staff, preferably Native Hawaiian, from the respective community who are knowledgeable of Hawaiian language, songs, and traditions. In addition, as detailed previously, the project is committed to developing resources that promote

values, traditions, language and knowledge of Hawaiian culture, such as the *wahi pana* (sense of place) videos that celebrate the history of that community and promotes pride in the families' culture and the place where they live. PIDF understands the value of culture in every facet of the organization and has a team of three Hawaiian cultural specialists that all programs can call upon for their expertise. Each member of the cultural team, Hui Nohona, are Native Hawaiian and were raised in the culture, actively practice it, and are recognized in the community as experts in the field. Hui Nohona provides professional development in the Hawaiian language, culture, and traditions not just to the staff but to the families we serve. *(Please see Appendix A-7 for Resumes on the Cultural Team.)*

**Strong family involvement or engagement** in early childhood systems and programs is “central–not supplemental–to promoting children’s healthy intellectual, physical, and social-emotional development; preparing children for school; and supporting academic achievement in elementary school and beyond.”<sup>xxxii</sup> Parent involvement leads to greater tenacity to learn, higher school engagement, better attendance, and fewer behavior problems.<sup>xxxiii</sup> *Tūtū and Me*’s goal is to prepare children for school which is done through a family-child interaction learning program. It focuses on parent education and child development. At each session, caregivers and their children are exposed to different learning centers, e.g. reading, math, or science, and caregivers are guided by center signs that provide information on the development children will experience and instructions on how to engage and teach their child those skillsets. *Tūtū and Me* staff purposely scan the room and if they observe that a caregiver needs support, will model and facilitate the activity with the child for the caregiver. Staff provide resources, e.g. *Tūtū Talks*, Take Home Back Packs, Book Bag Lending Library, and demonstrate positive behaviors to promote school readiness. The program realizes that the key to transformational change is through establishing strong trusting relationships between the staff and the caregivers with the staff embracing their role to empower the caregivers. *Tūtū and Me* provides an avenue for the caregivers to become

open to adopting different methods of doing things, build social support systems, and share their concerns so that assistance and support can be provided.

*Tūtū and Me's logic model* in the *Part 4 - project narrative attachments* is a conceptual framework that was developed based on the theories above and details the components, such as a comprehensive operations manual and external evaluations, which are essential to achieve the intermediate and long-term outcomes of the project. (See *Appendix A-8, Operations Manual index*).

**As indicated throughout this proposal, Project *Tūtū and Me: Hānai a Ulu* meets the absolute priorities 1a, 1b, 1c, and 1d.**

*(c) Quality of project services*

**Ensuring equal access for traditionally underrepresented groups.** *Tūtū and Me* gives preference to participants of Native Hawaiian ancestry and actively recruits in the respective communities utilizing local news media. Because of its genuine commitment to see children and families succeed and provide opportunities of inclusiveness, the program makes every effort to ensure equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented within the guidelines of the Native Hawaiian Education program. In addition, applications for enrollment are reviewed for income and families with the greatest need are enrolled. Families with foster children or special needs are also given priority. Program sites are selected with wheelchair accessibility to enable participants to attend the program and engage in all aspects of the program. Special care is given to the *kūpuna* (elders) or mothers who are late in their pregnancy who may have difficulty sitting down and getting up. Staff provide chairs that can easily be moved around from circle time to the various learning centers. The program has also seen an increase in fathers and grandfathers attending. Research shows that when a father or a male figure is involved in a child's life, that child's development and learning is enhanced.<sup>xxxiv</sup> Thus, in order to ensure that the men feel

comfortable at *Tūtū and Me*, the staff receive training on how to include men and be more aware of the different learning and communication styles of males. For the 2018-2019 school year, the percentage of Native Hawaiian enrolled children and caregivers was 57% and 34%, respectively, and of those caregivers, 34% were male.

