

A. **Need for Project**

i. *The magnitude or severity of the problem to be addressed by the proposed project*

Children and families in crisis: A recent report on how children are faring in the State of

Hawai‘i paints a bleak picture. In 2011, The Consuelo Foundation researched and published “*And How Are the Children?*” a study detailing the current needs of Hawai‘i’s children and families, particularly Native Hawaiian children.ⁱ The foundation held focus groups with kūpuna (elders), service providers, and families in selected communities statewide to identify and articulate the need in our State. Their research revealed that a “significant proportion of children in Hawai‘i are not doing very well.” Among the findings of areas that provided barriers to children doing better were “an excessive burden on grandparents raising grandchildren,” “the ongoing effects of drug abuse in communities,” “the cumulative effect of interpersonal violence, especially child abuse,” and “cultural losses and community disengagement.” **Poor school**

performance: According to the 2009 update to the Native Hawaiian Educational Assessment,ⁱⁱ Hawaiian students’ scores lagged behind total State averages in each grade level by 6-10 percentage points in both reading and math achievement tests. In addition, students of Hawaiian ancestry have the lowest graduation rate of all major ethnic groups, and are over-represented in special education classes. **Poverty:** The poverty rate for Hawaiian families with children under the age of 5 is 22.8%, nearly 9 percentage points greater than the State average.ⁱⁱⁱ Over the last decade, more than half of all Native Hawaiians in the public school system (51.7%) participated in the subsidized meal program, greatly exceeding the percentage of non-Hawaiians (32.7%) participating in the program^{iv}. **The percentage is even greater in the communities targeted by this project, as outlined in the chart below.** This statistic is particularly distressing because poverty has a negative impact on both school readiness and effective parenting. (Rouse, 2005).

Grandparents raising grandchildren: According to the *2007 Needs Assessment of Grandparents Raising Grandchildren*, over 14,000 grandparents are raising over 33,000 grandchildren in

Hawai‘i.^v The report specifies that **Native Hawaiian grandparents account for 40% of the grandparents raising grandchildren in Hawai‘i**. The needs assessment found that many grandparents are raising their grandchildren due to hardships faced by the children’s parents (e.g., substance abuse, economic hardship). Furthermore, many “face stresses as they confront unanticipated financial burdens and culture shock that come with the responsibilities of child-rearing.”^{vi} *The severity of these problems and its detrimental effects cannot be ignored.*

ii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of gaps. Based on the aforementioned challenges faced by Native Hawaiian families, Partners in Development Foundation (hereafter referred to as “PIDF”) has identified the following critical gaps and weaknesses in services to this population, which will be adequately addressed by this proposed project. **Gap: Access to, and affordability of, quality early education:** According to the Fall 2011 results of the Hawai‘i School Readiness Assessment, 90% of public school kindergarten teachers reported that most of their entering kindergarten students did not display the key skills and characteristics necessary to succeed in school.^{vii} This lack of school readiness is a tremendous price to pay. 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.^{viii} Years of research have verified that a quality early educational foundation can make a significant difference in helping children get the start they need to succeed in school. Sadly, among Native Hawaiian and low-income children, the preschool attendance rate is lower than the State average. According to the latest published US Census statistics, less than 50% of Native Hawaiian children under the age of five attend a center-based preschool. The unstable economy has spurred low- and moderate- income families to put children with relatives or unlicensed practitioners rather than in more expensive preschool centers.^{ix} Hawai‘i is one of 10 states without affordable (state-funded) preschool. It is clear that

this gap in services is costly. **Gap: Support to grandparents and other caregivers:** There is an urgent need to support the caregivers of young Native Hawaiian children, particularly grandparents who are raising their grandchildren. The authors of the Native Hawaiian Educational Assessment attribute the low preschool enrollment rate among Native Hawaiians to a preference for ‘kith and kin’ care, given the prevalence of grandparents who serve as caregivers for their grandchildren. One of the concluding recommendations from the *Needs Assessment of Grandparents Raising Grandchildren*^x is that because of their unique needs, “emphasis must be placed on programs and policies that assist grandparents who are sole providers of their grandchildren.” These grandparents reported *not receiving much support from society* in their expanded roles. Although there is a preference among Native Hawaiian families for kith and kin care, no services exist locally to train elders to prepare these young children. This gap in services can be detrimental. If these children are to have a good educational foundation, their caregivers must be supported and trained. Studies have shown that providing this training to caregivers improves parenting skills, and in so doing, increases the likelihood that children will succeed in a formal educational setting.^{xi} **Gap: A focus on building relationships.** Research has shown that trauma experienced by a young child has a devastating impact on his/her future. However, it has also been well documented that the positive effects of a nurturing relationship can diminish the impact of trauma in the life of this child. Although there are drop off preschool programs in Hawai‘i, very few early learning programs require a caregiver to attend with the child and take on the teaching role. The benefit of this caregiver involvement is the development of a secure and solid relationship between caregiver and child. **Addressing these gaps:** This project, *Tūtū and Me: Kāhelahela* (Grandparent and me – to spread out and forge roots) will address these gaps by serving the needs of these two underserved populations among Native Hawaiian communities (young children who are unprepared for school, and grandparents who are raising

their grandchildren) through a free, proven traveling preschool program that gives children a good early educational foundation, and at the same time, provides vital support to their caregivers and nurtures the relationship between them. **Targeted Communities:** *Project Tūtū and Me: Kāhelahela* proposes to expand the successful *Tūtū and Me Traveling Preschool Program* into two vulnerable and underserved communities on the island of Hawai‘i. These communities, (as well as all communities that the program serves) have been selected as a direct result of a needs assessment conducted through community meetings, data research, collaborative partnerships, and requests from community organizations (*See Appendix A-1, Names of over 80 people supporting the expansion, and Letters of Support*). The two selected communities are Hilo and Laupāhoehoe on the island of Hawai‘i. **Hilo:** The Hilo area has a population of almost 28,000, where over 31% are Native Hawaiian. The unemployment rate is higher than 85% of the communities in the State. More than 33% of children ages 4 and under are living in poverty. 34% of grandparents report that they are responsible for the care of grandchildren who live with them.^{xii} **Laupāhoehoe:** The community of Laupāhoehoe, has a population of about 1,800, where 22% are Native Hawaiian. The per capita income (\$14,996) is lower than in most other communities in the State. Only 30% of children living in this community attend preschool. 31% of grandparents report that they are responsible for the care of grandchildren who live with them. **Current service areas:** *Tūtū and Me* currently serves 24 communities on five islands in the State of Hawai‘i. This proposal includes a request to continue serving these communities statewide in Year three, as funding for these 24 communities will expire in 2014. These communities are: Hale‘iwa, Pauoa, Makakilo, Kahalu‘u, Wai‘anae and Papakōlea on the island of O‘ahu; Kohala, Waimea, Pāhoa, Kea‘au, Nā‘ālehu, Pāhala, Kailua-Kona and South Kona on the island of Hawai‘i; Kaunakakai and Kualapu‘u on the island of Moloka‘i; Anahola, Kapa‘a, Hanapēpē and Kekaha on the island of Kaua‘i; and Kahului, Makawao, Lāhainā and Kīhei on the island of

Maui. The chart below^{xiii} provides an overview of the 26 communities in Hawai‘i that this project proposes to serve and reveals the dismal statistics that families living in these communities face. Now, more than ever, continued funding for this program is critical.

