



Keiki O Ka Aina Family Learning Centers

Contents

- A. NEED FOR THE PROJECT2
 - (i) The magnitude or severity of the problem to be addressed by the proposed project2
- B. Quality of the project design5
 - (i) The design is appropriate to the needs of the target population or other identified needs5
 - ROOT CAUSES of Hawaiian Children Entering Kindergarten Unprepared for School Success5
 - (ii) The design of the project reflects up-to-date knowledge from research and practice..... 10
 - (iii) Project will be coordinated with community, State, and Federal resources..... 16
- C. Adequacy of resources..... 17
 - (i) Costs are reasonable in relation to persons to be served and results and benefits..... 17
 - (ii) Relevance and commitment of partners to success of the project..... 17
 - (iii) Extent to which the budget is adequate to support the proposed project. 18
- D. Quality of the management plan. 18
 - (i) The management plan will achieve objectives on time and within budget etc... 18
 - (ii) Time commitments of the project director and principal investigator are appropriate 18
 - (iii) Adequacy of mechanisms for ensuring high-quality products and services from project. 19
- E. Quality of the project evaluation 19
 - (i) Extent to which methods of evaluation are appropriate to context of the project..... 19
 - (ii) Extent methods of evaluation provide timely guidance for quality assurance.....20
 - (iii) Evaluations include objective performance measures clearly related to outcomes etc.....20
- Performance Matrix.....22
- Logic Model24
- Competitive Preference Priorities25

A. NEED FOR THE PROJECT

(i) The magnitude or severity of the problem to be addressed by the proposed project

Keiki O Ka Aina Family Learning Centers (KOKA) serves all 9 of the school complexes on Oahu and focuses on high risk Native Hawaiian students living in poverty and/or with special needs. KOKA proactively addresses the challenges we face as educators. We embrace the vision of the “No Child Left Behind” (NCLB) initiative by including all students in learning; meeting the demands of a diverse population; and counteracting the risk of an unstable, insufficient, or poorly trained future teaching pool. As a result of direct observation, research, and community-based needs assessments, KOKA proposes the Total Education and Advocacy for Children in Hawaii (TEACH) Project. The TEACH Project is a sound, research-based solution for a serious and community identified problem of great magnitude: **Hawaiian children enter Kindergarten unprepared for school success.** (See sign-in sheets from 13 community meetings totaling 111 participants in appendices under Support Letters). Hawaii’s school system is already rated by the National Assessment of Education Progress (NAEP), as one of the lowest in the nation. The 2011 NAEP test, administered in all 50 states, shows that Hawaii’s student scores continued to trail national averages. The national score for fourth grade reading was 220, while Hawaii scored well below at 214. The ground-breaking study, created under the auspices of Harvard’s Program on Education Policy and Governance & Education Next,¹ states that students in the United States rank 17th in reading compared to other industrialized nations. Children of Hawaiian descent, however, are even more likely to attend low-quality schools. In fact, 79% of schools with a predominately Hawaiian populations have been in corrective action, compared to just 17% of schools with predominately non-Hawaiian populations. Additionally, their teachers have less tenure, experience and teacher training.² As a result, many Hawaiian children are placed into Special Education classes because their teachers do not know how to teach them. “9% or 3,961 children, of the total 0-3 population were identified in need of

¹ Taubman Center for State and Local Government, and Harvard Kennedy School, entitled: *Globally Challenged: Are U. S. Students Ready to Compete?*, Peterson, PE, Woessmann, L, Hanushek, E A & Lastra-Anadón, C X (August 2011)

² How Within-District Spending Inequities Help Some Schools Fail, Brookings Papers on Education Policy, 2004

special assistance and had the highest identified need in the nation”³. Every year hundreds of Native Hawaiian children enter these schools already behind, having not attended preschool. The National Institute for Early Education Research (NIEER) released "The State of Preschool 2011" report and, once again, Hawaii is among the 11 states that lack a state-funded preschool. Hawaii has been in this "bottom of the barrel" list ever since NIEER first published its annual report 10 years ago.⁴ The DOE spends less on schools serving high concentrations of low-income and minority children.⁵ Therefore, while the U.S. is 17th globally in reading, and students living in Hawaii are significantly below other states, children living in Hawaii who are of Hawaiian and Pacific Island descent show scores of only 201, far below those of other ethnicities in the state. (White: 226; Black: 215; Hispanic: 209; and Asian: 221).⁶

The importance of early education is confirmed by formal research. Longitudinal studies of early education programs for children living in poverty show early education matters. Long-term benefits carry into adulthood and include reduced rates of special education classification, grade retention, welfare dependence, participation in criminal activity, and increased rates of high school graduation.⁷ Research suggests that culturally responsive educational strategies help students to feel engaged and connected to what they are learning.⁸ It recaptures the ancient idea of place based education (learning from the world around us) and project-based education (learning in harmony with each other) . Community input was collected in January of 2011 at thirteen community sites (DOE schools and community centers). One hundred and eleven parents attended. Our families knew from personal experience that our children are entering Kindergarten unprepared for school success, and the most recent State of Hawaii Department of Education data presented in the following section supports their belief.

(ii) Extent & magnitude of gaps, weakness in services, infrastructure & opportunities etc...

³ Early Care and Education in Hawaii, put forth by the Good Beginning Alliance, 2005

⁴ Liz Chun, Good Beginnings Alliance, April 12, 2012

⁵ Kamehameha Schools Research and Evaluation Division, May 2007

⁶ National Assessment of Educational Programs (2011) <http://nationsreportcard.gov/>

⁷ Lasting Benefits of Preschool Programs Office of Ed Research and Improvement, U S DOE; Gornby (Winter 1995)

⁸ Culture-Based Education and Its Relationship to Student Outcomes: Kana' iaupuni, S , Ledward, B , and U Jensen (2010)

The results of the 2011 Hawaii State School Readiness Assessment (HSSRA) show areas of increasing concern for our community. The HSSRA was created in 2004 by the state DOE as a critical component of the Hawaii School Readiness Task Force's strategy to improve school readiness and student achievement. All public school kindergarten teachers and elementary school principals complete the assessment during the first month of school. The following are some of the key findings:

•**Due to the poor economy there has been an increase in the number of children living in low-income families:** 52% of the kindergarten students come from low-income families (e.g., family of 4 with income up to ██████ in Hawaii) and receive free or reduced lunch. This is an **increase** from 45% in 2008. (Native Hawaiian/part Hawaiian families form a disproportion number of those living in poverty. Hawaiian students come from more economically disadvantaged backgrounds, evidenced by the fact that 59% of Native Hawaiian children participate in the free and reduced lunch program.)⁹

•**Less preschool attendance:** 42% of the current kindergarten students never attended preschool. This is an increase from 39% in 2008. (Data collected by the research department of Kamehameha Schools' shows many Hawaiian children, due to lack of awareness of the benefits of formal early education, transportation, funding or family preference, do not attend center-based preschool.)