**Based on up-to-date knowledge from research.** As demonstrated in the earlier *Quality of the Project Design* section, the *Tūtū and Me* program makes it a priority to align its services with best practices from recent research, as well as effective practices in working with its target population. The project’s effective approach is confirmed by Kana’iaupuni, Malone and Ishibashi, who include the *Tūtū and Me* program among the innovative strategies for Native Hawaiian education and state, “*Tūtū and Me* acknowledges the benefit of multigenerational interaction on child development and capitalizes on the strength of the Native Hawaiian household.”<sup>xxxv</sup>

**Academic rigor.** *Tūtū and Me* supports rigorous academic standards by aligning its curriculum and professional development activities with the Hawai‘i Early Learning & Development Standards (HELDS) which are a set of researched-based standards that identify expectations of knowledge and behavior for children through a chronological continuum, and seven domains of the Work Sampling System® (WSS); Personal/Social Development, Language/Literacy Development (**Absolute Priority 1a**), Mathematical Thinking, Scientific Thinking, Social Studies, The Arts and Physical Development (fine and gross motor).<sup>xxxvi</sup>

**Caregiver education.** Rouse, et al (2005) identified parent training as a critical strategy to increase school readiness among lowest income children. The *Tūtū and Me* program educates and coaches caregivers on successful strategies to promote school success--by joining their child(ren) in each learning activity, talking with them, explaining what may be happening and acknowledging their efforts. Further coaching is provided through daily Tūtū Talks (a one-page hand-out of a parenting, cultural or health concept and how to implement it at home), intentional

powerful interactions by staff, a resource lending library, consultations and referrals, home visits, and informational tabletop signs at each learning activity center that explains its value and provides suggestions to promote and increase vocabulary. (*see Appendix A-9 for a Tūtū Talk sample*)

With this proposal, the project will add culturally appropriate parenting workshops in selected communities and will be based on the Center on the Social and Emotional Foundation for Early Learning Protective Factors and Conscious Discipline® Parent Education curriculum.

***Home visiting.*** The Home Visitor works closely with caregivers to model, share observations and assess growth. Visits include child-focused as well as parent-child activities and caregivers learn to use ordinary everyday events and interactions as teaching opportunities. Home visits have the potential to impact every family member which extends the project's impact far beyond the 90 minute weekly sessions.

Participants will have access to the majority of the program materials, e.g. Book Bag Lending Library, and Tūtū Talk caregiver tip sheets. The Ages and Stages Questionnaire® (ASQ-3™)<sup>xxxvii</sup> and the Ages and Stages Questionnaires SE™ (ASQ-SE™)<sup>xxxviii</sup> will be utilized to track each child's growth and development as well as serve as a referral tool for possible developmental concerns. The Peabody Picture Vocabulary Test™ (PPVT™)<sup>xxxix</sup> will be used to gauge the child's receptive language. PICCOLO™ will be used with the caregiver to focus on optimal interactions between caregiver and the child.<sup>xl</sup>

***Cultural sensitivity.*** The project incorporates *Nā Honua Mauli Ola, Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments, Ho'ola Lōkahi* (guidelines on working effectively with Native Hawaiian Families), PIDF cultural specialists and shared cultural learning from elders (*kūpuna*) to create the foundation of the program's curriculum and program delivery.

*Tūtū and Me* has made it a priority to embed Hawaiian Values, traditions and practices that are central to the lives of the Hawaiian people. In addition to a curriculum rich in Hawaiian culture, staff plan field trips and presentations that perpetuate “*Nohona Hawai‘i*” (a Hawaiian way of life). *Tūtū and Me* staff promote the use of language by regularly counting and singing in Hawaiian or using words and phrases, such as *e noho i lalo* (sit down). **(Absolute priority 1d)** *Tūtū and Me* has consistently demonstrated that its curriculum, delivery and design successfully addresses the needs of its target population and leads to improvement in school readiness among young Native Hawaiian children, and thus is an effective practice.

**The power of partnerships.** The project contracts Community Health Education and Evaluation Partners to have a certified nurse visit each site monthly to teach families on topics of health and safety based on a structured health component. As families build their relationship with the nurse, they are able to ask for guidance on personal health issues and receive guidance and vital information on relevant topics, such as rat lungworm disease. All sites partner with organizations to offer hearing and vision screening for the children and their caregivers. Since the 2018-2019 school year, over 285 screenings were completed with 40 referrals to the medical home made as well as 21 pairs of reading glasses given to the caregivers.

