

(a). Need for Project (i) The magnitude or severity of the problem to be addressed by the project.

The proposed project, *Nā Pono's Ka Pilina 'Ohana (NPKPO)*, will address three significant challenges facing Native Hawaiian families:

- Lack of family involvement in children's education
- Poor child preparation for school, resulting in low academic performance
- Inadequate adult preparation for parenthood and economic self-sufficiency

Identifying the problem is only the first step. The challenge in helping Native Hawaiians succeed in the mainstream of society is to turn deeply engrained habits into ones that are more positive and proactive in finding ways to support their children's self esteem and cultural identity.

Under the current public education system, Native Hawaiians are already at a significant statistical disadvantage from their first day of kindergarten, and in most cases their performance never improves throughout their educational experience. One reason for their lack of readiness for kindergarten is that many Native Hawaiian children never experience preschool. This lack of early childhood education is a major contributing factor to poor performance as shown through lagging vocabulary test scores and low entry-level pre-reading/writing skills scores. Statewide, Native Hawaiian children continue to test lowest among all major ethnic groups by at least 9 percentile points across all grade levels [*Left Behind: A Study of Hawaiian Students in Public School* (Kamehameha Schools Bishop Estate 2009 & updated in "Evaluation and Research Journal," KSBE2011)]. The pummeling effect low academic performance has on self-esteem and cultural identity widens the motivational gap as these students go through the educational system.

When compared to all other ethnic groups in the islands, Native Hawaiian students are more likely to be retained in grade level and be excessively absent in secondary school. They are the highest users of drugs and alcohol in the State and have the highest rate of juvenile arrest. Their parents have the lowest mean income, tend to be younger and less educated, and are more likely to be unemployed and less likely to hold positions in management or related occupations.

Half of Native Hawaiian women who give birth are unmarried; many are teenagers [Legal Information Institute, Title 20 – Chapter 70 – Subchapter IX, Part B, Sec. 7902]. Nearly 21% of families are headed by a single female, as compared to 12.5% for all other groups [2010 American Community Survey (ACS), U.S. Census Bureau]. Fifty-two percent of Native Hawaiian children are from families of low-income status and 14.1% live in poverty compared to 9.5% statewide. Many live in economically depressed communities (such as Waimānalo) plagued by illiteracy, delinquency, substance abuse and violence.

Lack of parent involvement in school districts with high Native Hawaiian populations has been cited in individual School Performance Reports as a factor in overall poor student performance in school. The 2010 Harvard Family Research Project states, “Numerous studies show that, regardless of the economic, ethnic or cultural background of the family, parent involvement in a child’s education is a major factor in determining the child’s success in school.”

The Waimānalo population, the target population of this proposal, is 4,551. Of that number, 3,687 or 81% are Native Hawaiian [2010 Census data]. Waimānalo is a “Hawaiian Homestead,” land established to “*provide for the rehabilitation of the native Hawaiian people. Its intent is promoting economic self-sufficiency of native Hawaiians through the provision of land*” (Hawaiian Homes Commissions). Waimānalo currently has 640 Homestead lots, and this number will increase in 2015 by 340 [Paul Richards of DHHL 3/15/2012].

Predictably, the Waimānalo community struggles with all the problems mentioned above. Compounding the challenge is the lack of experienced teachers in the area’s public schools, which makes it even more difficult for children entering kindergarten to catch up, much less get ahead. Of the five kindergarten classes in Waimānalo’s public schools, only one teacher has an Early Childhood Endorsement certificate and three of the teachers have only one to two years’

kindergarten teaching experience, while two have no kindergarten teaching experience [2011 *Hawai'i State School Readiness Assessment Report*].

A 2011 Research and Evaluation article by Kamehameha Schools states that by 2050, the Native Hawaiian population will constitute more than one-quarter of the entire Hawai'i state population. Therefore, it is critical that programs be developed to address the issues holding back the Native Hawaiian people: lack of family involvement, poor child preparation for school, and inadequate adult preparation for parenthood/self sufficiency.

(ii) Gaps or weaknesses in services, infrastructure or opportunities to be addressed by project.

In 2009, Kamehameha Schools published a comprehensive study of Native Hawaiian students in public schools [See, *Left Behind: A Study of Hawaiian Students in Public Schools, supra*]. In this study, Hawaiian students were found to be more likely than their non-Hawaiian counterparts to attend low-performing schools. Seventy-nine percent of schools with predominantly Hawaiian student populations were found to be in Federal *No Child Left Behind Act* (NCLB) corrective action, compared to just 21% of predominantly non-native Hawaiian schools. Schools with high concentrations of Hawaiians tended to have lower qualified teachers, even after controlling for differences in economic background, English proficiency, and special education needs. The study concluded that rather than helping to ease socioeconomic disadvantages, the public school system “marginalizes” many Native Hawaiian children, often separating them into special education programs. The study revealed that more than 4 in 10 Hawaiian children flounder in low-performing schools. The upshot of the study underscores the need for change within the public school system and the Hawaiian community: **it concludes that limited resources inhibit the State’s ability to raise the quality of educational services for students in clearly disadvantaged groups like Native Hawaiians, and calls for community partnerships.**

In March of 2001, *Nā Pono No Nā 'Ohana (Nā Pono)* began to address the above issues at the Blanche Pope Elementary School in Windward O'ahu, located in the Waimānalo Homestead. *Nā Pono* initially encountered parents uninvolved in their children's education, adults unprepared for parenting and employment, and children woefully unprepared for school. What the community had, though, was strong Native Hawaiian cultural values, a deep affection for family and a hunger for practical guidance. Under a grant from the U.S. Department of Education's Native Hawaiian Education Program, and with support from school administrators, *Nā Pono* began "filling the gap" in 2003 and has continued to bring entire families into the learning process, stressing the importance of parental involvement, school readiness for children and economic self-sufficiency, while still embracing Hawaiian culture.