Communities have been combined by district. (See Appendix A-2, map)

Community Served (Island)	General Population	*% Native Hawaiian (Gr. K-12)	***Per Capita Income	***SES Statistics	% of k students free/reduced lunch	Academic Statistics
STATE of HAWAI‘I (Entire State’s population statistics)	1,360,131	26.4%	\$21,888	Unemployment: 5.9% TANF: 5.4% Food Stamps: 11.6% Population below Federal Poverty Level: 10.7%	52%	Special Ed: 11% SAT Reading, 3rd Gr. below avg:17.8% HS Grad. Rate: 94.6%
Kona/ S. Kona (Kona District, Hawai‘i)	10,712	41.6%	\$16,153	12.7% Population below Federal Poverty Level	73.2% (Kealakehe Elem. School)	83.8% graduation rate
Nā‘ālehu/ Pāhala(Ka‘ū District, Hawai‘i)	5,751	42.4%	\$12,848	16.3% Unemployment rate	86.8% (Nā‘ālehu Elem. School)	SAT-Reading, 3 rd grade 46.5% score below avg.
Kohala/Waimea (Kohala/ Honoka‘a District, Hawai‘i)	20,293	44.6%	\$15,913	12.1% Population below Federal Poverty Level	77% (Waimea Elem. School)	SAT Reading, 3 rd grade 58% score below avg.
Lanakila (Central Hilo)**	196,766	28.7%	\$15,983	16.9% Population below Federal Poverty Level	83.6% (Kapi‘olani Elem. School)	SAT Reading, 3 rd grade 65% score below avg.
Pāhoa/Kea‘au, E. Hawai‘i (Puna Dist., Hawai‘i)	31,406	47.4%	\$10,965	Food Stamps: 36.9%	92.3% (Pāhoa Elem. School)	SAT-Reading, 3 rd grade 48.5% score below avg.
Laupāhoehoe/ Hāmakuā Hilo, Hawai‘i**	27,629	31.0%	\$12,848	Children age 4 and below living in poverty: 33%	70% (Laupāhoehoe Elem. School)	SAT-Reading, 3 rd grade 56% score below avg.
Kapa‘a/ Anahola (E. Kaua‘i)	24,873	45.5%	\$17,749	13.4% Population below Federal Poverty Level	71.2% (Kapa‘a Elem. School)	14.8% public school students in special ed.
Hanapēpē/ Waimea (W. Kaua‘i)	10,683	48.3%	\$16,658	Food Stamps: 12.5%	76.4% (Kekaha Elem. School)	SAT Reading, 3 rd grade 61.3% score below avg.
Kaunakakai, Kualapu‘u (Moloka‘i)	7,404	73.1%	\$12,342	21.0% Population below Federal Poverty Level	75% (Kaunakakai Elem. School)	SAT-Reading, 3 rd grade, 32.9% score below avg.
Makakilo/ Wai‘anae (Kapolei District W. O‘ahu)	56,012	48%	\$13,672	Food Stamps:42%	86.3% (Wai‘anae Elem. School)	SAT-Reading, 3 rd grade 65% score below avg.

Kahalu'u, E. O'ahu (Castle District)	52,148	65.1%	\$29,574	TANF: 10.4%	87.2% (Kahalu'u Elem. School)	SAT-Reading, 3 rd grade 62% score below avg.
Hale'iwa/ Waiialua (Waiialua District, O'ahu)	12,435	36.8%	\$17,877	Food Stamps: 20.5%	71.4% (Hale'iwa Elem. School)	16% public school students in spec ed.
Pauoa/ Papakōlea (Metro O'ahu)	60,707	40.1%	\$22,910	TANF: 9.8%	65% (Lincoln Elem. School)	7.2% public school students in spec. ed
Wailuku/ Kahalui (Central Maui/ Baldwin District)	41,634	30.6%	\$20,133	Food Stamps: 14.0%	63.4% (Kahului Elem. School)	12.2% public school students in special ed.
Makawao, Maui (King Kekaulike Complex)	33,406	40.4%	\$21,470	9.7% below Federal Poverty Level	61% (Makawao Elem. School)	14.3% public school students in Special ed.
Lāhainā, W. Maui (Lāhaināluna District)	17,967	14.8%	\$23,554	13.7% Population below Federal Poverty Level	52.2% (King Kamehameha III Elem. School)	SAT-Reading, 3 rd grade 57% score below avg.
Kīhei, Maui	41,634	15.9%	\$22,294	13.6% children ages 0-4 living in poverty	63.8% (Kīhei Elem. School)	SAT-Reading, 3 rd grade 67% score below avg.

**According to findings from the 2005 Native Hawaiian Educational Assessment, the present Native Hawaiian population of 239,655 in the state of Hawai'i will more than double in size by 2050, with the largest population increase among children younger than five years of age (the 0-4 population will increase from 24,677 to 65,876, representing a 167% increase over the next 45 year.^{xiv}*

**Targeted communities for expansion

***This data represents the latest, consistently reliable data; however, because of the current economic conditions in the U.S. and in Hawai'i, the per capita income is very likely to be lower, and the SES statistics (unemployment rate/foodstamps) even higher.

B. Quality of Project Design

- i. The extent to which the design of the proposed project is appropriate to, and will successfully address the needs of the target population or other identified needs; ii. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices*

The design of Project *Tūtū and Me: Kāhelahela* 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, past outcomes, and lessons learned through direct experience. The project will follow and expand upon the successful and proven principles that guide the current USDOE funded *Tūtū and Me Program*. This section provides details on the goal and objectives of project *Tūtū and Me: Kāhelahela*, the appropriateness of its design, and the research and effective

practices that guide the project, thus, addressing questions *i. and ii.* of *Quality of Project Design*.

Clearly specified goal/objectives: The goal of Project *Tūtū and Me: Kāhelahela* is in alignment with the purpose of the Native Hawaiian Education Program, and is clearly stated: **Native**

Hawaiian students will enter school ready to learn and achieve high standards.