**Educational resources.** To date, *Tūtū and Me* has published seven educational books, each reinforcing the wisdom of our elders and focused on a different Native Hawaiian value. The most recent publication, *Maka the Tree Snail Discovers His Worth*, introduces the Hawaiian value of *ha‘aha‘a* (humility). Other resource materials include two more videos to the *wahi pana* (sense of place) video series featuring two Kaua‘i communities, Hanapēpē and Anahola. These videos capture the history, songs, chants, and memories of the area’s *kūpuna* (elders) and give families an understanding that they come from a very special and significant place. There are now nine videos in this series that are available online and have also been broadcasted on major television channels during primetime. The development of these resources reflect *Tūtū and Me*’s

comprehensive effort to promote teaching and learning as these materials promote early learning, caregiving success, and cultural values.

**Likely impact of the services to be provided.** The *Tūtū and Me* project understands the importance of evaluating and documenting its impact on children and caregivers, and has identified several nationally-known and culturally appropriate measures that are clearly tied to the program's goals and objectives. These measures assess the project's targeted outcomes and have consistently demonstrated that *Tūtū and Me* has made a strong impact on the children and their caregivers. The following provides evidence of *Tūtū and Me*'s success:

**1) Peabody Picture Vocabulary Test™ (PPVT™** Dunn & Dunn, 2007). A comparison of the pre-post test scores of enrolled 2-1/2 to 5-year old *Tūtū and Me* participants during the 2018-19 school year revealed significant ( $p < .05$ ) improvements in which 92% of these children scored at age level or higher in receptive language after one school year of participation in the *Tūtū and Me* program. **2) Work Sampling System® (WSS®:** Meisels et al., 1995). A comparison of pre-post observations for the 2018-19 school year for four year olds revealed significant ( $p < .05$ ) gains with 86% of the children increasing in proficiency in the following four developmental areas: Personal/Social, Language/Literacy, Mathematical Thinking and Physical Development. **3) PICCOLO™.** In the 2018-2019 school year, 93% of all caregivers improved significantly ( $p < .05$ ) on all four domains of Affection, Responsiveness, Encouragement and Teaching when tested with PICCOLO™.

**Former participants.** The likelihood that the impact of the *Tūtū and Me* program on the participants will be meaningful and have long lasting effects is demonstrated by the testimony of a former child participant, Skylin Tokashiki, who is currently studying to be a neo-natal nurse at Arizona State University, and her grandfather who accompanied her. Skylin's grandfather said that "*she was very shy and quiet when she started the program at age three. However, after a year, she became more outgoing.*" Skylin felt that through her participation in *Tūtū and Me*, "I

*was encouraged to open up to more activities and become more engaged...I was more focused than my peers in elementary and I also opened up to other people.” Her grandfather saw that “she became a lot more caring for those younger than her...she became very motherly towards them and I attribute some of that passion to her time at Tūtū and Me.” The Tokashikis have since brought four other grandchildren to Tūtū and Me and next year, they will bring their sixth. Tūtū and Me has had the privilege of serving many caregivers who have brought four, five or six children and is a testament to its ability to prepare their children for school and life success.*

**Nationally recognized.** A November 2015 brief on Supporting License-Exempt Family Child Care for the USDHHS Administration for Children & Families Office of Child Care, *Tūtū and Me* was cited as an example of a Quality Improvement Initiative strategy by which States and communities work to improve the quality of home-based child care. ***This recognition is further validation Tūtū and Me has not only made a positive impact on its intended recipients, but has also had far-reaching impact on quality child care in our nation as a whole, and has made a significant contribution to research and best practices as an effective model for promoting school readiness.***

***(d) Quality of project personnel***

*Partners in Development Foundation-Tūtū and Me* is an equal employment opportunity employer and encourages employment applications from persons from all groups. *Tūtū and Me* makes strong attempts to hire people of Native Hawaiian ancestry and because the program is implemented in communities with a high population of Native Hawaiians, *Tūtū and Me* has more opportunities to do so. At this point in time, 40% of *Tūtū and Me* staff are of Native Hawaiian or Native American ancestry.