Through the project, adults learn to recognize and accept their responsibilities as parents and family members, workers and citizens, while children concomitantly learn age-appropriate skills to prepare them for success in school and life. Throughout the program day, families engage in supervised interactive learning activities. As they progress in their goals, these families become role models. Since word of mouth is the most effective means of communication in Native Hawaiian communities, each family's success helps open more hearts and minds within the community to the importance of *'ohana* and parental participation in education.

The project expanded its focus in 2008 to include the entire Waimānalo Ahupua'a, (refers to the old Hawai'i land dividing system), and in 2011, *Nā Pono* increased its reach to include families that live in the Ko'olaupoko Moku (specific land division that extends west beyond the Waimānalo area) on the Windward side of O'ahu to partner in serving children and their adults from this area, bringing entire families into the educational process. This has produced a major shift in outlook for a whole new generation of Native Hawaiians. Clearly measurable and significant results (Table 1; page 13) have enabled adult participants to see a real future for

themselves and their children, heightening awareness of parental importance in the learning process and an appreciation of education not previously recognized in the community. **Over the last 10 years of service, *Nā Pono* has served 1,557 families (3,389 young children from birth through five and 3,114 adults) and tutored 1,158 students from the two Waimānalo Public Elementary Schools.** Despite the significant gains that have been made, every year new families who enter this program for the first time face the same challenges, gaps and weaknesses that the previous families encountered.

In the state of Hawai‘i, another significant gap in services is soon to take place: beginning in School Year 2013-2014, Act 183 [Session Laws of Hawai‘i 2010] amends the age requirement for entrance into kindergarten to five-year-olds with birth dates prior to August 1. As a result, approximately 40% (roughly 6,000) of the four-year-olds in the next school year will not have access to early childhood public education services. The only other preschool for four-year olds in Waimānalo is at Kamehameha Preschool, which offers a 1/2 day program, and the closest all-day four-year old preschool is miles away in Hawai‘i Kai. Clearly, families already struggling with poverty and inadequate preparation for their preschool-aged children will have yet one more dilemma. How will the children and their families gain the skills needed for future school success? If these children’s needs are not met, the vicious cycle affecting Native Hawaiians in public education will surely continue. *The (NPKPO) project will address two of the main challenges faced by Native Hawaiian children:*

1) Lack of family involvement in children’s education - through *Nā Pono*’s comprehensive services, “family involvement” will be an integral part of this project.

2) Poor child preparation for school, resulting in low academic performance - the proposed project will provide a five-day-a-week; full-day quality pre-K program of sufficient intensity and duration to prepare students who otherwise would have **NO** program, thus giving

families an option they could not otherwise afford or access. *NPkPO*, in partnership with the public schools, will provide students with much needed support between school and home.

Nā Pono has provided, and will continue to provide, the foundation for educational success. Through the creation of *NPkPO*, students (with their parents) will enter their community public schools in Kindergarten ready to succeed in every way.

(b) Quality of project design *(i) The extent to which the proposed project is appropriate to, and will successfully address, the needs of the target population. (ii) The extent to which the design of the project reflects up-to-date knowledge from research and effective practice.*

Meeting the needs of the Waimānalo community involves providing effective child preparation for school and increasing family involvement in the child's education. The new kindergarten age requirement elevates the need to take assertive action to ensure that late-born four-year-old children are ready for kindergarten. Thus, the proposed project *NPkPO*, which means "it takes all members of the 'ohana (family), immediate and extended, to ensure their success," seeks to expand its current Four-Year-Old At-Risk Program by adding high quality staff: a Lead Teacher; Assessment Teacher; two Teacher Assistants; and two after school Educational Aides. Furthermore, the program is requesting funding to expand the current program from four-hours-a-day/two-days-a-week to six-hours-a-day/ five-days-a-week, with after school care for families who need this service, in compliance with the recommendations of the National Association for the Education of Young Children (NAEYC) accreditation. Finally, this proposal requests funds to continue *Nā Pono*'s comprehensive four-component program into Year Three, after current USDOE funding ends.

Current research trends continue to validate the importance of children's participation in comprehensive age-appropriate Early Childhood Education programs. In a Chicago longitudinal study that began in 1986, directed by University of Minnesota professor Arthur J. Reynolds, researchers enrolled 989 children in the Child-Parent Center Education Program (CPC) in

Chicago. They then followed the 989 children and 550 other children, who did not attend that nor any other early education program, until age 26. Reporting on the results of the study, which were published in *Science Magazine* in June 2011, Steven Reinberg wrote in USNews.com:

Children who went through preschool have higher incomes, higher education levels, and a higher socioeconomic status and are less likely to abuse drugs or be involved in criminal activities, the investigators found. They are also more likely to have health insurance coverage. “These effects haven’t been found before for public programs, so the findings are encouraging to provide access to high-quality programs through public funding for kids at risk,” said lead researcher Arthur J. Reynolds, a professor in the university’s Institute of Child Development.

The ultimate goal of NPKPO is to ready children and their families for success in Kindergarten and beyond. Specific objectives are outlined as follows and will be discussed further following an overview of the current, highly effective *Nā Pono* model.