•**Less readiness in school behaviors and skills:** The majority (60%) of kindergarten students consistently failed to display the necessary school behaviors and skills for school success. This represents an **increase** from 57% in 2009.

•**Fewer children with school ready social-emotional behaviors:** The majority (52%) of kindergarten students consistently failed to display the necessary social-emotional behaviors and skills for school success. This is an increase from 50% in 2009.¹⁰

TEACH represents a culture-based, school and family support initiative that our community feels will address the identified need: **Hawaiian children enter Kindergarten UNPREPARED for school success**. It is our mutually agreed upon goal that: **Hawaiian children will enter Kindergarten PREPARED for school success**. KOKA will partner with our community to meet this goal through the

⁹ KSBE PACE Report on The Status of Hawaiian Students in Hawai'i Public Schools, (June 2003)

¹⁰ <http://arch.k12.hi.us/school/hssra/hssra.html>

successful completion of specific, measurable, achievable, relevant, realistic and time bound objectives presented in the Project Performance Matrix found on pages 22-23.

Our children and youth need to be surrounded by trained teachers, informed parents and caring community members. Everyone needs to accept responsibility for the academic success of our next generation of citizens. The need for our children to enter kindergarten prepared for school success has been identified and its magnitude is huge. We have, however, isolated root causes of the problem, and identified specific gaps in services and infrastructure . These issues will be addressed by KOKA’s innovative TEACH Project. TEACH is designed to integrate KOKA’s programs into DOE settings. The project will support teachers and students to transform public education to focus on “making Hawaiian children ready for school and *schools ready for Hawaiian children.*” TEACH proposes the implementation of four programs designed to optimize learner outcomes. They are all programs KOKA is prepared to implement in partnership with five Public Elementary Schools with high populations of Native Hawaiian children and low learner outcomes. These research-based programs are:

| |
|---|
| Parents As Teachers (PAT) ages prenatal-3 |
| Home Instruction for Parents of Preschool Youngsters (HIPPY) ages 3-5 |
| Parent Participation Preschool (PPP) ages 6mos-5 |
| Kulia I Ka Nu‘u ages 3-4 (Kulia) |

These four programs will be supported by:

| |
|---|
| Attachment Behavioral Catch-up Intervention (ABC) |
| Parent/Child Interaction Therapy (PICT) |
| Ages and Stages Developmental Screening |
| Speech Therapy |

A detailed description of each will be presented in the next section.

B. Quality of the project design

(i) The design is appropriate to the needs of the target population or other identified needs

| ROOT CAUSES of Hawaiian Children Entering Kindergarten Unprepared for School Success | | | |
|--|--|--|--|
| 1) Hawaiian children often suffer social emotional problems due to lack of attachment to their primary caregiver and poor parent/child interactions. | 2) Many Hawaiian children have no preschool experience prior to entering Kindergarten and those that do, lack education relating to their culture. | 3) DOE teachers of high risk students lack culturally competent, rigorous in-service literacy training | 4) Teachers and parents of young children with special needs lack training, support services and SAT-based curriculum. |

The TEACH Project successfully addresses each root cause as follows:

1. Hawaiian children often suffer social emotional problems due to lack of attachment to their primary caregiver and poor parent/child interactions.

This identified root cause often leads to behavioral problems for our young children that form a tremendous barrier to learning. (In 2011, over 52% of children entered kindergarten lacking social-emotional behaviors necessary for school readiness) Each year, parents of Hawaiian children are asked to remove their disruptive child(ren) from preschool, based upon the child's aggressive and/or inappropriate behavior. We know this because many of the parents of these children then seek our parent/child interaction preschools.¹¹ Even then these children sometimes present a challenge beyond the scope of the average preschool teacher, and their parents' frustration is obvious. The root cause of such behavior is often the result of weak parent/child attachment and poor parent/child interactions. Research supports the fact that this is a cycle, wherein Parents themselves were often the victims of poor parental attachment and interactions. Their children, along with the parents' own past experiences, set up a family dynamic that may result in child abuse and a pattern of home behaviors that negatively impact the child's social-emotional wellness and behavior throughout their academic life. We know from Maslow's Hierarchy of Need that to reach the top of the pyramid; **self-actualization**, a place where an individual can achieve their full potential, first **physiological** needs relating to health, **safety**, sense **belonging** and **esteem** must be met.

MAZLOW'S HIERARCHY OF NEED



TEACH addresses issues of social-emotional wellness through the use of two well-researched, highly effective interventions that successfully improve attachment and strengthen weak parent/child interactions for Hawaiian children from birth to age six. The first is Attachment

¹¹ <http://arch.k12.hi.us/school/hssra/hssra.html>

Behavioral Catch-up (ABC) Intervention, and the second is Parent/Child Interaction Therapy (PCIT). Each program is an evidence-based intervention, and each will help break this negative cycle which creates an emotional state in the child that disrupts learning. PCIT also helps to reduce incidents of child abuse, which negatively impacts learning, as evidenced in Mazlow's level of SAFETY. A child must feel safe to be able to learn.

The Attachment and Bio-behavioral Catch-up Intervention is a training program for caregivers of young children who have been neglected and caregivers of young children in foster care. (Native Hawaiians represent about 50 percent of the roughly 2,700 children placed in about 1,900 foster homes.)¹² Over the last 15 years, Mary Dozier, Ph. D., Chair of Child Development at the University of Delaware has studied the development of young children who experienced early adversity. While ABC Intervention targets children birth to age two, Parent/Child Interaction Therapy (PCIT) aims at improving parent/child interactions for children ages 2-7. PCIT is an empirically proven treatment for conduct-disordered young children. It places emphasis on improving the quality of the parent-child relationship and changing parent-child interaction patterns. In PCIT, parents are taught specific skills to establish a nurturing and secure relationship with their child while increasing their child's pro-social behavior and decreasing negative behavior. The empirical research supporting these interventions will be presented in part ii of this section.

2. Many Hawaiian children have no preschool experience prior to entering Kindergarten and those that do lack education relating to their culture.

On March 20, 2012, over 2000 early education supporters gathered at the legislature to protest the end of junior kindergarten. This coming school year, over 6500 children will not be able to attend school prior to kindergarten and no new funding will be made available to support them.

For 17 years, KOKA has successfully provided options to formal preschool, which for many Hawaiian children is not accessible for reasons previously stated (lack of transportation, funding, lack of

¹² Lillian Koller, director of the state Department of Human Services Honolulu Advertiser, 2004

awareness of the benefits of formal early education, or family preference). Our internationally acclaimed HIPPY and PAT programs offers evidence-based curriculum for parents to use with their children. Both have shown to have a positive effect on pre-literacy rates. Our Kulia I Ka Nu`u Curriculum allows families to “make and take” Montessori materials, and receive a week’s worth of curriculum that includes an introduction to the Hawaiian language for each of 28 weeks. More information on the empirical evidence for these programs follows. All of our programs connect children and parents to Hawaiian culture, language, and traditions. There is still, however, the need to help our parents realize the importance of early education. Research by Kamehameha’s research department, shows that Hawaiian parents are often unaware of the benefits of formal early education. Therefore, we plan to conduct a series of parenting PSA’s and short TV spots targeting communities with high populations of Native Hawaiians to educate the public in general, and parents specifically, about the vital importance of early childhood education.