Men are not underrepresented in the workforce; however, they are underrepresented in ECE. This is due to the perception that child care is a women’s job or because ECE positions tend to be lower in pay which is a deterrent for men who need to be the family breadwinner. Many

children living in poverty do not have a strong male role model and do not know what a positive relationship between a man and a woman is. *Tūtū and Me* strives to offer competitive salaries and benefits for all staff. It recognizes the positive impact that male educators can have for these children and consciously seeks men to fill teaching staff positions. Currently, there are six men on staff which represents 8% of staff. (**Absolute Priority 3**)

Key Personnel (See Part 6, Key Personnel Resumes) - **Executive Project Director (EPD), Mr.**

**Jan E. Dill:** Mr. Dill will serve as the project's **Principal Investigator**. A Native Hawaiian who has been working in the development, financing, and implementation of non-profit projects for over 43 years, he has had extensive experience in project administration and financial management, and has worked with numerous community, education, and economic development projects in Hawai'i, nationally, and internationally. He has managed over \$100,000,000 in project resources during his career. Mr. Dill has been instrumental in the overall vision and direction of the *Tūtū and Me* program since its inception in 2001, and has advocated for the continued expansion and outreach of the program to the many underserved communities in Hawai'i. He has become a spokesman for early childhood education in the Hawaiian community.

**Project Director (PD), Ms. Alison Masutani:** Ms. Masutani is the *Tūtū and Me* Program Director, with over 33 years of management experience. She has lead *Tūtū and Me* for ten years and oversees all aspects of program implementation to ensure that a quality program is executed, there is organizational efficiency, and an accurate and complete data collection system is maintained. Ms. Masutani has co-authored articles, made academic presentations on the design, educational strategies, outcomes and impacts of the program, and provided consulting for other organizations nationwide and internationally that want to implement a version of the program.

**Curriculum Manager (CM), Wendy Correa:** Ms. Correa leads the project in curriculum development and professional development training. She is directly responsible to see that a developmentally appropriate curriculum is delivered that is current and culturally appropriate.

Ms. Correa has her Master's degree in ECE and a Bachelor's degree in Occupational Therapy. She has been in the field of early childhood education and intervention for 35 years and has close to 23 years of managerial experience. Ms. Correa provides ECE training not only for *Tūtū and Me* but on a statewide level.

***Statewide Operations Manager (SOM), Ms. Lei Furtado:*** Ms. Furtado, a Native Hawaiian, supervises the site managers and the program data process statewide, provides direction and training on policies and procedures and personnel, and ensures that the data collection and reporting process is accurate. The SOM is the liaison to the External Evaluator so that the program can produce timely evidence of the program's effectiveness. Ms. Furtado has been with the *Tūtū and Me* program for over 11 years and has a strong foundational understanding of the program. She ensures that there is operational fidelity throughout *Tūtū and Me's* sites.

***Project Compliance/Budget Analyst (BA), Mr. Paul Chun:*** Mr. Chun, a Native Hawaiian, performs the critical function of monitoring the program/award budgets to ensure that the program is accurately following the procurement procedures as outlined in federal guidelines and the foundation's Financial Management System. The monitoring of awards and procurement are an integral part of the program fulfilling the project's goals and objectives. Mr. Chun has close to 28 years of experience in this type of work and has been with the *Tūtū and Me* program for over 13 years.

***(e) Quality of the management plan***

Project *Tūtū and Me: Hānai a Ulu* will use the Proposed Schedule below, the Evaluation Plan (*Section F*), and the Project Budget (*see, Part 5*) as the basic tools to manage the project for performance, quality, timing and cost and is based on the program's 19 years of successful implementation. *Tūtū and Me* is committed to ensuring that the services the program delivers are of the *highest quality*, as evidenced by the state, national and international recognition the program has already received, as detailed in this proposal. **Time Commitments.** *Tūtū and Me*

continually evaluates the appropriateness and adequacy of its staff to meet the program’s objectives. Necessary staff will be hired to ensure the project’s success and effectiveness. The time commitments of the project director, principal investigator (also referred to as the executive project director) and other key project personnel are appropriate and effective in meeting project goals on time and within budget, as evidenced by the proposed schedule outlined below, and by past performance. (See Part 4 for Organizational Capacity and Appendix A-10 for Organization Chart.)

**Management Plan.** The project has identified several methods for obtaining feedback, and *for ensuring high-quality services* through well-planned milestones. The following *Proposed Schedule* includes clearly defined tasks and responsibilities, as well as timelines and milestones for accomplishing tasks as they relate to the project’s seven objectives.