1. Increase Kindergarten readiness
2. Increase literacy and technology skills of adults
3. Improve parenting skills
4. Increase quality of parent/child interactions
5. Incorporate the *Nā Honua Mauli Ola* guidelines

Overview of the current USDOE-funded Nā Pono No Nā ‘Ohana (a comprehensive-four-component family Education) program: *Nā Pono*’s innovative design and integrated services reflect best-practices from up-to-date research. *Nā Pono* adapts the four components of family literacy from the National Center for Family Literacy (NCFL) – *Adult Education (AE)*, *Parent Education (PE)*, *Child Education (CE)*, and *Parent and Child Together Time (PACT)* – into a culturally-appropriate program designed to forge parental partner-ship in education. The NCFL was selected as a teaching model because it represents state-of-the-art educational research and effective practice, and its methods embrace Native Hawaiian cultural values – particularly with respect to promoting hard work for the benefit of the group.

Through the project, adults recognize and accept their responsibilities as family members, workers and citizens, while children learn age-appropriate skills to prepare for success in school and life. Throughout the program day, families engage in supervised interactive learning

activities. As they progress in their goals, these families become role models. Since word of mouth is the most effective means of communication in this community, each family's tangible success helps open more hearts and minds within the community to the importance of 'ohana (family) and parental participation in education.

Over the **past 10 years**, in partnership with district public schools and other community resource organizations, *Nā Pono* has made measurable advances in Native Hawaiian student achievement, supportive parent involvement, and adult achievement.

<p>Parent participation has significantly grown from a dismal 33% of parents of kindergarteners participating in "Open House" to 97%: On February 2012 a survey was given to all parents of the 103 kindergarten children enrolled in Pope and Waimānalo Public elementary schools. <i>The survey asked parents if they attended the schools "Open House" and at least one or more school meetings. These meetings included: parent meetings; parent coffee with the principal; conferences and any parent involvement gatherings. Results of the survey showed that 97% or 99.9 parents responded positive.</i></p>
<p><i>Nā Pono</i> has aligned its Early Childhood curriculum with the Hawai'i Preschool Content Standards and the Department of Education's kindergarten Common Content Standards in Language Arts and Mathematics. <i>Kindergarten teachers are asked yearly to fill out an in-house form, asking them how ready Nā Pono children are for learning in Kindergarten. Year after year teachers reply that their students that attended the Nā Pono program are more ready than the other students in their classes. Also, teachers report that these children's parents are very involved in their children's school experience.</i></p>
<p><i>Nā Pono</i> offers a summer program for students entering preschool or kindergarten and families with children birth-five years of age as well as older siblings. Also, <i>Nā Pono</i> partners with INPEACE (Institute of Native Pacific Education & Culture) and the public schools to implement a two week (at each school – total of 4 weeks) transition to kindergarten program "Keiki Steps to Kindergarten." <i>By attending this two to four week session, children enter kindergarten more ready, prepared and less anxious.</i></p>
<p>Of the 24 four-year-olds entering kindergarten in 2011 who participated in the Receptive Vocabulary Test at <i>Nā Pono</i> in school year 2010-2011, <i>19 scored an 85 standard score or better on their post test, as compared to their standard pretest scores of 50 or below, showing considerable gains.</i></p>
<p><i>Nā Pono's four-year-old class, Special Early Education (SPED) class, and Head Start of Pope Elementary combine classes and share curriculum twice a week. During the last eight years, nine students of Nā Pono were identified with special needs, 6 transferred into Pope and three went to Waimānalo's (ECE) SPED. These students' parents/caregivers usually stay on at Nā Pono and continue to attend the Adult and Parent Education components. The Research Review and Resources article, "A new wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement," states that students with involved parents, no matter what their income or background, are more likely to: have better social skills, show improved behavior, earn higher grades and test scores, be promoted, pass their classes, attend school regularly, and graduate from high school and go on to post-secondary education. (2010)</i></p>
<p>Based on improved student attendance and test scores, the Waimānalo public schools have been reclassified under the NCLB to be "in good standing (pending)," which school officials attribute to this project, (see Appendix I "support letter from Principal Ofelia Reed")</p>
<p>Working with the Windward School for Adults, 50% of <i>Nā Pono's</i> adult participants whose goal was to attain a high school diploma did, in fact, earn their high school equivalency diploma; 12 adults are working as tutors, office assistants, custodial staff and employees of <i>Nā Pono</i> and Pope and Waimānalo Schools.</p>

In the words of Complex Area Superintendent, Dr. Louise P. Wolcott, Ed.D, “*The benefits of Nā Pono No Nā ‘Ohana for the families, school and community will continue to impact the children and their future lives (March 2009).*”

This project is intentionally and effectively organized around culturally familiar concepts. In traditional Hawaiian culture, living quarters consisted of a group of houses instead of a single house. Each house had a compartmental family purpose or function. Thus, *Nā Pono* is divided into four components or “houses.” The family attends 5 days a week for 4 hours per day — a total of 20 hours per week. In the course of a day, families move from one house to another. For example, parents may meet in a classroom to learn how to create healthy meals for the whole family in Parent Education (PE), or learn new skills on the computer in Adult Education (AE), while their children remain in Child Education (CE) with project staff. At different times throughout the day families come together for Parent and Child Together Time (PACT). Families and staff intermingle and converse freely. Parents use staff-prepared descriptors to guide their interactions with their children. Project teachers and assistants continuously facilitate learning for children and parents through modeling and demonstrative guidance. Each aspect of learning has a distinct yet complementary role:

Childhood Education (ages 0-8) Focusing on the whole child, with emphasis on language and literacy, the CE curriculum is comprehensive, empirically validated and developmentally appropriate. It is based on Kamehameha Schools’ preschool curriculum, and Blanche Pope and Waimānalo Elementary School’s “Kindergarten Success For All” (Curiosity Corner for Preschoolers) curriculum. It uses assessment tools, such as Hawai‘i Early Learning Profile (HELP) charts, Ages and Stages Questionnaires (ASQ), Work Sampling System (WSS), Discovering Me and My World, High/Scope, and Home Instruction Program for Preschool Youngsters (HIPPY).