3. DOE teachers of high risk students lack culturally competent, rigorous, in-service literacy training. Due to severe budget cuts in our state, opportunities for professional development for DOE teachers is strictly limited. Teaching, like any profession, becomes stagnant without continual self-improvement. With budget cuts these activities are typically some of the first to go. We plan to implement two staff in-service development initiatives. **FIRST INITIATIVE:** With funding from a now successfully completed NHEP Grant, KOKA staff provided Montessori materials and staff development for the teachers of Ke Kula Kaiapuni 'O Anuenue. The school is the only K-12 Hawaiian Language Immersion School in the state with 94% Native Hawaiian students. The teachers have attested to the benefits they received. (see letters of support in the appendices) With the ending of that grant, however, they have received no follow-up for new teachers regarding the many extensions that can be done with the Montessori materials and the various ways they can enrich their classrooms and improve their teaching. The Principal of Anuenue requests additional staff development since his staff currently receives none at all. 87% of fifth grade students at

Ānuenu did not demonstrate proficiency in mathematics and 77% did not demonstrate proficiency in reading when tested on the Hawaii State Assessment. We propose sending our Montessori certified staff development trainer to Anuenu for in-service training each semester in year one to upgrade instruction in the school's four kindergarten classes. We will do the same in year two for the four first grades, and in year three their second and third grades. **SECOND INITIATIVE:** The second DOE staff development we provide will be an opportunity for DOE teachers statewide to participate in a full-day writing workshop. The workshop will be part of a larger Writers' Conference. Currently, there is little intentional, direct instruction in creative writing in our public schools. In this workshop teachers will be inspired by great writers. Kauai Hemmings, the Hawaiian author of the best-selling novel, *The Descendants*, will be the keynote for the day. Hawaiian kupuna reading the poetry of Queen Liliuokalani, will be presenting alongside W.S. Merwin, former U.S. Poet Laureate. Teachers will then work under the direction of Paul Wood, who is part of the state's Artist in the Schools Program for his outstanding ability to teach children creative writing. Due to the state's education budget cutback, this program's reach has been very limited. We seek the costs to provide a program that will motivate, educate and inspire teachers who will be doing the same for our children. (See Tentative Schedule and presenter resumes in appendices)

4. Teachers and parents of young children with special needs lack training, support services and SAT-based curriculum. "Special-needs students in the islands, many of whom have mild learning disabilities or behavioral issues, perform abysmally on state tests overall and are well behind their peers on the mainland."¹³ While only 25% of the population is Hawaiian, Native Hawaiian students make up 36% of Special Education students. Their parents are concerned, overwhelmed and frustrated.

For four years, KOKA has operated an inclusion program for Special Education Infant/Toddlers and their typically developing peers. The program helps children and supports parents of children with special needs. Parents with infants and toddlers with special needs require the nurture and support of

¹³ December 14, 2010 Honolulu Star Advertiser article entitled: *Left Out and Lagging*

other parents with the same experiences. We use the curriculum for Special Needs developed by the Parents As Teachers Program. It is presented by a certified PAT Parent Educator. This program is combined with other infant/toddler preschool materials in a classroom setting. We still need a speech therapist to further assist our families. Access to speech therapy would give these children the foundation they need to build literacy skills. Research has shown that children with CAS (Childhood Apraxia of Speech) and other speech sound disorders are at a high risk for difficulties in phonemic and phonological awareness skills and thus often have difficulty in reading and writing. Some research has also shown that addressing these skills can actually help improve speech production accuracy as well as reading skills.¹⁴ Teacher shortages have been steadily increasing across the nation, particularly in the field of special education. Reasons for this gap include the fact that veteran special education teachers are retiring at a faster rate than new teachers are being prepared. Attrition rates among new special educators are extremely high—with new teachers frequently leaving the field after only one or two years in the classroom (2005).¹⁵ Therefore, when special needs students enter kindergarten, the DOE staff is often not specifically trained in Special Education. There is a tendency to maintain low expectations for these children. This Project will provide the SAT-based HIPPO curriculum for DOE teachers in two DOE schools helping support parents and teachers of children with special needs.

(ii) The design of the project reflects up-to-date knowledge from research and practice.

The design of the TEACH project reflects up-to-date knowledge from research and effective practice as it relates to our four identified root causes.

1. Hawaiian children often suffer from lack of attachment to their primary caregiver and poor parent/child interactions. As any kindergarten teacher will tell you, “readiness” for school involves more than the ability to count from one to ten or recognize colors and shapes. While these cognitive skills are important, perhaps even more significant are children’s abilities to listen and follow directions,

¹⁴ Incorporating Pre-literacy Skills in Speech Therapy to Improve Speech and Reading, Dr. Skinder-Meredith, May 24,2011.

¹⁵ Center on Personnel Studies in Special Education (COPSSE), 2005

play well with other children, focus attention on tasks, and know when they need help and how to ask for it. With a basic trust in themselves and others, children who are ready to learn arrive at school eager, curious, and attentive. The foundation of this social and emotional competence is laid in the very first days, months, and years of life, shaped by the interactions babies have with their parents and other caring adults. Babies thrive when they are securely attached to someone special—their mother, father, or other primary caregiver—who knows and responds consistently and reliably to their unique personalities. Infants or toddlers who are not securely attached are likely to become preschoolers unable to control their behaviors and kindergartners who have difficulty engaging in the process of learning. It has been proven that children growing up in poverty are at a greater risk of insecure attachment than children in middle-class families.¹⁶ For these children, high-quality programs for infants, toddlers, preschoolers and their families can make a significant difference in the direction of their lives—a difference that can last a lifetime. Meeting the social and emotional needs of a mobile toddler and a verbal preschooler requires increasing parenting capacities: sensitivity to the needs of a growing child; understanding of how to use language to reason with a child; the ability to control one’s own behavior and emotions; and the confidence and competence to handle each new developmental stage.¹⁷ Interventions that work to break the cycle of poverty by enhancing secure attachment are most successful when they can reach at-risk families as early as possible.¹⁸ Unfortunately, this is often not possible. Mothers in poverty may not seek such supports until their child is older, when preschool teachers or caregivers identify the problems. This is why Attachment and Bio-behavioral Catch-up Intervention for infants to age two, and Parent/Child Interaction Therapy, are so important. In October, the Consuelo Foundation approached Keiki O Ka Aina and offered to freely provide the [REDACTED] training for a qualified staff member to learn the ABC model. One of our Hawaiian employees with a Master’s in social work has completed the training under Dr. Dozier. Consuelo Foundation also