The seven stated project objectives are detailed below:

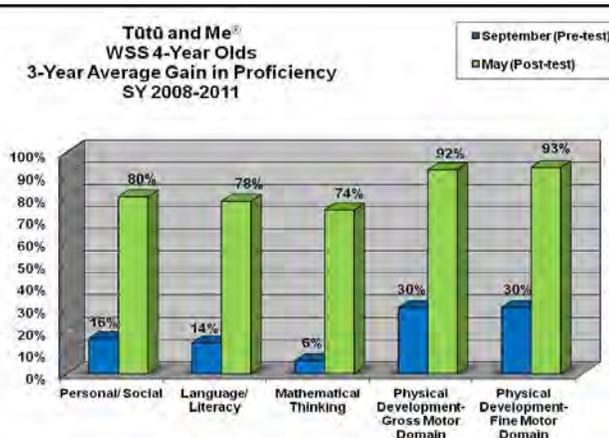
1. Continue and expand the <i>Tūtū and Me</i> Program to provide comprehensive, intentional, quality developmentally appropriate and culturally sensitive early learning experiences for children ages birth – 5, living in two vulnerable and underserved communities in the State of Hawai‘i in Years one and two; and in 26 vulnerable and underserved communities in Year three.
2. Increase support and education to grandparents, parents and other adult caregivers of young children on how children learn best and how to continue optimal learning experiences at home; Increase caregiver’s understanding of the critical role they play in their child’s development and school success.
3. Strengthen families; nurture the bond between caregiver and child.
4. Increase staff preparedness and effectiveness through on-going professional development.
5. Increase the project’s impact and reach via partnerships with agencies and community organizations, and by providing entry points/referrals for needed health and social services.
6. Develop educational resources that promote early learning, care-giving success, and cultural values.
7. Assess, analyze and quantify the program’s impact in order to improve its reach and share its model with others.

Objective 1: Quality early childhood education. Over four decades of scientific research has verified that low-income children who have access to high-quality early education during their first five years are more likely to stay in school, more likely to go to college, less likely to be incarcerated, and more likely to become successful adults and achieve overall well-being^{xv}. The research also confirms that during the early years of life, a child’s brain undergoes dramatic growth, and if given the right experiences, children will develop important social, emotional, physical and cognitive skills during this time.^{xvi} Project *Tūtū and Me: Kāhelahela* adopts NAEYC’s^{xvii} conviction that a high quality early learning experience can make a difference in children’s lifelong academic and social success. This project will deliver a high quality early childhood program that is free, easily accessible, and promotes children’s growth across all curricular areas. **Traveling Preschool Design:** Teams of qualified early childhood educators will

travel to the project’s named communities in vans filled with teaching materials and resources, thus increasing the community’s accessibility to quality preschool education. There, at a community center, church, or public school cafeteria, these educators will transform the facility into a rich learning environment with at least 20 different “learning centers,” ranging from a library center, to block play, to outdoor art, and to a math center, all carefully planned to provide the necessary skills and experiences that children need in order to gain a good foundation for future learning. Organized around learning themes, the project’s curriculum is comprehensive, research driven, culturally responsive, and includes an outcome for each of the activities that are planned daily (*See Appendix A-3, Sample lesson plan*). These activities are based on the proficiency standards of the Hawai‘i Preschool Content Standards, and the seven domains of the Meisel’s Work Sampling System (WSS) – Personal/Social Development, Language/Literacy Development, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development. Each *Tūtū and Me* team – comprised of 1 teacher, 2 assistants and 1 assessment specialist – will serve two communities, twice a week, for 3 hours each day, and is responsible for the delivery of this rich learning environment. **Cultural relevance:** Findings from *Nā Lau Lama*’s community research process confirm that when Native Hawaiian students learn within a culturally responsive environment, they make significant gains in engagement and achievement.^{xviii} *Tūtū and Me* recognizes the importance of educating a child within the context of his or her culture, and has made it a priority to incorporate Hawaiian values, traditions and practices that are central to the lives of the Hawaiian people. The program uses cultural resources such as *Nā Honua Maui Ola*^{xix}, and *Nā Lau Lama – Successful strategies for engaging Hawaiian learners*, as well as resources developed by the *Tūtū and Me Program* (*see Objective 6*), and the organization’s cultural specialists. Field trips and presentations are planned that perpetuate “Nohona Hawai‘i” (A Hawaiian way of life). *Tūtū and Me* staff also promote the use

of the language by regularly using Hawaiian words and phrases, such as *e noho i lalo* (sit down). The program is currently developing a Hawaiian language CD. **Appropriateness of design:** **Experienced success in student achievement.** *Tūtū and Me* employs a variety of important tools to measure improvements in student achievement. The data below is an example of the kinds of gains that children who participate in the *Tūtū and Me Program* have made, and is confirmation that the program is effective in meeting its stated goal of helping children enter school ready to learn and succeed. For example, the program administers the Peabody Picture Vocabulary Test (PPVT) to assess improvements in receptive vocabulary. 87% of all children who were administered the **PPVT** in May 2011 scored at age level or higher at the end of the *Tūtū and Me* school year. A comparison of the pre- and post-test scores each year reveals a statistically significant stanine growth.

The Meisel's Work Sampling System (WSS) is an on-going, curriculum embedded, authentic performance assessment used to document children's learning experiences, meeting of standards, and to connect assessment to instruction. A comparison of the pre- and post-ratings of 4-year olds for the last three years, reveal up to an average gain in proficiency of 68%.



Objective 2: Caregiver support, education and involvement; and
Objective 3: Strengthen families; nurture the bond between caregiver and child.

Research has shown that when parents, grandparents, or other adults are involved in their child's education beginning very early in life, there are many positive outcomes.^{xx} Moreover, findings from Werner and Smith's longitudinal study on the island of Kaua'i, Hawai'i, revealed that a common denominator observed in *resilient children* (defined as those who flourish under adverse

conditions) is that at some point in their lives **they have a supportive relationship with at least one person** (e.g., grandparent) who accepts them unconditionally.^{xxi} *Tūtū and Me* recognizes the importance of building strong relationships between caregiver and child and, therefore, requires that a grandparent, parent or other adult caregiver remain with the child during program hours and participate together in the activities. Caregivers are taught successful strategies to promote school success as they join their child(ren) in their learning activities, explain what may be happening, and praise their efforts. Further training is provided through daily *Tūtū Talks* (a one-page flyer of a specific parenting, cultural, or health concept, *See Appendix A-4, Tūtū Talk*), conscious staff modeling, parenting workshops (led by qualified parent educators), a resource lending library, consultations, home visits, newsletters, and informational signs in the environment that provide suggested vocabulary words to use. The program also encourages a stimulating home learning environment and continued caregiver involvement by providing several take-home activities, such as the “Keiki Book Bag,” a book lending program that requires family members to tally the number of times a borrowed book is read to their child. Participation in these activities naturally leads to a strengthened bond between caregiver and child. Staff members also make referrals for expectant mothers and offers prenatal resources and counseling.