The project recognizes that children’s cognitive, physical, social and emotional skills develop through active exploration and discovery, meaningful interaction with peers and adults, exposure to language and words in a print-rich environment, and a healthy respect for one’s own and others’ cultures. Therefore, the CE classroom is divided into developmentally appropriate areas similar to that which children will encounter in kindergarten:

Blocks	Children’s block building demonstrates a growing understanding of the world and encourages the development of creativity, inspires thought and language, builds motor skills, and demonstrates mathematical relationships.
Manipulatives	Manipulative materials help children learn to distinguish and categorize by attributes and give them practice with hand-eye coordination.
Science	The science area—a laboratory for investigation, discussion, and discovery—provides hands-on activities that promote development of the five senses, and solving problems.
Art	Art is an important means of expression and imagination that reveals what children are learning. Here, children use materials to communicate ideas, feelings, and experiences.
Library	The library area encourages children to see literature as a resource to expand their view of the world.
Dramatic Play	The dramatic play area allows children to naturally integrate their growing understanding of self. As children act out roles, they develop language, and organize previous experiences.
Writing	A writing area is a good place for children to explore and practice writing, talk with one another, and produce illustrations.
Music and Movement	The music and movement area allows expression of a different kind. Music stimulates all of the senses and involves the child at many levels
Outdoor Play	Outdoor play is an important component of the early childhood education program because it involves the whole child. Gross motor skills, fine motor skills, development of the five senses, cognition, communication, individualization, and social skills are all developed during this time.

Adult Education. The program’s AE component is based on the Equipped for the Future (EFF) standards, where methodologies for adult literacy and lifelong learning have been developed to teach adults what they need to know to carry out their roles and responsibilities as workers, parents, family members, and citizens. The project focuses on the development of strengths rather than remediation of weaknesses. The needs and interests of adult participants are taken into account and instructional content and learning experiences are given meaningful context, which contributes to a real sense of personal accomplishment.

Some adult participants lack high school equivalent diplomas. *Nā Pono* has partnered

with Windward School for Adults and Kamehameha Schools Career Development Department to create Competency Based night classes in the Waimānalo community. *Nā Pono's* Adult Education program builds parents' academic achievement/self-esteem while enabling them to become more at ease within their children's educational setting. Technology and literacy skills gained empower the parent to mentor their child's long term academic growth.

The AE component also includes instruction in Hawaiian language and culture, computer literacy, financial literacy, health and nutrition, basic education, and civics. All aspects of AE reflect the four purposes for adult learning as defined by Equipped for the Future standards:

<u>Access to information</u>	Adults find readily available information and resources to orient themselves in the world.
<u>Voice</u>	The project provides an opportunity for participants to express ideas and opinions with the confidence that they will be heard and taken seriously.
<u>Action</u>	Adults gain experience in solving problems, making decisions on their own, and acting independently, as parents, citizens, and workers for the good of their families, community and nation.
<u>Bridge to the Future</u>	All AE components are designed to help participants keep pace with their rapidly changing world.

Parent Education. A critical element of an adult's education is learning to effectively interact with children. Parenting curriculum is based on the Parental Adults Reading, Encouraging, Nurturing, and Teaching, Supporting (PARENTS) model, which includes parenting workshops on nutrition, child development, child management, relationships, health and safety and communication skills. It encourages parents to discover their strengths and resources, learn about their children's social, emotional and cognitive development, improve parenting skills and personal competence, learn from one another and bond with other parents for friendship and support. During this time parents practice problem-solving and investigate subjects related to family life, particularly with respect to supporting children's literacy development. PE covers a broad spectrum of activities including parent and child interactions,

transition to kindergarten, parental involvement in school and community, understanding child development and improving family relations.

Parent and Child Together Time. The *'ohana* is the traditional center of Hawaiian life, and PACT Time is the heart of the program. Parents and children learn together, participating in interactive literacy experiences, with transfer-home applications to extend learning. This is based on the well-proven NCFL model that strengthens the relationship between parent and child and helps parents take a more active role in their children's education. There is, of course, a close relationship between PACT Time and PE. Family interaction during PACT Time directly involves parents in their children's language and literacy development. Observations and experiences during that time can lead to lively discussions with other parents and staff during PE. That, in turn, can provide concrete guidance for a parent's next PACT Time interaction. In the process parents learn to be more effective teachers and role models for their own children.

Cultural Guidelines. The project also incorporates the *Nā Honua Mauli Ola (Hawai'i Guidelines for Culturally Healthy and Responsive Learning Environments)* into everyday practice. *Nā Honua Mauli Ola* was developed by the Native Hawaiian Education Council in partnership with *Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language*, UH-Hilo. These cultural guidelines are founded on the belief that learning and practicing the Hawaiian language and culture is essential to the development of healthy, responsible citizens, and promotes harmony within the community. These guidelines shift the focus from learning *about* Hawaiian culture to learning *through* Hawaiian language and culture. The project is honored to have two *Kūpuna* (elders) who provide life experiences that assist in making "*pono*" (right) decisions for both the family and the community. *Listed below are the objectives of the proposed NPKPO program:*