¹⁶ Casady, A , Diener, M , Isabella, R , and Wright, C (2001) Attachment Security among Families in Poverty: Maternal, Child, and Contextual Characteristics Paper presented at the 2001 Biennial Conference of the Society for Research in Child Development: www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED473457

¹⁷ Secure Attachment: Published by “Ounce of Prevention Fund” <http://www.ounceofprevention.org/research/pdfs/SecureAttachment.pdf>

¹⁸ Main, M & Goldwyn, R (1985) Adult attachment classification system Unpublished manuscript, University of California, Berkeley

provided the video camera, laptop and other materials needed to implement the program. Unfortunately, we are not currently funded for the salary to begin the program. The Consuelo Foundation has already piloted the program in Hawaii and the results were analyzed in a report prepared by Johns Hopkins University General Pediatrics Research Center. (Executive Summary is available in appendices). According to the report: "The pilot test demonstrated that the ABC model was well accepted by the targeted families and that it is possible to deliver the model with high fidelity in Hawaii. The pilot test also showed that, even among caregivers with insecure attachment, where implementation was particularly challenging, the intervention had measurable benefits for the quality of parenting. The findings suggest that the ABC model is an appropriate intervention for targeting to families at risk for harsh and neglectful parenting in Hawaii." The targeted population was Hawaiian children of poverty. Parent Child Interactive Therapy (PCIT) outcome research has demonstrated statistically and clinically significant improvements in the conduct-disordered behavior of preschool age children. After treatment, children's behavior is within the normal range. Outcome studies have also demonstrated significant changes on parents' self-report measures of psychopathology, personal distress, and parenting locus of control. Measures of consumer satisfaction in all studies have shown that parents are highly satisfied with the process and outcome of treatment at its completion.¹⁹

2. Many Hawaiian children have no preschool experience prior to entering kindergarten and those that do lack education relating to their culture. To quote Parents advisor Kathleen McCartney, PhD, dean of Harvard Graduate School of Education, in Cambridge, Massachusetts, "There's increasing evidence that children gain a lot from going to preschool. At preschool, they become exposed to numbers, letters, and shapes. And, more importantly, they learn how to socialize -- get along with other children, share, and contribute to circle time." Statistics show that a majority of children attend at least one year of preschool. According to the National Institute for Early Education Research (NIEER), more than two-thirds of 4-year-olds and more than 40 percent of 3-year-olds were enrolled in a preschool in

¹⁹ Child Study Laboratory Department of Clinical and Health Psychology University of Florida

2005. "Children who attend high-quality preschool enter kindergarten with better pre-reading skills, richer vocabularies, and stronger basic math skills than those who do not," says NIEER director W. Steven Barnett, PhD. Sadly, this opportunity is not available to many Native Hawaiian children of preschool age, which is why TEACH offers viable alternatives with research-proven efficacy. These programs are: Home Instruction for Parents of Preschool Youngsters (HIPPY); Parents As Teachers (PAT) Kulia I Ka Nu`u (Kulia) and Parent Participation Preschools (PPP). All have been shown, through quantitative research, to improve literacy. The need for these programs will be even great this coming school year, when 6500 children will not be able to enter kindergarten

HIPPY: The first major U.S. study, funded primarily by the U.S. DOE, was a two-site, two-cohort longitudinal study to examine the effects of HIPPY on children's school performance through the second grade. As they began elementary school, HIPPY children outperformed those in the comparison groups on objective measures of school performance and teacher ratings of motivation and adaptation to the classroom setting. **HIPPY children had better attendance, scored higher on standardized achievement tests, and were perceived by their teachers as better students.**²⁰ HIPPY is one of only seven home visiting models named as eligible for funding under the Maternal, Infant and Early Childhood Home Visiting program. **KOKA is the only certified program in the state of Hawaii and holds "stellar status" from HIPPY USA.**

Parents As Teachers: PAT curriculum is based upon early literacy and brain development. Research on PAT was recently released in the Journal of Primary Prevention. **The conclusions added to the evidence that Parents as Teachers improves parenting practices in ways that lead to both school readiness and academic achievement.**²¹ **KOKA has received the PAT National Center Losos Award for Excellence and has had certified trainers since 2001.**

Kulia i ka Nu`u (Strive for the Highest) and Parent Participation Preschools: Both are programs created by Keiki O Ka Aina. (Kulia was written and piloted as a result of an NHEP grant). Our agency

²⁰ NCJW's (National Council of Jewish Women) Center for the Child (Baker & Piotrkowski, 1996)

²¹ Edward Zigler and Victoria Seitz of Yale University with Judy Pfannenstiel of Research & Training Associates

has conducted pre/post Peabody Picture Vocabulary Test (PPVT) evaluation on its' PPP Program for nine years, and Kulia for six years. The research shows significant statistical improvement in receptive vocabulary development in both programs. We know from such research that receptive vocabulary is important for phonemic awareness which is vital to early literacy.²² Over the past six years, the average increase' is 4.51 standard score units. ***The average standard score of children after they have completed the PPP program is 107.48, which is 7.48 points higher than the national average of 100.*** For the past 3 years, the increases on the PPVT have proven to be statistically significant ($p < 0.01$). Children participating in the Kulia I Ka Nu`u program also consistently demonstrated increases in receptive vocabulary. ***The average standard score of children after they have completed the program is 109.5, which is 9.5 points higher than the national average of 100.*** In year two of the grant, TEACH will wrap these outstanding programs in communities around identified DOE schools who have requested our presence. These school are: Kalihi Elementary School, Puohala Elementary School, Blanche Pope Elementary School, Nanakuli Elementary School, Maili Elementary, and Kapolei Elementary School. All of these are schools have high percentages of Native Hawaiian students and some of the highest percentages of students receiving free or reduced lunch in the state. This project will also work with children whose parents are incarcerated. Research clearly demonstrates that children of incarcerated parents are a good deal more likely to do poorly in school as well as have behavioral problems in the classroom.²³ They are very high-risk. Specifically, 44% of the women incarcerated in the state of Hawai'i are Native Hawaiian. Serving this population with our cultural education programs in the prison may ultimately save some of these children from repeating the mistakes of their parents and following them into the criminal justice system.