**Proposed Schedule: Key:** AS=Assessment Specialist, BA=Project Compliance/Budget Analyst, BOD=Board of Directors, CGR-Caregiver, CM=Curriculum Manager, CS=Cultural Specialist, DIST=Districts, EdC=Educational Consultants, EE=External Evaluator, EPD=Executive Project Director, FS= Family Support Manager, HR= Human Resources Specialist, HV=Home Visitor, HVP=Home Visiting Program, PC=Program Coach, PD=Project Director, PE=Parent Educator, PeM= Parent Education Manager, PrC=Project Coordinator, PS=Project Specialist, QAC=Quality Assurance Coordinator, SM=Site Manager, SOM=Statewide Operations Manager, SS=Safety Specialists, Staff=all staff, TP=Traveling Preschool, TS=Teaching Staff, TTM=Tūtū and Me Traveling Preschool Program, TTMGMT= Tūtū and Me Management

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***(ii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project (up to 15 points)***

*Tūtū and Me* employs a variety of mechanisms, detailed below, to ensure high-quality products and services. Project *Tūtū and Me: Hānai A Ulu* will make use of models and strategies that have been tested and have demonstrated verifiable success.

***Systematic monitoring.*** The implementation of these strategies will be incorporated into the Management Plan and systematically monitored and reported by the Process Evaluation described in section f. This quarterly **Continuous Quality Improvement (CQI)** process will identify barriers/problems as well as opportunities as or before they arise for the PD to investigate with staff, which will aid in developing solutions in order to maximize opportunities and properly implement the Management Plan to deliver a high quality program across the State.

***Lesson plan review and site visits.*** The CM and Quality Assurance Coordinator (QAC) review the lesson plans and work with the teaching staff to customize it to the age groups and the communities that they serve. The PD, CM, SOM, PC (Program Coach), QAC and the respective Site Manager conduct site visits to confirm that the team is following the program signatures, and both activities ensure that there is a high quality learning environment that is culturally rich and developmentally appropriate. The PC will provide one-on-one training for all new teaching staff and will use the site visits to verify that there is fidelity in the program implementation and assessment process.

**Experts in the field.** The project will contract nationally recognized **ECE expert**, [REDACTED] [REDACTED] to assess the program and advise the project of any updated research or other methodology(ies) that can be folded into the program structure in order to maintain and increase quality of the services provided. (See Appendix A-6 for Consultant Curriculum Vitae). In addition, the project employs a team of **Hawaiian cultural specialists** to ensure culturally responsive content and delivery in all aspects of the project.

**Participant feedback.** At the end of every school year, caregivers are asked to complete the ‘Ohana (Family) End of Year Survey where caregivers are able to provide their feedback and suggestions on how to improve the program in the following school year.

**Staff performance appraisal and feedback.** Every year, all staff are asked to reflect upon their own performance, list their goals and how they plan on achieving them. The supervisor then incorporates their feedback into the performance appraisal and reviews it with the staff member. Staff are able to celebrate their strengths and receive feedback on how they can improve their ability to deliver a high quality program for the people that we serve.

**(f) Quality of the project evaluation (up to 10 points)**

PIDF has implemented the *Ke Ana ‘Ike* (KAI; to see or measure the anticipated outcome) integrated evaluation model to ensure the integrity of PIDF and its programs. The model articulates a common set of precepts that underlie the goals, strategies, and intended outcomes for each of PIDF’s Native Hawaiian education programs. In addition to shared instruments, *Tūtū and Me* has several unique assessments capturing its specific strategies and outcomes.

The KAI mixed-methods model consists of (1) formative process evaluation, (2) summative process evaluation and (3) outcome evaluation — which are explicitly combined to provide valid and reliable performance data, continuous quality improvement and guidance on effective strategies suitable for replication. Outcome evaluation determines program effectiveness by

assessing change in participant outcomes on performance indicators, and the process evaluation guides and documents the extent to which effectiveness was achieved and how.

(1) The formative process evaluation will monitor *Tūtū and Me*'s "implementation fidelity" by measuring and documenting the extent to which planned performance objectives are implemented, on a timely basis and in compliance with project plans, as well as the extent to which they contribute to the overall program purpose and goals. The tasks in the management plan (Section e) supporting the program objectives (Section b) will be further expanded into the sequence of detailed "action steps" required to achieve each objective, and each action step will be cross-walked to the "person(s) responsible, deadlines and completion status." Completion data will be reported quarterly and summarized annually, assessing each action step *qualitatively* as (1) in planning/not due, (2) on-schedule/on-going, (3) completed or (4) delayed.