Table 1

Objective	Performance Indicators	Outcome Measures	Timeline
1. CHILDHOOD EDUCATION: Increase Kindergarten readiness: <i>Hawai'i state legislature has adopted the following definition of school readiness: "Young children are ready to have successful learning experiences in school when there is a positive interaction among the child's developmental characteristics, school practices, and family and community support"</i> (Act 13, Session Laws of Hawai'i 2002)	A. 90% of children will improve in self-concept, self-control and their approach to learning	Statistically significant (P<.05) increase on the personal-social domain of the WSS checklist, Portfolio evidence, ASQ (ages and Stages Questionnaire), Teacher observations and Anecdotal notes	August and April, WSS checklist ASQ– on-going Portfolio- on- going observation and notes- on-going
	B. 80% of children will meet or exceed proficiency standards in mathematics, science and reading	Statistically significant (P<.05) increase on the WSS checklist, Portfolio Evidence.	August and April, WSS Checklist; Portfolio – On- going
	C. 75% of children ranging in age from 2.5 through age 5 will increase their level of school readiness and literacy	Statistically significant (P<.05) increase on the PPVT (Peabody Picture Vocabulary Test), EVT (Expressive Vocabulary Test Get Ready To Read (GRTR)	EVT/PPVT (pre/post) – August and April Get Ready for School check-list – Year end
	D. 90% of children in Kindergarten-grade 3 will be promoted to next grade	Report card, Teacher anecdotal notes	Year end
	E. 65% of children birth-age 3 will attend program 70% of possible program days. 75% of children 3-5 years old will attend program 75% of possible program days. 75% of children attending grades K-3 will attend school 95% of possible school days.	Daily sign-in sheets will document achievement of the process indicators	Quarterly
Objective	Performance Indicators	Outcome Measures	Timeline
2. Adult Education: Increase literacy and technology skills of adults: <i>through 2 hours of Adult Education per week. Research shows overwhelmingly that when adults enrolled in programs that encouraged and supported their learning that these students from</i>	A. 70% of parents will achieve their annual goals as indicated on their Needs Assessment.	Portfolio analysis, Goal Timeline.	On-going
	B. 70% of adult participants will increase their literacy and arithmetic skills.	Statistically significant (P<.05) increase on the TABE, portfolio analysis.	On-going
	C. 70% of adult participants will demonstrate a scale score gain of at least 4 points on each of the subtests of the TABE.	Statistically significant (P<.05) increase on the TABE to the level specified in the performance indicator.	September (Pre-test) May (Post-test)

<i>low-socioeconomic status groups reported higher levels of effort towards academics and their children showed an increase in their educational success (Kaylor & Flores, 2008). Socioeconomic Status Socioeconomic status (SES) is often measured as a combination of education, income, and occupation</i>	D. At least 60% of the adult participants for whom high-school-level certification is an appropriate goal will receive the appropriate credential.	Successful entry into a CB or GED program and/or attainment of credential.	On-going
	E. At least 60% of the adult participants who are seeking higher education or work-related goal achieved position for at least 6 months.	Successful entry into higher education, obtaining employment, or receive a promotion or upgrade in employment.	On-going
	F. 70% of parents/adults will attend the program 80% of the time.	Daily sign-in sheets	Quarterly
Objective	Performance Indicators	Outcome Measures	Timeline
3. PARENT EDUCATION: Improve parenting skills: <i>through parental effectiveness by providing a clear parenting philosophy and a set of positive parenting skills/strategies that can be used immediately to address a variety of child-rearing challenges and problems and increasing Parent Education hours from 1 hour a week to 2 hours a week and having at least one evening parent workshop a quarter.</i>	A. At least 70% of parent/adult participants will increase parenting skills, as shown on the Parenting Skills Checklist.	Parenting Skills Checklist EFF Rubric Tools	August (pre) April (post) On-going
	B. 75% of parents will attend a six week nutrition workshop	Attendance, Certificate of Completion, Portfolio analysis	March-April
	C. 80% of parents will keep a weekly observation journal on their children	Observation journal, Portfolio analysis	Weekly
	D. 70% of parents will attend program 80% of the time	Daily sign-in sheets	Quarterly
Objective	Performance Indicators	Outcome Measures	Timeline
4. PACT(Parent and Children Together): <i>Increase quality of parent & child interactions – this is the heart of this component!</i>	A. 95% of parents and children who are in attendance each day will do daily activities with their child/children and increase their interaction with their child/children	Portfolio evidence, Adult journal entries, Weekly family homework packets	On-going
5. All components: <i>Incorporate the Nā Honua Maui Ola guidelines to: support a culturally appropriate environment of learning.</i>	A. All family members will increase their knowledge and understanding of Native Hawaiian values and culture; 80% of adults will indicate high satisfaction with the program and its services.	Portfolio analysis, Talk-story sessions, Observations, Journal entries; 80% of adults will report program satisfaction over 80% of the highest possible score	On-going

(iii) The extent to which the project will be coordinated with similar or related efforts, and with other appropriate community, state, and Federal resources.

In June of 2011, Governor Neil Abercrombie appointed Terry Lock as the State's Early Childhood Coordinator, a newly created position that reflects the Governor's goal to establish a Department of Early Childhood. "In her new capacity, Lock will be tasked with planning the state educational structure that supports and improves outcomes for children prenatal to 5 years old. Lock will also lead the coordination among state agencies and develop partnerships that advocate and improve education for Hawai'i's children. Young children cannot be an afterthought," said Governor Abercrombie (Pacific Business News 6, 9, 2011).

Ms. Lock and her advisory board, the Early Learning Council (ELC), will be instrumental in establishing an early childhood action plan for the state. *NPkPO* will partner with the state through Terry Lock's office to demonstrate that a high quality, purposeful and comprehensive four-year-old program that provides services for the whole family will ready children for kindergarten (see Terry Lock's Support Letter in appendences).