Appropriateness of design: Experienced success in caregiver gains. *Tūtū and Me* also measures its success in promoting positive changes in caregiver behavior that are associated with effective parenting practices that lead to student achievement. One of the assessment tools the program uses to measure this gain is the Caregiver Skills Assessment Checklist (CSAC). In May, 2011, 71% of participating caregivers consistently demonstrated proficiencies in the 14 points of the CSAC, demonstrating a nearly 30% gain in proficiency from the beginning of the year rating.

Objective 4: Staff Professional Development. A recent report from the National Academy of Sciences 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 young children.”^{xxii}

This project will provide on-going staff development opportunities to better meet the needs of Native Hawaiian children and their families. Held at least twice monthly, and conducted within a 2.5 - 6 hour time frame, these trainings will exceed NAEYC’s recommended 24 clock hours per year of professional development. Trainers are specialists in the subject matter and follow the Hawai‘i Careers for Young Children (HCYC) ten core areas, such as *Observation and Assessment*. Classes and trainings facilitated by master trainers will receive continuing education credits. These credit hours are qualified by the HCYC Registry and the National Council for Professional Recognition's Child Development Associate (CDA) certificate program. Through tuition assistance, the project will encourage staff members to further their education. Within the last year, 17 current *Tūtū and Me* employees have pursued advanced degrees in early childhood education or related fields. **Objective 5: Partnerships.** The *Tūtū and Me* program is committed to establishing and maintaining partners and has therefore, made it one of its stated objectives. The project’s commitment to establishing a network of partners on every level (community, State, national) is fully described in *Quality of Project Design, question iii., herein. **Objective 6: Development of Educational Materials.*** Children learn best when teaching is presented in the familiar context of their culture.^{xxiii} This project will develop appropriate educational resources, drawn from the Hawaiian culture -- including a photographic book on the traditional practice of gathering and preparing Hawaiian salts -- to increase the learning of cultural heritage and language, as well as the effectiveness of the home learning environment. In recent years, *Tūtū and Me* successfully published three character trait stories that promote the learning of Hawaiian values. All three of these publications were nominated for the Ka Palapala Po‘okela Award (Excellence in Literature) in the State of Hawai‘i. Other culturally relevant resources the program has developed include two music CDs and a video series for caregivers. **Objective 7:**

Assess, Analyze and Quantify Project's Impact. PIDF is acutely aware of the importance of demonstrating the project's impact; therefore, embedded into the project is a well-planned evaluation structure. These evaluation measures, the project's targeted outcomes, and its relation to project objectives is fully described in *Section (E)*. **Longitudinal Study:** In Fall 2008, *Tūtū and Me* launched a longitudinal study to evaluate the project's long-term impact on program participants, and has recently been given permission from the HDOE to access school records of the cohort up through 3rd grade. According to Ms. Toni Porter, Bankstreet College of Education, "Preliminary results from a longitudinal study of children who were enrolled in *Tūtū and Me* at age three suggest that it achieves its goal of preparing children for kindergarten. Findings show statistically significant improvements in social-emotional, cognitive and language development, essential aspects of school readiness, from 2008, the inception of the study, through 2011, the end of the kindergarten year." See Appendix A-5 for a detailed report of this study and its preliminary findings.

Dissemination: In addition to measuring its impact, the project will actively seek ways to share its findings with others (i.e., through published journal articles, and presentations) so that its successful design may be replicated by groups who work with other at-risk populations.

iii. The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources
Tūtū and Me is committed to coordinating its services with other community, State and Federal resources in order to build a coherent system of support for families. **Health partnership:** For example, a partnership with the Community Health Education & Evaluation Partners (CHEEP) provides valuable health education and consultation to *Tūtū and Me* participants in the form of certified nurses who travel on an on-going basis to *Tūtū and Me* program sites throughout the State. In addition to providing health education, these nurses have built trusting relationships with caregivers and have been able to answer questions regarding family health concerns and have provided practical suggestions and appropriate referrals. (*See Appendix A-6, nurse report*).

Early Intervention: Partnering with early intervention agencies, such as *Easter Seals*, allows the program to provide timely support and intervention for a child with a developmental delay.

Through partnerships like these, *Tūtū and Me* has been an entry point into needed education, health and social services for numerous participants. **Community level:** A chart provided in Appendix A-7 details the over 100 community partners that the program has established within the last several years in the areas of funding, resources, training, mentorship, recruitment, evaluation, education and community and family collaborations. *Tūtū and Me: Kāhelahela* will continue to seek new opportunities for partnerships, as well as continue to cultivate these partnerships through participating in events, meetings and community service activities. **State level:** This project will be actively involved in the development of a coordinated system of early childhood education and family support in the State of Hawai‘i. Hawai‘i, one of only 10 states in the country with no state-funded preschool program, is currently looking to develop a system of partnerships between public and private entities to develop a universal preschool network. “The Abercrombie administration has pledged to develop a system over the next few years that would provide all young children access to quality child care services.”^{xxiv} In a February 15, 2012 Honolulu Advertiser editorial view on early education, *Tūtū and Me Traveling Preschool* was listed as “among the solid shoots from which a state universal preschool system could grow.”^{xxv} This project will continue to work with State and government entities toward this effort. Program staff members currently sit on committees involved in the development of policies regarding early childhood education, workforce development, trainer quality assurance, and other issues affecting children and families. One staff member from PIDF sits on the Early Learning Council and has been a valuable liaison and voice in this process. **Federal level:** *Tūtū and Me* was borne from a federal initiative to assist Native Hawaiian children and families. PIDF complies with all policies and requests from the Federal Government related to the administration and execution of this grant. PIDF also works with and complies with all requests from the federally funded Native Hawaiian Education Council, including participation in feedback forums and requests for

program performance reports. In addition, *Tūtū and Me* collaborates with other grantees of the Native Hawaiian Education Program, through its active involvement in ‘*Eleu*, a consortium of Native Hawaiian non-profit agencies serving Hawaiian children and their families. Over the years, ‘*Eleu* has accomplished much, including the development of “Guiding Principles and Standards for Family-Child Interaction Learning Programs.”^{xxvi} This project will continue its focused involvement in ‘*Eleu*. The project will also continue to collaborate with other programs such as Women and Children (WIC) to ensure that Hawai‘i’s babies get a healthy start in life, and the Child Welfare System by giving preferential enrollment to children in foster care.

National interest: Recently, the YMCA of USA approached PIDF with a request for assistance in the development and training of an early learning program modeled after *Tūtū and Me Traveling Preschool*, to reach low-income families and communities throughout the U.S. YMCA administrators were trained by *Tūtū and Me* staff in October, 2011. To date, 20 YMCA programs throughout the country have been trained in the model and *The YMCA-PIDF Early Learning Readiness Program* is now being implemented in 12 States in the continental U.S.