Connecting a child's learning to his/her culture is important. Increasingly, culture, language, and social factors are being recognized as having an impact on learning.²⁴ Indeed, culture is a major, if not the

²² The Journal of Educational Research entitled: *Receptive vocabulary and cross-language transfer of phonemic awareness in kindergarten children* (Atwill, Kim ; Blanchard, Jay; Gorin, Joanna S ; Burstein, Karen) July 2007

²³ A. Aukahi Austin, "Alcohol, Tobacco, Other Drug Use, and Violent Behavior Among Native Hawaiians: Ethnic Pride and Resilience," Substance Use and Misuse, 2004

²⁴ Hainer, Fagan, Bratt, Baker, & Arnold, 1990; McIntyre, 1996a; Tharp, 1989.

primary factor affecting the development of cognitive style.²⁵ Cognitive patterns depend, to a large extent, on patterns that have been modeled and reinforced by childrearing practices.²⁶ Upon entering school, students attempt to gather and process incoming information via strategies that have been rewarded previously in similar situations.²⁷ If their culturally determined processing procedures are incompatible with the required cognitive style of the task, dysfunction (e.g., cognitive and emotional conflict, poor academic performance, and low self esteem) can result. Schools typically promote a style of cognition consistent with that of the European American cultural group. Given that culturally, different students are most often taught information in a European-American context and presentational style that is frequently opposed to the preferred manner of learning,²⁸ it is no surprise that minority culture students, in this case Native Hawaiian children, commonly fail to learn as well as majority culture learners. TEACH will provide our research proven, culturally connected preschool alternatives: HIPPPY, PAT, PPP, and Kulia through a combination of home-visiting and community-based delivery methods. These programs have been shown to assist children who do not attend center-based preschool to still attain competencies required for academic success, and they are presented within the context of Hawaiian culture, values and traditions.

3. DOE teachers of high risk students lack culturally competent, rigorous in-service literacy training. Systematic in-service training, over and above teachers' formal education and experience, is a significant predictor of program quality.²⁹ For most educators working in schools, professional learning is the singular, most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs.³⁰

4. Teachers and parents of young children with special needs lack training, support services and SAT-based curriculum. For parents first learning of a child's disability, shattered expectations are a

²⁵ Brodzinsky, 1985; Education Letter, 1988; Garcia & Malkin, 1993; Shade & New, 1993

²⁶ Anderson, 1988; Banks & Banks, 1993; Fennema & Peterson, 1987; Garcia & Malkin, 1993; Hale, 1982; Philips, 1983; Shade, 1982.

²⁷ Anderson, 1988; Jenkins, 1982; Smith, 1993

²⁸ Dean, Salend & Taylor, 1993

²⁹ Epstein, A.S., Training for quality: Improving Early Childhood Programs through Systematic In-service Training. 1998

³⁰ Standards for Professional Learning: Leaning Forward 2011

near-universal reaction, accompanied by a wide variety of emotions, including anger, disbelief, shock, guilt, and sorrow. Essentially, says Margaret Silberman, PhD, a psychologist in Aurora, Illinois, who counsels families with special-needs children, "these parents are grieving, mourning the loss of the idealized child." No one who has this experience would deny that raising a child with special needs is a life-altering experience. "Parents of children with disabilities are in need of support," said Patricia Wright, national director of autism services for the Easter Seals. When a child is diagnosed with disabilities, all of the attention is focused on helping the child. But parents also need assistance in coping with stress, their own feelings and frustrations. Parents of children with disabilities had very elevated scores on the Parenting Stress Index, signifying that they perceive far more stress in their role as parents than do parents of children without disabilities.³¹ TEACH will help support parents in our inclusion Parent Participation Preschool with expanded serviced as we get a larger space for this much needed program. Further, all of our programs, as well as our programs for children with special needs, require the support of a speech therapist. According to Dr. Diane Paul-Brown, director of clinical issues in speech-language pathology for the American Speech-Language-Hearing Association in Rockville, Maryland, "We now know the earlier the intervention, the better the brain can reorganize." Today, parents are generally told to look for signs of delay early, even in a baby's first year, and seek help. No one should assume that a silent 2-year-old is typically developing; silence may be a sign of hearing loss or a neurological disorder. We serve over six hundred children annually, and few things interfere with strong literacy skills more than poor speech. Having a speech therapist spend time at our numerous community sites, interacting with parents and children, will lead to early identification and remediation of language difficulties that hinder literacy.

(iii) Project will be coordinated with community, State, and Federal resources.

TEACH will be fully coordinated with other appropriate community, State and Federal resources. On the community level we will work in collaboration with community preschools with high percentages of

³¹ Journal of Health and Social Behavior: "Parental Stress with Special Needs Children 2009

Native Hawaiian students. We will also conduct HIPPY, PAT, KULIA and PPP in collaboration with community recreation centers and community churches in areas with high populations of Native Hawaiians. These programs will also be conducted in DOE school sites, cafeterias and/or classrooms. The schools have agreed to partner with us to recruit families. We will also collaborate with State DOE schools by providing HIPPY's SAT-based curriculum for teachers in Special Education. We will collaborate with Easter Seals, providing our Infant/Toddler PPP, as well as ABC Attachment Intervention to their clients in addition to Native Hawaiian families in the prison system. PCIT, ABC Intervention and Infant/Toddler PPP will also be available to clients on TANF as well as mothers who are incarcerated.

C. Adequacy of resources.

(i) Costs are reasonable in relation to persons to be served and results and benefits

TEACH will serve 2800 parents and children and is extremely cost effective. When speaking about cost/benefit ratio for early childhood education, President Obama said, "For every dollar we invest in these programs, we get nearly [REDACTED] back in reduced welfare rolls, fewer health care costs, and less crime." The project will improve academic outcomes for children, increase parenting skills and improve teaching skills for more than 80 DOE teachers. Our costs are more than reasonable in terms of the magnitude of impact, numbers served, and long-range effects at under [REDACTED] per person annually.

(ii) Relevance and commitment of partners to success of the project.

Each partner's commitment to the implementation and success of TEACH is high. The project is about collaboration and commitment. The "three R's of reading, writing, and 'rithmetic" are valued. But, we have learned the "three R's" of relationships, relevance, and rigor are interconnected elements of successful learning shared by educators, families, and communities across the State of Hawaii. Our partners' high level of commitment is demonstrated in the attached MOU's found in the appendices.

(iii) Extent to which the budget is adequate to support the proposed project.

Because of our experience with these programs, all identified financial needs are supported in the budget. They include staff salaries for direct and support services (the largest and most variable component); curriculum materials; fees for training and technical assistance, program development, licenses and affiliation; and other direct costs such as supplies and snacks for children and community education programs. Past experience in managing numerous large grants, including NHEP grants, was a basis for estimating resource estimates.

D. Quality of the management plan.**(i) The management plan will achieve objectives on time and within budget etc...**

We have strong, comprehensive policies that address reporting, communication and management. These policies will be strictly adhered to in this project. Weekly meetings between the Executive Director, Project Director and CFO ensure effective communication and timely progress. At KOKA, weekly Managers Meetings are held so the different branches of the agency are able to keep each other abreast of current projects, ensure progress, facilitate writing quarterly, bi-annual and annual reports, and utilize the variety of expertise in the organization across all programs. The Project Director will attend meetings and provide written reports to the Executive Committee and Board of Directors. Our agency has only received clean audits (A133 audits conducted annually) and the most current findings are included in the attachments. In the past 16 years we have managed more than [REDACTED] dollars and have closed out all expired grants in good standing. We have been administering NHEA (US DOE) grants for the past 10 years, three Office of Hawaiian Affairs grants, two ANA grants, as well as numerous smaller private foundations as well as a [REDACTED] dollar state grant. Our agency has been serving low to moderate income NH families on the island of O'ahu for thirteen years, and Maui for the past five. Our Systems Analyst, Mr. Kaniela Sharp has over thirty years of professional management and technical experience. He and his assistant have clearly demonstrated the ability to manage multiple departments and projects simultaneously. See the Organizational Chart in the optional attachments.