Many Partners in Development Foundation (PIDF) employees have worked with, and for, State initiatives. For example, the director of the *Nā Pono* program, Lora Perry, has been the Family Child Interactive Learning Programs chair of the Early Learning Council since its inception four years ago. On March 27, 2012, she was nominated for three more years. She is also a member of a Collective Impact (a large-scale social change effort that requires broad cross-sector coordination) Early Childhood group.

In conjunction with the Waimānalo Community Empowerment Zone Strategic Plan, *Nā Pono* is currently working with other service providers in Windward O'ahu including *Pope School Head Start*, *Pope School Sped ECE*, *Waimānalo Head Start*, *Waimānalo Sped ECE*, *Maunawili Elementary School*, *Maunawili Sped ECE*, *Hui Mālama O Ke Kai (after-school program)*, *Waimānalo Health Center*, *Weinberg Transitional Housing*, *Waimānalo School*

Public Library, DOE District Office, Windward School for Adults, Waimānalo Youth/Family Collaborative, Waimānalo Civic Club, Dr. Noe Perreira, clinical psychologist, and Waimānalo Homestead Assoc. These agencies and *Nā Pono* work to create a seamless continuum of area education services with the common goals of having every child reading at grade level by the third grade; 55% of working-age adults achieving two- or four-year advanced education degrees; and every working-age adult being career or college ready by 2025 (appendix 1).

(c) Adequacy of resources *(i) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits*

Under this funding, the time dedicated to teaching the four-year-old class will be increased by 275 percent. ***NPkPO's objectives are to serve 90 four-year-olds from 475 families over a three year period:*** This application includes a first and second year funding request of [REDACTED] and [REDACTED], respectively, to implement *NPkPO*. In year 3, the budget increases to [REDACTED] to support continuous, uninterrupted, and expanded services to the families of the *Nā Pono*, when current USDOE funding for *Nā Pono* expires in July 2014. ***In three year's time, Project NPkPO will directly provide high quality educational experiences for over 1,950 family members (with children birth through five-years old) through a well-integrated program and serve approximately 600 elementary students through classroom and cultural tutoring.*** In year 2010/2011, *Nā Pono's* cost per participant was [REDACTED]. Numerous studies have documented how every \$1 invested in high-quality early childhood programs saves taxpayers from [REDACTED] to [REDACTED] by reducing the need for remedial and special education, welfare, and criminal justice services (2010 article in PreK Now policy fact sheet). In Hawai'i the cost to send a child to a high quality preschool is [REDACTED] per year and an incarcerated prisoner costs a massive [REDACTED]. The comprehensiveness of *NPkPO* with the low cost per participant is truly a good and long-lasting investment for families. The best summary of the program's contribution is the following example of a parent's unedited evaluation of the

project:

“I plan on being involved with Nā Pono No Nā ‘Ohana for years to come. Not just until my kids have moved on to Elementary school. This program has brought so much into our lives that I want to help this awesome program expand and touch many more lives. If every community had this wonderful program in it the future of our Keiki and our State would be totally awesome!!! We would have generations of lifelong learners!!! How wonderful that would be!!”

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

The following partners have confirmed their commitment to the proposed project (NPKPO) through their letters of commitment (see Appendix 1): **Terry Lock**, *The State of Hawai‘i Early Childhood Coordinator & Co-chair of the Collective Impact/ Early Childhood group*; **Loretta Fuddy**, *Director of Health*; **Ofelia Reed**, *Principal of Blanche Pope Elementary School*; **Christina Lee**, *Medical Director of Waimānalo Health Clinic*; **Bonnie Lash-Freeman**, *Senior Training and Program Specialist for the National Center for Family Literacy*; **Elizabeth Chun**, *Executive Director of Good Beginnings Alliance*; **Mike Fahey**, *President, Hawai‘i Association for the Education of Young Children*; **Kathy Bentley**, *President of Parent Solutions*; **Phyllis Ida**, *Administrator of the Windward P-3 grant*; **Sally Jourdan**, *Director of Adult Learning Program and Family Literacy Expert*; **Paul Akau**, *School Librarian/Teacher*; and the *Waimānalo Community Empowerment Zone Strategic Plan partners*. These partners will contribute to the implementation and success of the project by offering their resources in the way of guidance, insight, professional development, developmental screening and referrals.

Benefits of the program described in the Quality of Project Design section are continually enriched through the project’s close working relationship with organizations such as the Blanche Pope Elementary School, Waimānalo Elementary & Intermediate School, Windward School for Adults, Pūlama I Na Keiki (Home Visiting Program), Kamehameha Schools (Pre-schools, Career Center, Community Outreach Literacy Coordinators), Queen Lili‘uokalani Children’s Center, Waimānalo Library, Keiki ‘O Ka ‘Āina (Home Instruction for Parents of Preschool Youngsters

or “HIPPY”), INPEACE (Institute for Native Pacific Education and Culture), First to Work, University Of Hawai‘i (EFNEP), and Office of Hawaiian Affairs (OHA). These partnerships complement project and Foundation resources, and combine to create extraordinary collaborative service to the target population and contribute to the overall success of *NPKPO*.

(iii) The extent to which the budget proposed is adequate to support the project

In cooperation with the Hawai‘i State Department of Education and school Administrators, *Nā Pono* has sufficient classroom space and use of school facilities at Pope Elementary School. After years of design refinement and unprecedented success in addressing the needs of this community, we look forward to continuing and expanding this program. The budget specified herein is based on historical experience and is sufficient to expand *Nā Pono*, through the *NPKPO* project.