C. Adequacy of Resources

i. The extent to which the costs are reasonable in relation to the number/ anticipated results and benefits

In three year’s time, Project *Tūtū and Me: Kāhelahela* will directly provide a high-quality educational experience for **over 1,500** of the State’s approximately 20,000 Native Hawaiian children under age 5 who are currently not enrolled in preschool or an early learning program. The project will also provide caregiving skills and support to **nearly 1,500** caregivers, who will in turn use this knowledge to further prepare these – and other – children for school success. The benefits of investing in this quality early educational project cannot be overstated. Research has shown that quality early childhood programs can offer public returns in excess of other social programs.^{xxvii} Numerous studies have documented how every \$1 invested in high-quality early childhood programs saves taxpayers up to \$7 or more by reducing the need for remedial and

special education, welfare, and criminal justice services.^{xxviii} Additionally, the research is clear that participation in quality early education programs increases high school graduation rates.^{xxix} This has very important implications. According to a report on the *High Cost of High School Dropouts*, in 2010, 5,700 students did not graduate from Hawai‘i’s high schools. The lost lifetime earnings in Hawai‘i for this class of dropouts alone total nearly \$1.5 billion^{xxx}. The report estimates that “Hawai‘i’s economy could see a combination of crime-related savings and additional revenue of about \$18 million each year if the male high school graduation rate increased by just 5 percent.” The average cost per participant to attend the *Tūtū and Me* program for a 10-month school year is approximately [REDACTED]. This is approximately [REDACTED] of the average preschool cost in the State of Hawai‘i,^{xxxii} [REDACTED] of the estimated [REDACTED] that the Hawai‘i DOE spends per special education pupil,^{xxxii} and [REDACTED] of the estimated [REDACTED] it costs the State to house an inmate in Hawai‘i for a year.^{xxxiii} With a return investment of \$7 on every \$1 spent on quality early childhood education, that would equate to a return of [REDACTED] for each child who participates in *Tūtū and Me*. If we expand that to include the total number of children that the project expects to serve in 3 years time (1,500), the net return would be [REDACTED].

However, the project’s impact will be even greater. Based on past experience, participating caregivers take what they learn and teach other children who are not in the program. With this kind of impact, that is a potential savings of millions of dollars to our State. It is also noteworthy that *Tūtū and Me*’s emphasis on early learning and supporting caregivers has transformed communities. Ann Fontes, President of “Friends of Kā‘u Libraries” writes,

“In these small rural communities, there are very few services and educational opportunities for families. Tūtū and Me Traveling Preschool provides much needed educational experiences and activities for children from birth to age five and their caregivers... I have a friend in Pāhala who has been taking her grandson to Tūtū and Me....Activities experienced at Tūtū and Me is carried on at home. This is just one example of the impact Tūtū and Me has had on one Pāhala family. The impact of this program multiplied by all the other participants shows how great an influence this program can have on a community. Tūtū and Me is making a positive difference in our communities. We hope this program continues for many more years.”

Additionally, with the aforementioned collaboration with YMCA of USA, this project will have far-reaching effects, allowing *Tūtū and Me* to reach vulnerable communities beyond Hawai‘i.

ii. *The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project*

Partner Commitment. The partners of *Project Tūtū and Me: Kāhelahela* are aware of the goals and objectives of the project and are committed to its success. The project’s aim to expand to Hilo and Laupāhoehoe is a result of an expressed need by twelve community organizations, including the *Queen Lili‘uokalani Children’s Center (QLCC)*, *Easter Seals*, *Laupāhoehoe Charter Schools*, and *YWCA – Healthy Start and Enhanced Healthy Start*. These organizations attended a community meeting, reviewed the goals of the project, and have expressed an interest in being a committed partner. In addition, *Tūtū and Me* has received letters from over 30 organizations from the communities which the program currently serves, who have expressed their continued support and commitment. (*See Appendix A-8, Community Support Letters; A sampling of these letters can be found in “Letters of Support”*) Organizations with whom the project will turn to for consultative support have also expressed their strong commitment, as evidenced by the following excerpts:

“Bank Street College is grateful for the opportunity to conduct research on Tūtū and Me. We are excited about the promising results of the longitudinal study at kindergarten, and are pleased that the Hawai‘i Department of Education has approved our request to follow these children through third grade. We are also eager to examine other aspects of the program that have the potential to contribute to its success.” – Toni Porter, Senior Researcher, Innovation, Policy and Research

“Community Health Education and Evaluation Partners and the nurses involved with health education of the children and caregivers truly believe in the mission and goals of the Tūtū and Me program. Please consider CHEEP a committed partner.” – Jan Shoultz, President.

iii. *The extent to which the budget is adequate to support the proposed project*

The adequacy of the budget. Part 5 (*Budget Narrative*) of this grant application includes a detailed description of the proposed budget for *Project Tūtū and Me: Kāhelahela* for each of the three operating years of the grant period. This budget is adequate and based on the experience of *Tūtū and Me’s* 11 years of operating and refining its budgetary needs. The budget includes costs

for personnel and fringe benefits, travel expense, equipment expense, supplies and materials, contractual fees, and other expenses, such as facility rental. In Years one and two, this proposal includes a funding request of [REDACTED] and [REDACTED] respectively to implement the *Tūtū and Me* Program in two communities in East Hawai‘i. In Year three, the increase in the requested amounts ([REDACTED]) reflects funding necessary to serve the two East Hawai‘i communities, as well as to continue the *Tūtū and Me* Program in the 24 communities in which it is currently established (*See section (A), Need*). The total number of participants this project anticipates serving is **200** (*100 children and 100 caregivers*) in each of **Years one and two, and 2,600** (1,300 children and 1,300 caregivers) in **Year three**.

D. Quality of management plan

- i. adequacy to achieve objectives, ii. appropriate and adequate time commitments of key personnel, and iii. mechanisms for ensuring high-quality services*

Project *Tūtū and Me: Kāhelahela* will use the Proposed Schedule below, the Evaluation Plan (*See E. Quality of Project Evaluation*), and the Project Budget (*see, Part 5*) as the basic tools to manage the project for performance, quality, timing and cost. **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 effectiveness and success. The time commitments of the project directors, principal investigator (also referred to as the executive project director) and 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 5 –Budget/Budget narrative, “Resumes” and 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: EPD = Executive Project Director, PD = Project Director, DRED = Director of

Research, Evaluation and Development, OM= Operations Manager, PS= Project Specialist, OS= Operations Specialist, QAM = Quality Assurance Manager, SM = Site Managers, HR= Human Resource Specialist, EdC = Educational Consultants, FSA = Family Support Advocate, PE= Parent Educator, CS = Cultural Specialist, TS = Teaching Staff, AS = Assessment Specialist, IS= Instructional Specialist, BOD = Board of Directors, EE = External Evaluator, DC = Database coordinator, BA=Budget Analyst, CRL=Community Relations/Liaison, SS=Safety Specialists, DS= Documentation Specialist, Staff = all staff