(ii) Time commitments of the project director and principal investigator are appropriate

The Project Director and key project personnel are dedicated to providing the time necessary for the successful completion of the project. This group will meet weekly to discuss program progress and the development and implementation of this project. Its programs will be studied regularly, consistent with

the Plan-Do-Check-Act cycle presented in the Evaluation section. The percent of time spent by each member is reflected in the budget and is appropriate and adequate to meet the objectives of the project. Our Board of Directors strongly supports this proposal. In accordance with the Hawaiian value of *kuleana*, (sphere of duty and responsibility) each member of the project team listed under Project Personnel will complete his or her role on time. In addition to the *kuleana* of the individual, there is the *kuleana* of the group to support one another and complete the project in the designated time with the highest degree of quality. (See Performance Matrix Page 22-23)

(iii) **Adequacy of mechanisms for ensuring high-quality products and services from project.**

Four members of the KOKA management team are trained in Dr. W. Edwards Deming's Total Quality Management (TQM). These KOKA managers are knowledgeable about in the "Plan, Do, Check, Act" cycle of continuous improvement. The Plan-Do-Check-Act cycle (Figure 1) is a four-step model for carrying out change. Just as a circle has no end, the PDCA cycle is repeated again and again for continuous improvement. The **PDCA cycle** for SAVE Our Children consists of:



1) **PLAN:** Developing the project and all of its components and partnerships 2) **DO:** Implementation of the project 3) **CHECK:** perform internal and external evaluations to monitor the status of each and every activity and assessing the opinions of school and prison staff on the status of each aspect of the project. 4) **ACT:** Make any required course adjustments based upon input. The goal is to achieve each activity and outcome set forth in the Performance Measure Matrix on pages 22-23.

E. Quality of the project evaluation

(i) Extent to which methods of evaluation are appropriate to context of the project.

Our Research and Evaluation Department assures that methods of evaluation are appropriate to the context of the project. Because we are focusing on kindergarten readiness, we will use the HSSRA to assess school readiness. We plan to increase literacy which is strongly tied to vocabulary development. Therefore, we will use both expressive and receptive standardized assessments, the Peabody Picture Vocabulary Test and Expressive Vocabulary Test, pre-post each year of the grant.

(ii) Extent methods of evaluation provide timely guidance for quality assurance.

The PDSA Cycle is one of continuing improvement for quality assurance. Please see section (D:iii) Additionally, our Performance Matrix found on pages 22-23 shows our time-bound objectives, research instruments to be used, and expected outcomes. The Economic Benefits of Investments in Early Education for Hawaii 2009, Dr. Clive Belfield of Queens College, demonstrates that expanding investments in high-quality early learning programs would make very good sense for Hawaii. High-quality early education supports children's cognitive, social, and emotional development; increases their school readiness; improves their chances of graduating from high school; and enhances their prospects for the future.

(iii) Evaluations include objective performance measures clearly related to outcomes etc...

Objective performance measures of the project, as well as measurement tools, are designed to assess the efficacy, as presented in the Logic Model on p. 24 and Performance Matrix on p. 22-23. Evaluation tools for this project are aligned with the requirements in the GPRAs. Our surveys and observations will collect appropriate qualitative data, while the PPVT-IV and the EVT-II, and the HSSRA will provide quantitative data on both expressive receptive vocabulary and school readiness. We evaluate through our impact indicators, leading to clearly defined and articulated outcomes both short-term and long-term. We will obtain parent consent in order to complete the HSSRA, as we do for all other evaluations, and we maintain careful procedures for confidentiality. We are experienced in following all policies and procedures offered by the program office for the administration and reporting of HSSRA. In addition to the assessment of program impact and outcomes, we will consult with Earl Hishinuma PhD from the University of Hawaii Psychiatry Department, Associate Chair of Research as an external evaluator to monitor program processes for continuous improvement. (See Resume in Appendices) Program assessment tools will be used to measure early and school-age program best practices, efficacy, and sustainability. Observational assessment tools and inter-rater reliability scales will also be used to insure a comprehensive measure of program quality based on a variety of program components. The program evaluation will use a holistic process of clearly articulating the services, and desired outcomes of each of the project programs and an evaluation of the embedded processes. Data tied to the program goals serve

to document the quality and effectiveness of the program over time. Program process evaluation will incorporate non-participant observations of practice, measures of the environment, and assessments of teachers and staff. Two types of program evaluation will be used.

Formative Evaluation: Ongoing documentation of a program and its impact, will be used to make adjustments to services and the intermediate goals during the initial phases of program implementation.

Summative Evaluation: The final summary at the end of a program year, will measure the long-term goals and impact of the program. In addition to the evaluation tools mentioned above, we evaluate the impact of our programs on the lives of parents and caregivers through a collection of assessment tools administered as a pre and post-program Caregiver Assessment Packet (CAP). This packet includes surveys and assessment instruments which directly correspond to our outcome performance measures. Included in this packet is the Adult-Adolescent Parenting Inventory which is used to objectively measure caregiver knowledge of positive child rearing practices. The Hawaiian Cultural Connectedness (HCC) Survey for Makua (caregivers) is also included in the Caregiver Assessment Packet. The HCC survey, which was created by the renowned experts in Hawaiian epistemology from Kamehameha Schools Strategic Planning and Implementation Group, gauges how connected individuals are to six strands of Hawaiian culture. The survey is a community- developed, research-based, and scientifically tested instrument. It captures important information about caregiver's cultural knowledge, beliefs, and practices. The evaluation will allow the project to ensure a high quality and significant improvement in participants' Hawaiian education. All data collected by Caregiver Assessment Packet is statistically analyzed to determine program impact.