(d) Quality of the management plan. (i) Management plan (ii) Time commitments of the project director and principal investigator and other key project personnel (iii) Mechanisms for ensuring high-quality products and services from the proposed project

NPKPO’s Quality Management Plan (QMP) is an integral part of this project. The purpose of the QMP is to describe how quality will be managed and milestones met throughout the lifecycle of the project. Together the QMP, Evaluation Plan (EP) (section e), and the Project Budget (PB) will be used as guiding tools to manage the performance, timing, and expenses of the project. This will allow the director to evaluate the effectiveness of the program. The following objectives are embedded in the Management Plan:

Proposed *NPKPO* Management Plan:

Program Director (PD); Literacy Specialist (LS); Quality Assurance Manager (QAM); Site Manager/Teacher (SM); Cultural Teacher (CT); Parent Educator/Home Visitor (PE); Lead Teacher (LT); Assessment Specialist: (AS); Community Liaison (CL); Project Assistants (PA); All Staff (Staff); PIDF’s Support Staff (SS); Educational Consultant (EDC) Evaluator (E); Board of Directors (BOD)

Task	Persons Resp.	Timeline	Milestone	Obj/ Priority
Advertise for, interview, hire and train needed personnel	SS; PD; QAM;	2 months; start date; 8/1/12	New qualified staff members hired for new	1,2,3,4, 5

Task	Persons Resp.	Timeline	Milestone	Obj/ Priority
	PA		positions by 10/01/12; 100% of new staff complete <i>NPCKPO</i> and PIDF new hire training by 11/01/12	
Professional Dev. for staff: monthly staff development sessions, Foundations in Family Literacy; Hawn Language /culture workshops, CPR/First Aid cert., curriculum of the 4 components, team building; including on-the-job training	PD; LS; QAM; CT; EDC	On-going, at least 1x/month and during each school intercession.	100% of staff will attend training/staff development sessions	1,2,3,4, 5; 1,3,4,5
The teaching staff (without teaching degrees) will go through Child Development Associate training that will meet teaching criteria for accreditation by the NAEYC	QAM; SM; LS; LT; CT	Year 1	80% of staff will complete training	1,3,4
Purchase equipment and supplies	PA; QAM	3 months; start date 08/01/12	All necessary start-up equipment/ supplies purchased by 11/01/12	1,3,4
Daily am briefing and pm de-briefing of all staff to discuss daily plan/results	SM; QAM; PA; PD	Daily	100% staff will attend 15 minute briefing/de-briefing before participants arrive and when they leave	1,2,3,4, 5
Monthly staff meetings for planning, assessment and program related information	SM; QAM; PD;	Monthly	100% staff will attend all staff meetings 1x/month	1,2,3,4, 5
Attend State conferences; i.e. Native Hawaiian Conferences, Hawai'i Association for the Education of Young Children, Adult Education, etc.	PD; QAM; PA	At least once a semester	75% - 100% of staff will attend a state conference 1x/semester	1,2,3,4, 5; 1, 4
Attend relevant National Conferences; i.e. National Association for the Education of Young Children, National Center for Family Literacy	PD; QAM; PA	Annually in November and March	Staff to attend national conferences 2x/yr (2 staff/conference). Knowledge gained to be presented to all remaining staff	1,2,3,4, 5; 1, 4
Attend USDOE Technical Assistance training in Washington, DC	PD	Annually	Director and Budget Analyst will attend conference to receive technical assistance.	1,2,3,4, 5
Update Employee Program Policies and Procedures Handbook	QAM; PA; PD	Annual review	As necessary, revision of Policies and Procedures Handbook	1,2,3,4, 5
Update Family Handbook for participants	QAM; PA; LS	Create within 2 months start date, 8/1/12. Review annually.	Completed and reviewed annually; revised if needed	1,2,3,4, 5

Task	Persons Resp.	Timeline	Milestone	Obj/ Priority
Annual performance appraisals, employee goal setting, benchmark meetings	PD; SM LT	Annual perf. appraisals, bi-annual individual meetings	Completed. Progress tracked and documented	1,2,3,4, 5
Recruitment of participants	CL; PA	On-going	Attendance will be monitored; enrollment will remain at least 95% capacity throughout year.	1,2,3,4, 5; 1,4
Participant intake process- required documentation; application, health records, TB clearance, goals, commitment forms	PA; QAM	2 weeks after acceptance in the program	Forms will be completed/submitted	1,2,3,4, 5; 1,4
Track participant attendance	PA	Entered in data base and monitored wkly. Follow up after one week to determine cause of absence and referrals made as necessary.	Monitored and follow-up when necessary	1,2,3,4, 5,
Family Home Visits – before entering program and once a quarter - thereafter	PE; PA	Within 2 weeks of enrollment -- and once a qtr.	Home visit paper work completed after each home visit for each family member	1,2,3,4, 5; 1, 4, 5
Year-end family conferences to evaluate the effectiveness of program; evaluate learning goals and objectives and discuss milestones and future goals	LT; PE; SM; AS; QAM	2 weeks before and 2 weeks after year end	Family Conferences completed	1,2,3,4, 5; 1, 2, 4, 5, 6
Assessments on-going -- Evaluation Timeline in section (b)	AS; PD; QAM; PA	Evaluation Timeline will be adhered to	All assessments completed	1,2,3,4, 5; 1,2,3, 4,5,6
Formal evaluation of program and progress toward year-end goals and objectives for reporting to agencies, participants, federal government as well as for planning purposes	PD; E; QAM; PA;	Quarterly	Reports completed and data analyzed	1,2,3,4, 5; 1,2,3, 4,5,6
Attend and participate in community/Native Hawaiian inter-agency meetings for the purpose of collaboration, identify resources, identify gaps in service, etc.	PD; CT; QAM; CL; PA	On-going	Meetings attended and findings reported to organization and staff	1,2,3,4, 5; 1,2,3,4, 5,6
Phone interviews; surveys with past participants to track progress and long-term effectiveness of program	PA; E	On-going	Past participants in data base contacted and findings recorded and analyzed	1,2,3,4, 5; 5,6
Quality of Program: reviewing data, observations, graphing interviewing; surveys; from participants; staff; and partners	PD; CL; QAM; PA; E; Staff	On-going at least 1x/month	Quality Control meeting held, program adjustments made as needed	1,2,3,4, 5; 1,2,3,4, 5,6