Task	Person Responsible	Timeline	Milestone/Targets	Related Project Objective
PLANNING AND COORDINATION/START-UP – TRAVELING PRESCHOOL				
Interview and hire 5 Hawai'i island staff members	PD, OM, SM, QAM, DRED	2 months; start date 08/01/12	5 qualified staff members hired for new positions by 10/01/12	1,2,3,4
Confirm and provide necessary training for 5 Hawai'i island staff members	EPD, PD, DRED, OM, SM,CS, HR, SS, QAM, BA, EdC, DC, PS, OS	3 months; Start date 08/01/12	5 qualified staff members complete 100% of PIDF and TTM new hire training ^{xxxiv} by 11/01/12	1,2,3,4
Secure/confirm Hilo and Laupāhoehoe facilities to host program; secure program office	SM, OM, PD, CRL, SS, BA, OS	2 months; Start date 08/01/12	Two community facilities named by 10/01/12; office facility secured by 10/01/12	1,2,3,5
Purchase necessary equipment and supplies	SM, OM, PD, BA, DRED, PS, QAM, OS	3 months; Start date 08/01/12	All necessary start-up equipment/supplies purchased by 11/01/12	1,2,3
Commence program in Hilo and Laupāhoehoe Yr 1 and Yr2; Cont. program in 26 comm. statewide YR 3.	EPD, PD, TS,SM, QAM, OM, CRL, PS, OS, DRED	4 months; Start date 08/01/12	Program delivered in Hilo and Laupāhoehoe communities by 12/01/12 (Years 1 – 3)	1,2,3,5,7
		Year 3	Program continues in 26 communities statewide in Year 3	1,2,3,5,7
Enroll Participants	SM, TS, Staff, CRL	12 months; Start date 08/01/12	100 children and caregivers enrolled in two Hawai'i island comm. by 08/01/13; attendance documented	1,2,3,5,7
		Year 2	100 children and caregivers enrolled in two comm. in year 2; attendance documented	1,2,3,5,7
		Year 3	2,600 children and caregivers enrolled in 26 comm. (including Hilo and Laupāhoehoe) in Year 3; attendance documented	1,2,3,5,7
PARTNERSHIPS				
Confirm/ Identify community partners to assist in the recruitment of participants; participate in comm. events	PD, DRED, OM, FSA, SM, CRL, PS, OS	2 months; Start date 08/01/12	10 community partners named for 2 Hawai'i island communities (Hilo and Laupāhoehoe) by 10/01/12; staff involved in at least one community service activity per quarter	5
		Year 3	60 community partners confirmed for the 5 islands that the project serves statewide; staff involved in at least one community service activity per quarter (statewide)	5

CURRICULUM				
Confirm/train/implement - logical scope and sequence of culturally sensitive and dev. approp. child curr. and caregiver curriculum	DRED, QAM, CS, EdC, TS, OM, SM, FSA, PE, PS, DS	4 months; Start date 08/01/12	Curriculum implemented annually, children receive a quality early childhood education that provides a good foundation in all WSS areas; caregivers feel supported and gain awareness of the value of early learning; evidence observed in lesson plans	1, 2
Implement strategies to support grandparents	FSA, QAM, DRED, PE, EdC, TS	6 months; Start date 08/01/12	3 successful strategies implemented by 02/01/13 (e.g., resources, publications, caregiver workshops)	2
Take home activities developed/ provided to encourage home learning	DRED, IS, QAM, FSA, PS, PE, CS, TS, SM, OM	6 months; Start date 08/01/12	3 successful take-home activities offered to participants weekly by 03/01/12; 70% participation rate in take-home projects	1,2
Integrate health component	DRED, OM, SM, TS, PE, QAM, FSA	5 months; Start date 08/01/12	Health curriculum with identified health resources implemented by 01/01/13	1,2,3,4,5,7
PROGRAM QUALITY/STAFF PROFESSIONAL DEVELOPMENT				
Reach HECAP (Hawai'i Early childhood Accreditation Program) level 6 accreditation proficiency ^{xxxv}	EPD, PD, DRED, PS, OM, QAM, FSA, SM, CS, EdC, TS	2 years; Start date 08/01/12	All <i>Tūtū and Me</i> teams statewide achieve level 6 HECAP proficiency standards by 08/01/14	1,2,3,4,5,7
On-going professional development activities, both in-house and external workshops and conferences	QAM, DRED, PD, IS, OM, SM, EdC, CS, FSA, TS, PS, OS	12 months; Year 2; Year 3; Start date 08/01/12	100% of staff participate in ave. of 2 scheduled prof. dev. activities/month, for a min. of 60 clock hrs/yr-- at least 6 in Haw. culture, 12 in child dev., and 6 where most needed; 70% of staff participate in outside workshops/trainings	4, 1,2,3
DEVELOPMENT OF EDUCATIONAL RESOURCES AND MATERIALS				
On-going research and development of educational resources	DRED, EPD, QAM, FSA, IS, PD, BA, PS	2 resources developed in 3 years' time.	2 Native Hawaiian educational resources (that demonstrate a Native Hawaiian tradition) developed and made available for program use by 06/30/15.	6
ASSESSMENT AND DATA COLLECTION (See Section (E) for detailed evaluation plan)				
Successful assessment plan; data collection/ analysis	DRED, EE, DS, OM, QAM, DC, SM, AS, PS	6 months; Start date 08/01/12	Project evaluation and assessment measures fully implemented by 02/01/13	7
Conduct child and caregiver assessments	AS/ TS	On going	Assessment completed; See Section (E) for project targets/milestones	7, 1, 2, 3
Make appropriate referrals for children/ families	AS, SM, FSA, QAM	On-going	100% of children who score below the cut-off age in ASQ for 2 reports are tracked; 100% of children/families needing early intervention/other services will be identified and referred	1,2,3,5,7
CONTINUOUS FEEDBACK and IMPROVEMENTS, DISSEMINATION				
Assess program effectiveness with children and with caregivers and make	TS, DRED, PD, QAM, OM, SM, SS, DC, DS,	On-going	Identified evaluation plan (<i>Section E, herein</i>) successfully implemented and monitored	7,1,2,3