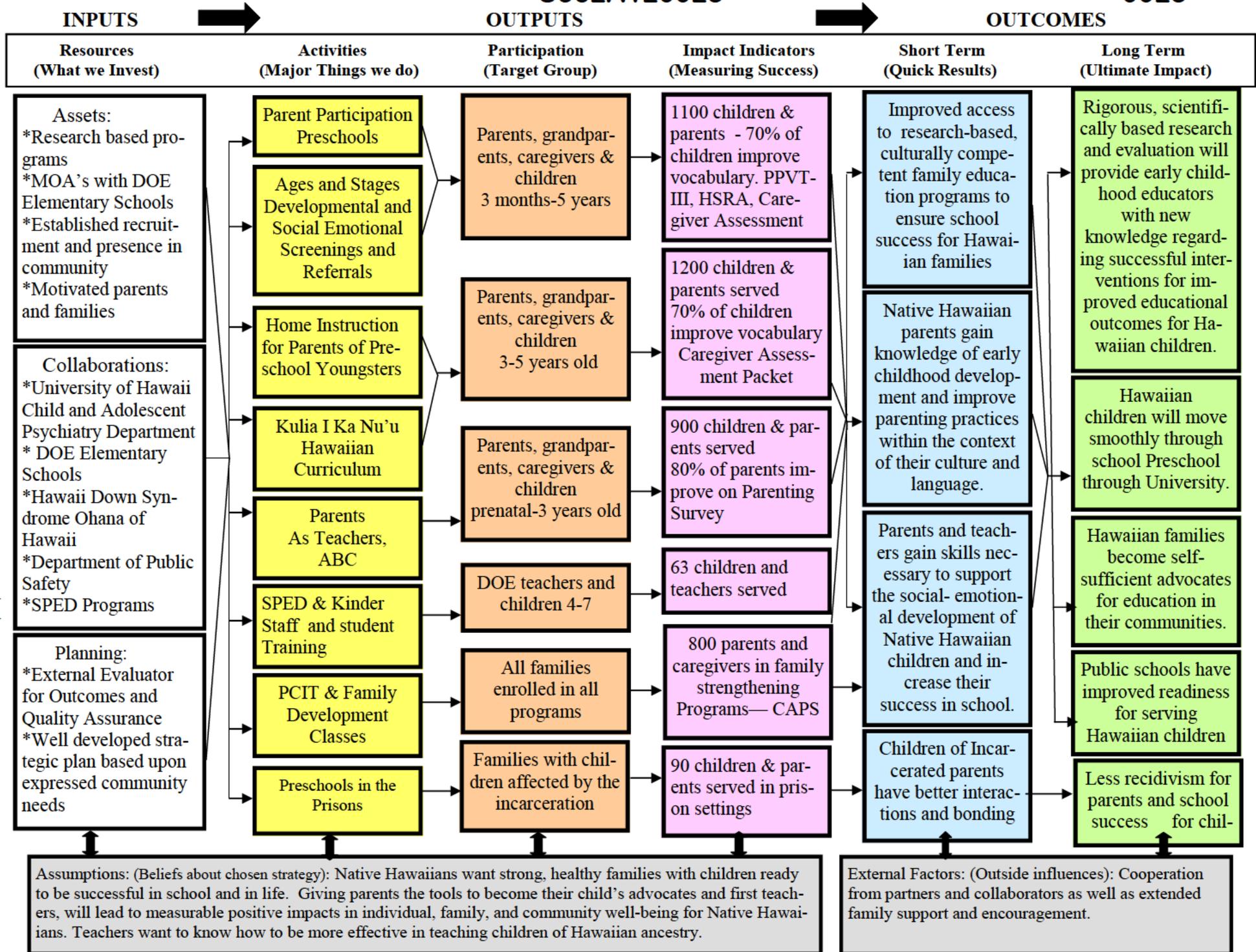
Our expectation is that the classes and experiences offered will speak to the na`au (deep consciousness) of our parents and caregivers as well as keiki (children) in ways that words cannot. Just as deep calls unto deep, our hope is that the depth of who they are as Hawai`i (Hawaiians) might be realized in new and broader ways through our program. Thus, deepening participant's aloha, pride and understanding of themselves, their kūpuna (ancestors) and their kuleana (responsibility). We desire that such revelation not only change the course of Hawaiian well-being from good to great but also result in excellence in outcomes that last many more lifetimes.

Performance Matrix - TEACH

| | | | |
|--|-----------------------------------|---|--|
| Goal A: Children demonstrate improvements in school readiness and literacy. Programs: PPP, Kulia I Ka Nu`u, HIPPY, Poli's Place | | | |
| Obj. A1: 75% of children enter school ready to learn. | | Measurement: HSRA | Staff: Teachers, KOKA researchers |
| Timeline: YR1: 9/12-6/13 | YR2: 6/14 | YR3: 6/15 | Milestones: All eligible children assessed annually |
| Obj. A2: 70% of children improve receptive vocabulary. | | Measurement: Pre/Post PPVT-4 | |
| | | Staff: Researchers, Early Education Staff | |
| Timeline: YR1: 9/12-6/13 | YR2: Pre: 9/13, Post: 6/13 | YR3: Pre: 9/14, Post: 6/15 | Milestone: 900 children assessed |
| Obj. A3: 70% of children improve expressive vocabulary. | | Measurement: EVT-II | Staff: Researchers, Early Education Staff |
| Timeline: YR1: 9/12-6/13 | YR2: Pre: 9/13, Post: 6/14 | YR3: Pre: 9/14, Post: 6/15 | Milestone: 1100 children assessed |
| Outcomes A: Children enter school ready for success and lifetime of learning. Measurements: HSRA, PPVT-4 & EVT-II | | | |
| Goal B: Parents gain skills necessary to support social- emotional development of Hawaiian children. Programs: PAT, PPP, Kulia, HIPPY, PCIT, ABC | | | |
| Obj. B1: 90% of children screened for social/emotional delays & early referrals. | | Measurement: ASQ SE | Staff: Researchers, Early Ed Staff |
| Timeline: YR1: 9/12-6/13 | YR2: 9/13-6/14 | YR3: 9/14-6/15 | Milestone: 1100 children screened |
| Obj. B2: 100% of children with social/emotional delays receive referrals. | | Measurement: Referral reports | Staff: Resource Coordinator |
| Timeline: YR1: 9/12-6/13 | YR2: 9/13-6/14 | YR3: 9/14-6/15 | Milestone: Identified children receive referrals |
| Obj. B3: Parents have increased understanding of social emotional milestones of children. | | Measurement: Pre/ Post AAPI: Construct A | |
| | | Staff: Researchers, Early Education Staff | |
| Timeline: YR1: 9/12-6/13 | YR2: 9/13-6/14 | YR3: 9/13-6/14 | Milestone: 800 Parents assessed and educated |
| Obj. B4: Childcare enables 90% of parents/caregivers to focus on speaker and provides much needed respite. | | Measurement: Childcare Satisfaction Survey | |
| | | Staff: Childcare Staff, Researchers | |
| Timeline: YR1: 9/12-6/13 | YR2: 9/13-6/14 | YR3: 9/13-6/14 | Milestone: 800 surveyed |
| Outcomes B: Children enter school with social emotional skills necessary for learning. Measurements: ASQ SE Screening, AAPI, Childcare Survey | | | |
| Goal C: Parents gain skills necessary to support physical and cognitive development of Hawaiian children. Programs: Kulia, HIPPY, PPP, PAT, ABC, PCIT, Poli's Place | | | |
| Obj. C1: 90% of children screened for developmental delays & early referrals. | | Measurement: ASQ screening | |
| | | Staff: Researchers, Early Education Staff | |
| Timeline: YR1: 9/12-6/13 | YR2: 9/13-6/14 | YR3: 9/14-6/15 | Milestone: 1100 children screened |
| Obj. C2: 100% of children with developmental delays receive referrals. | | Measurement: Referral reports | Staff: Resource Coordinator |
| Timeline: YR1: 9/12-6/13 | YR2: 9/13-6/14 | YR3: 9/14-6/15 | Milestone: Identified children receive referrals |
| Obj. C3: Parents have increased understanding of developmental milestones of children. | | Measurement: Pre/ Post AAPI: Construct A | |
| | | Staff: Researchers, Early Education Staff | |
| Timeline: YR1: 9/12-6/13 | YR2: 9/13-6/14 | YR3: 9/13-6/14 | Milestone: 800 Parents taught annually |
| Outcomes F: Children enter school with physical and cognitive developmental skills necessary for learning. Measurements: ASQ and Screenings, AAPI | | | |