Task	Persons Resp.	Timeline	Milestone	Obj/ Priority
Review program quality and sustainability by Board of Directors (BOD): Advisory board members and partners	BOD; CL; QAM	Quarterly	4 reviews completed/yr	1,2,3,4, 5; 1,2,3,4, 5,6
Fiscal review by auditor	Auditor	Quarterly	Fiscal documentation submitted	1,2,3,4, 5

A mechanism is a complex object (system) or, more generally, a process that produces a regular phenomenon. *NPKPO* is built upon a comprehensive system of four components that are seamlessly integrated so that the family is at the center of the learning. Adequacy or competence of this comprehensive system has produced and will continue to produce high-quality products and services that have served the Waimānalo Homestead Community and will continue to expand into other communities of Hawai‘i and beyond. Working with communities that serve the homeless, Pacific Islanders, Native Americans, and other at-risk communities has proven the effectiveness of a Family Education model that works with the whole family. This model not only changes lives, but changes communities.

Jan Dill, as Executive Project Director, will contribute 5% of his time to the oversight and overall guidance for this project. He has over 35 years of management experience in various for-profit and non-profit agencies. He is founder of PIDF and President. **Lora Perry** will devote 25% of her time to this project in Year One and Two and then 100% of her time in Year Three. She will provide daily supervision and management of program and staff. **The project’s Leadership team:** This team will work closely with the Project Director and all other staff, PIDF, and all partners to assure that all goals and objectives are met, so that this program can be sustained in this community for years to come; and the proven culturally appropriate results can be infused into other communities throughout Hawai‘i and beyond. **Cathy Enos - Literacy Specialist (LS); Melodie Vega - Quality Assurance Manager (QAM); Dana Ciacci - Site**

Manager/Teacher(SM); Beth Aoki - Lead Teacher (LT); Tiare Agpaoa; Cultural Teacher (CT); Roy Brooks - Community Liaison (CL); Tasha Josue, & Mrs. Keera Ho-Mook -Project Assistants(PA) (Resumes, appendices). PIDF support staff that oversee all organizational issues, ranging from human resources to financial oversight, are included in this project.

The intimacy of the program, due to its relatively small staff and large mission, means that there is no bright-line distinction between administrative and staff duties. The project director is involved full-time in all aspects of the program, including home visits, counseling, and staff training, conducting Family Education workshops, as well as overseeing and directly participating in all aspects of day to day operations. Key staff is required to be degreed and meet all the minimum requirements of their position.

(e) Quality of Project Evaluation. *(i) The extent to which the methods of evaluation are appropriate to the context within which the project operates.*

Partners in Development Foundation (PIDF) and other partnering foundation(s) 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. 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 support replication of the project.

(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 teacher and caregiver characteristics within and across successive program years, using common statistical tests of the significance of those changes (e.g. t- and F-tests, *chi-square*). In addition to specific measures for each program, common outcome measures for early childhood populations include measures such as the PPVT, WSS, HSRA and GRTR. In addition to achievement tests tailored to each specific curriculum, common measures for middle school students include measures of attitudes (e.g. toward STEM, Hawaiian Culture, and the program), and caregiver and teacher measures include skills assessments and program ratings.

Outcome data will be analyzed in a simple pre- to post-test design as diagrammed below.

Intake
X_{pre}

Follow-up
X_{post}

Appropriate combinations of measures will be combined in multiple analysis of variance (MANOVA) models for repetition computing multivariate (Hotelling's T) as well as univariate (F/t-tests) tests of significance, using the general linear model (GLM). Dosage effects will be assessed by entering attendance into the MANOVA analyses as a covariate. Categorical data will be assessed in contingency tables (*chi-square*).

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 in Appendix2*).

(ii) The extent that 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 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.

Table I in Section b specified each program objective and the associated process indicators, outcome measures, and timelines to be tracked in the evaluation and reported for feedback and documentation for replication. As indicated above, the process indicators as well as their associated behavioral outcome measures (e.g. adult entry into higher education) and the tasks/milestones specified in the management plan in Section d will be broken down into action steps required to achieve them and tracked in the process analysis.

Objectives 4 and 5 as well as Objectives 1.D, 2.A, 2F, 3B, 3C and 3D have only behavioral process indicators as outcome measures. Outcome measures, however, will include at least the WSS (See Objective 1 in Table 1), PPVT (1), EVT (1), ASQ (1), GRFS (1), GRTR (1), HSRA (1), TABE (Objective 2) and the Parenting Skills Checklist (Objective 3) as indicated in Table 1 above. There will also be a Program Satisfaction Survey for Parents. While many of these measures may not have been the norm for Hawaiians or the State of Hawai‘i, they have been used successfully in evaluating these programs for most of a decade. Finally, the required GPRA measure (the percentage of Native Hawaiian children participating in early education programs who consistently demonstrate school readiness in literacy as measured by the Hawai‘i School Readiness Assessment) will be submitted in an annual performance report including the full results from the reports planned above.