necessary improvements	FSA, PS			
Assess program effectiveness against established program standards	EPD, SM, QAM, OM, PD, DRED, DC, BA, SS, DS, OS, PS	Quarterly; beginning 5 months; Start date 08/01/12	Site Evaluations (utilizing <i>site checklist</i> and <i>ECERS</i>) completed on a quarterly basis beginning 01/01/13; staff receive feedback; recommendations implemented (<i>See Appendix A-9, Site Checklist</i>)	1,2,3,4,7
Assess staff effectiveness	EPD, PD, DRED, OM, SM, QAM	On-going/ annual review	100% of staff evaluated; individual meetings completed for evaluation review and goal setting	4
Program review by PIDF/ <i>Tūtū and Me</i> management staff, and PIDF Board of Directors.	EPD, PD, DRED, OM, QAM, FSA, SM, IS, CS, BOD, BA, PS, OS	Year end; annually – PIDF mgmt; Quarterly - BOD	Program review completed; plans made to implement recommendations for program improvement/ set goals; Board review and approve program activities, evaluation findings and provide follow up recommendations	7
PIDF Strategic Planning	EPD, PD, DRED, OM	Quarterly	Strategic plan reviewed and updated; quarterly goals and milestones achieved	7
PIDF Employee Opinion Survey (EOS)	HR, EPD, PD	Every two years	EOS completed; results compiled and disseminated; plan for improvement set	7, 1, 2, 3,4
Consultations by Bank Street (BSCE) (<i>See Letters of Support/commitment</i>)	DRED, EdC, PD	On-going	Programmatic needs identified; implement recommended plan for improvement	7, 1, 2, 3, 4, 5
External Evaluation by Scott Ray & Associates	DRED, PD, EE, PS, OS	Quarterly/ Annually	Evaluation completed; Findings documented; implement recommended plan for improvement	7, 1, 2, 3, 4, 5
Outside Audit	Auditors	Annually	Audit complete; PIDF 100% fiscally responsible	7
Annual Performance Report; Dissemination	DRED, PD, EPD, BA, DC, PS, OS, DS	Annually	Report completed and disseminated; Present at 1 local/national conference per year/ write 1 journal article per year; welcome opportunities for replication/ dissemination to other vulnerable communities world-wide	1,2,3,7

“In all honesty, we have had the hardest time finding a school that meets the standards and guidelines that Tūtū and Me has established.” -James and Maile Yates, Tūtū and Me participants, Kaua‘i

High Quality: *Tūtū and Me Traveling Preschool* has become a model program for school readiness and family support. The program has earned a reputation for excellence in quality, not only locally, but also on a national level. In 2009, *Tūtū and Me* was selected as one of 23 initiatives nationwide to be included in a compendium that profiles programs “with the greatest potential for improving the quality of care provided by home-based caregivers who serve children from low-income families.” This compendium, entitled “*Supporting Quality in home-based Child-Care, 2007-2010,*” and supporting documents may be viewed at the Office of

Planning, Research and Evaluation website at: www.acf.hhs.gov/programs/opre. Additionally, in 2011, the YMCA of USA expressed interest in being trained in the *Tūtū and Me* model, as detailed in *Section B, herein*. The program also received international interest as a host of the World Forum Conference in 2011, and is currently sharing its model with *Compassion International*. Project *Tūtū and Me: Kāhelahela* will continue to deliver a high quality program and as evidenced in the chart above, has several mechanisms in place to ensure quality, including a *Logic Model* and *Site checklist* (See *Appendix A-9, Site Checklist and A-10, Logic Model*). *Tūtū and Me* was found to be the only program of the 23 in the compendium to demonstrate fidelity.

According to the authors of the compendium,

“*Tūtū and Me* has fidelity standards in the form of a comprehensive community *site checklist* that reviews all aspects of the program. It includes items for the environment, first circle, second circle, learning centers, and personnel – ranging from loading the van and whether staff are wearing the required uniform to interactions with the children and caregivers...”

This site checklist is an important measure of quality for the project. A second measure of quality that this project will implement is the Early Childhood Environmental Rating Scale (ECERS-R). Using the ECERS-R will help determine and improve the quality of the early childhood environment. (See *Appendix A-10, list of additional mechanisms for ensuring quality*).

E. Quality of Project Evaluation.

i. The extent to which the methods of evaluation are approp. to the context within which the project operates. PIDF and other partnering agencies and foundations are implementing an Integrated Evaluation Model (IEM) to ensure the integrity of the foundations and their various programs. While the model addresses a variety of Native Hawaiian educational programs with specific content and assessment tools, there is a general set of common precepts underlying the logic model of goals, strategies and intended outcomes for each individual program, and programs for similar populations even share some common evaluation measures. The PIDF IEM mandates (1) formative process evaluation, (2) summative process evaluation and (3) outcome evaluation, of

which all three use some common data. **(1) The formative process evaluation** will monitor “implementation fidelity” by measuring and documenting the extent to which each program implements the planned objectives, 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. Program objectives will be broken into the expanded sequence of “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 status will be reviewed (beginning monthly, then quarterly and summarized annually) by assessing each action step *qualitatively* as being “in planning/not yet due, on-schedule, completed or delayed.” The percentage of steps in each category will be *quantified* by program objective and project-wide. This continuous monitoring and reporting of progress will serve to alert administrators of problems before or as they emerge to enable early remedial actions. **(2) The summative process evaluation** will provide quarterly reports of cumulative inventories of indicators of the variety of project activities such as the numbers and characteristics of students and families served and realizing various program benefits, in the context of project activities (e.g. professional development) contributing to those results. Together, formative and summative data will document the extent to which planned activities were completed and resulted in achieving the overall project goals and objectives to give staff feedback to support program improvement and replication. **(3) The outcome evaluation** will measure and document systemic and programmatic outcomes with a focus on direct results for participants, including changes in student and teachers and caregiver characteristics within and across successive program years, using common statistical methods and tests of the significance (e.g. MANOVA, F- and t-tests) in pre-post-test designs. Dosage effects will be evaluated by using attendance as a covariate. Categorical data will be assessed in contingency table analyses (using chi-square). In addition to specific measures for each program, common outcome

measures for early childhood populations include the PPVT, WSS, HSSRA and GRTR, and caregiver skills assessments. **Project Evaluator:** Dr. Scott Ray will serve as the external evaluator. Dr. Ray holds a Ph.D. in Social Science Research including significant statistical coursework in educational psychology. He resides in Hawai‘i; has 35 years of experience, including serving as a Research Director in a University setting and on several large-scale Federal grants; teaching statistical research methods and evaluating scores of Federal grant projects, including a dozen projects targeted to Native Hawaiians (*See “Resume”, and A-11*)

ii. The extent to which the methods of evaluation will provide timely guidance for quality assurance.