The percentage of steps in each status category will be *quantified* by program objectives and project-wide, and those results will be interpreted in terms of what they mean for project operations. This continuous quarterly monitoring and reporting of progress will serve to provide guidance during the project to alert administrators of problems before or as they emerge to enable early remedial actions. Reporting on data collected throughout the project on challenges, opportunities, and recommended strategies for improvement will provide a guide for on-going successful project implementation and continuous quality improvement.

(2) The summative process evaluation will provide quarterly reports of cumulative inventories of process indicators of the variety of project achievements (e.g. numbers served) in the context of project activities (e.g. professional development) that contribute to those results. Together, formative and summative data will document the extent to which planned activities were completed and how effective they were in achieving the overall project goals and objectives.

This data will provide staff with on-going feedback to support program improvement during project implementation and to determine best practices and resources for replications. Project specific indicators will include both the process and outcome indicators discussed below.

(3) The outcome evaluation will measure program effectiveness by documenting participant outcomes on project specific performance indicators, including changes in children and families within (pre to post) and across successive program years. The methods of analysis will use a Single Group Pre-Test Post-Test Design to determine whether the interventions produced the intended outcomes at statistically significant levels to confirm the project specific indicators are achieved and the project activities are worthy of replication. Outcome measures will be combined, when appropriate, in multiple analysis of variance (MANOVA) models for repetition with multivariate (Hotelling's T) and univariate (F/t-tests) significance tests, using the general linear model (GLM). Parenting classes will be assessed comparing parents completing the classes with parents who did not attend in a Two Group Pre-Test Post-Test Design.

Baseline pretests for outcome evaluation will be collected at the beginning of the school year and post-tests will be collected at the end of the school-year, although some of the same instruments (e.g. WSS® at mid-year, repeated ASQ™s) will be administered more frequently solely for the purpose of assessing and planning for the needs of individual children.

Outcome results will be assessed and reported to program staff annually to identify where they are succeeding or failing in meeting their targeted outcomes. Like the process evaluation, these results will support corrective action plans to address performance deficiencies as soon as possible, verify which outcomes were achieved and identify potential barriers to success and replication. All required GPRA measures (GPRA 1 and 2) will be assessed and reported.

Outcome project specific indicators. Tests for statistically significant improvements ( $p < .05$ ) on outcome indicators for Objective 1 will include testing improvement on the WSS® (alpha .87; test-retest .89)<sup>xli</sup> and PPVT™ (alpha .80; test-retest .90)<sup>xlii</sup> as well as 80% of five-year-olds scoring a “4” on the HSRA (GPRA 2). Outcome indicators on Objectives 2 and 3 will include significant ( $p < .05$ ) improvements on the PICCOLO™ (alpha .78; inter-rater  $r$  .77)<sup>xliii</sup> and the Conscious Discipline® Attentive Parenting Surveys (SAMHSA National Registry of Evidence-based Programs and Practices) and 75% caregiver satisfaction on the KAI Program Satisfaction Instrument (alpha .83).<sup>xliv</sup> The only instrument development will be parsimonious reduction of the parenting survey with factor and reliability analyses after pretest. Similar analyses have produced salient subscales (alphas  $> .7$ ).<sup>xlv</sup>

Process project specific indicators will include the benchmarked milestones and targets in the management plan (e.g. 78 staff, new staff trained, 2,400 children and caregivers enrolled, 262 in HVP). Specific indicators on Objective 1 (early childhood education) will include establishing 24 preschool sites, ASQ™ screenings with two follow-up screenings when indicated, backpack participation by 75% of children and book bag participation by all children. Process indicators for Objectives 2 (caregiver education and involvement) and 3 (nurturing and bonding) will include 70% caregiver participation in story retell and consultations and home visits with 80% of Native Hawaiian Families. Process indicators for Objectives 4 through 7 will include the those items in the Management Plan Table (60 hours of professional development, 60 partnerships, develop, evaluate and disseminate three educational resources and all evaluation activities).

The external evaluator, [REDACTED] has a Ph.D. in Social Science Research and 35 years of experience in directing and/or evaluating large-scale Federal grants, including other USDOE and ANA grants under the *Ke Ana 'Ike* model and other Native Hawaiian educational projects.