As specified above, formative and summative process analyses will be performed and the results shared with the management team and PIDF administrators monthly in the first quarter and quarterly thereafter, with annual summaries. The initial monthly reports will be abbreviated summaries designed to identify and address difficulties with the start-up of the project. Outcome analyses will be added into the quarterly reports cumulatively as sufficient data become available to support analysis and reporting, beginning with baseline data in the initial reports and incorporating analyses of changes from pre- to post-tests as follow-up data are collected. These reports will be presented to the PIDF Board of Directors annually and to USDOE at least annually and at any additional frequency requested. As indicated above, process evaluations will qualitatively assess and quantitatively summarize the overall status and progress of the project, delayed action steps, emerging issues, problems and opportunities, recommendations and lessons learned as well as the implications of outcome data as it is accumulated. At the end of the project, the collective results of quarterly reports will be summarized in a narrative that will be a (?) guide for *replication* by identifying the history of project implementation; problems that arose; outcomes that were or were not achieved; remedial actions that were taken; and which remedial actions were successful or not.

iii. The extent to which the methods of evaluations include the use of objective performance

measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The following measures will be tracked and analyzed to verify fidelity to the model presented herein as well as the outcomes targeted as indicators of program efficacy. While many of these measures are not normed for Hawaiians or the State, they have been used successfully in evaluating these programs for most of a decade.

Objective 1: Provide quality early childhood education			
Expected outcome: Children will be prepared to enter school ready to learn and succeed			
Performance Measure	Frequency	Targeted Level of Outcome/ Indicator (percentage/numbers)	Qualitative (A)/Quantitative (B)
PPVT ^{xxxvi} (recep. vocab) -For children ages 2 ½ - 5	Twice yearly (Sept and May)	Statistically significant (P>.05) gains & 80% score at age level or higher in May post-test	B
WSS ^{xxxvii} (4 domains) -For children ages 2 ½ - 5	3 ratings/ per year (Sept., Jan., May)	Significant (P>.05) gains & 80% of 4 year olds /60% of 3 year olds -demonstrate proficiency in 4 areas: social, literacy, math, physical	B
GRTR ^{xxxviii} (literacy) -For children 4 yr & older	Twice yearly (Sept/May)	80% score at age level or higher in May post-test	B
HSSRA ^{xxxix} – (GPRA) -For children entering kinder. (school readiness)	Annually during the month of May	Significant (P>.05) gains & 80% receive a proficiency rating of 4 on school readiness standards	B
ASQ ^{xl} For all children - birth – 5 (dev. screening)	Monthly intervals as scheduled	75% screened regularly	A/B
Participant Satisfaction Survey by adults ^{xli}	Annually	Significant (P>.05) gains & 80% of caregivers favorable response related to child gains	A/B
Attendance	Daily	70% attendance rate	B
FCILP ^{xlii} Guiding Principles and Culturally Responsive Standards	Annually	100% compliance with measures of quality in org. leadership, prog. administration, families, staffing, curriculum, evaluation and assessment	A
HECAP ^{xliii} (accreditation standards)	Annually	80% <i>Tūtū and Me</i> teams reach level VI proficiency standards	A/B
Objective 2: Support caregiver education and involvement			
Objective 3: Strengthen families; nurture the bond between caregiver and child			
Expected Outcome: Grandparents/caregivers will learn ideas of optimal learning activities for young children, and implement these ideas at home.			
Performance Measures	Frequency	Targeted Level of Outcome/Indicator (percentage/numbers)	Qualitative (A)/Quantitative (B)
CCAT-R ^{xliv} Note: to be adapted to the Tūtū in Years 1 and 2 and used in evaluation of the program in Year 3. (child care quality)	Twice yearly (August/April)	Significant (P>.05) gains & gains in 4 areas: nurturing, engagement, bi/uni-directional communication	B
CSAC ^{xlv} (caregiver skills assessment)	2 ratings/ year (Nov/ May)	Significant (P>.05) gains & 70% consistently demonstrate proficiency	B
Participation in take-home activities ^{xlvi}	Monthly reports	70% of caregivers participate in take-home activities with child	A/B
IEM ^{xlvii} Program Satisfaction	Twice Yearly	Significant (P, .05) increases in satisfaction with program services	B
Participant Satisfaction Survey by adults ^{xlviii}	Annually	80% of caregivers favorable response related to caregiver gains	A/B
Health Survey (Lifestyle Survey) ^{xlix}	Twice yearly (August/May)	Significant (P>.05) gains in knowledge of health care access	A/B

Attendance	Daily	70% attendance rate	B
Caregiver Survey ^l	Annually	90% of caregivers indicate positive relationships with child	A/B
Home Visits ^{li}	Annually	80% of the required home visits completed by the end of each SY	A/B
Objective 4: Increase staff preparedness and effectiveness through on-going professional development Expected outcome: Staff will be effective in delivering a quality program and meeting needs of target pop.			
Performance Measures****^{lii}	Frequency	Targeted Level of Outcome/Indicator (percentage/numbers)	Qualitative (A)/Quantitative (B)
Site checklist	Monthly	80% items met in site checklist	A/ B
Professional Development Activities	Twice monthly	100% of staff participate in min. 60 clock hours of prof. dev. activities/ year, including annual statewide in-service	A/B
Staff reflection sheet	On-going prof. development	80% of staff document plan for improvement as a result of prof. dev.	A/B
Staff Performance Evaluation	Annually	80% of staff meet or exceed expectation in all areas of Performance Evaluation	A/B
Objective 5: Partnerships Expected outcome: Identified partners will assist in recruitment, services, and referrals			
Performance Measures	Frequency	Targeted Level of Outcome/Indicator (percentage/ numbers)	Qualitative (A)/Quantitative (B)
Number of community partners identified	Annually	10 community partners identified in yrs. one and two in 2 communities; 60 partners id. in yr. three in 26 comm.	A/B
Number of community activities staff participate in	Quarterly	Staff participate in at least 1 community activity per quarter in each of the 26 communities targeted by this proposal	A/B
Number of referrals	Monthly	100% of children/families needing early intervention and other services will be identified and referred	A/B
Objective 6: Develop and distribute educational materials and resources Expected outcome: Publications aid in increasing an effective home learning environment, caregiving success and the promotion of cultural values			
Performance Measures	Frequency	Targeted Level of Outcome/Indicator (percentage/ numbers)	Qualitative (A)/Quantitative (B)
Number of publications developed and made available to participants	End of project	2 Hawaiian cultural publication successfully dev. and made available to program participants by the end of yr. 3.	A/B
Materials feedback survey	Annually	80% of those surveyed report effectiveness of publication	A/B
Objective 7: Assess, analyze and quantify (document and report) the program's impact Expected outcome: Accountability, replication and sustainability			
Performance Measure	Frequency	Targeted Level of Outcome/Indicator (percentage/ numbers)	Qualitative (A)/ Quantitative (B)
Assessment measures outlined in objectives 1-6	On-going	100% of assessment completed as scheduled, analyzed, documented, and reported	A/B
Longitudinal study assessments measures: PPVT, WJ-R, CBCL, Interviews**** ^{liii}	Annually In May	LS cohort followed into elementary school and successfully screened on all identified measures at specified time; data analyzed; long term impact documented and reported annually	B