| | | | |
|---|----------------------------|---|--|
| Goal D: Successful interventions for improved educational outcomes will inform best practices for Hawaiian children. Programs: HIPPY, PAT, Kulia, PPP, Poli's Place, PCIT, ABC | | | |
| Obj. D1: Data system established in cooperation with Hawaii State DOE provides opportunity for state to evaluate long-term impact | | | |
| Measurement: Online Database (ODM) | | Staff: Parent educators, Teachers, Researchers | |
| Timeline: YR1: Reported 6/13 | YR2: Reported 6/14 | YR3: Reported 6/15 | Milestone: 180 children tracked |
| Obj. D2: Highly qualified & experienced outside evaluators provide quality assurance, through process evaluation based on Minnesota Department of Education's Quality Indicators for Early Childhood Family Education Programs Evaluation. | | | |
| Measurement: Minnesota DOE Indicators for Early Childhood Family Education Programs Evaluation | | Staff: External Evaluators | |
| Timeline: YR1: Reported 6/13 | YR2: Reported 6/14 | YR3: Reported 6/15 | Milestone: Complete evaluation by outside evaluators |
| Obj. D3: Longitudinal study provides data on long term academic impact of Project. Measurement: Interviews, School Records, research data from 2002-2012 | | | |
| Staff: Research Department, Intake Coordinator | | | |
| Timeline: YR1: Reported 6/13 | YR2: Reported 6/14 | YR3: Reported 6/15 | Milestone: Academic data collected from random sample |
| Outcomes D: Improved access to research-based, culturally competent family education programs. | | | |
| Measurements: ODM, DOE Indicators, Interview | | | |
| Goal E: Children develop literacy within the context of Hawaiian culture and language. Programs: HIPPY, PAT, Kulia, PPP. | | | |
| Obj. E1: 80% of parents strengthen connection to Hawaiian culture | | | |
| Measurement: Pre /Post Cultural Connectedness Scale | | Staff: Researchers, Early Education Staff | |
| Timeline: YR1: 9/12-6/13 | YR2: Pre: 9/12, Post: 6/13 | YR3: Pre: 9/13, Post: 6/14 | Milestone: 800 parents assessed |
| Obj. E2: Children will have increased exposure to Hawaiian language. | | | |
| Measurement: Hawaiian Language Survey | | Staff: Researchers, Early Education Staff | |
| Timeline: YR1: 9/12-6/13 | YR2: Pre: 9/12, Post: 6/13 | YR3: Pre: 9/13, Post: 6/14 | Milestone: 800 parents assessed |
| Outcomes E: Culturally grounded practices result in learners' development. | | | |
| Measurements: Hawn Connectedness Scale, Hawn language Survey | | | |
| Goal F: Children Affected by Incarceration will strengthen relationship with incarcerated parent | | | |
| Obj. F1 80% of incarcerated parents will report strengthened family relationship bonds. | | | |
| Measurement: Post Relationship Strengthening Survey | | Staff: Researchers, Prison Preschool Staff | |
| Timeline: YR1: 9/12-6/13 | YR2: 6/13 | YR3: 6/14 | Milestone: 50 incarcerated parents assessed |
| Outcomes F: Children of Incarcerated parents have better interactions and bonding | | | |
| Goal G: To increase awareness in communities statewide about the ways they can help support school success for children. | | | |
| Obj. G1: To produce TV and radio spots on the importance of early childhood education. Measurement: Count as captured KHON Report | | | |
| Timesheets: YR1: First airs 10/12-6/13 | | YR2: First airs 9/13 – 9/14 | YR3: First airs 9/14 – 9/15 |
| Milestone: 4 spots aired 240 times annually | | 4 spots aired 240 times annually | 4 spots aired 240 times annually |
| Outcomes G: I. Increase public awareness of importance of early education. Measurement: I. Annual survey to 1000 community members. | | | |

TEACH LOGIC MODEL



Competitive Preference Priorities

The TEACH Project meets or exceeds four Competitive Preference Priorities as demonstrated here:

1) The needs of at-risk children and youth; All of our programs are located at sites with high numbers of at-risk Hawaiian students and the majority of the people we serve are, at a minimum, low to moderate income. Our Prison Preschools for children of incarcerated parents Oahu, GRADS Pregnant Teens Parenting Programs in four DOE high schools, Public Housing Parenting Classes, work with the homeless, the Hawaii Youth Correctional Facility Preschool for teenage mothers and fathers, and partnerships with schools in restructuring under NCLB are all high risk populations that we will serve under this funding. These are the sites we will be serving:

Nanakuli Elementary had a 94% Hawaiian student body and 11% of their student body has been identified as Special Education. **Mali Elementary;** has also been in restructuring the past two years. 54% of their students are Hawaii and 75% of their Kindergarten students enter school unprepared. This school also has one of the largest percentage of homeless students in the state. **Kapolei Elementary-** Over 50% of students entering kindergarten were not ready to learn and this will increase as state housing increases to 5,000, taking many of the homeless families off the beaches. **Puohala Elementary** has a 59.5% Hawaiian student body. 42.9% of their kindergarten students receive free or reduced lunch. Often the IEP for special education preschoolers calls for an inclusion setting and it is a requirement that is generally impossible for the schools to meet. **Kaala Elementary** is 37% Hawaiian. 72.3% of their students receive free or reduced lunch. **Waimanalo Elementary** has 64.5% Hawaiian enrollment. In 2007-08 56% of their students were not proficient in reading, and 60% were not proficient in math. Like Kapolei, they are more than maxed- out in terms of the number of students and limited physical space.

Ke Kula Kaiapuni O Anuenue has over 94% Hawaiians and has a great need for curriculum and staff training. It is difficult for them to find teachers for lower grades that are fluent in the Hawaiian language *and* have strong backgrounds in early education. In 2007-08, 45% of their classes were not taught by Highly Qualified Teachers according to State of Hawaii DOE statistics.

2) The needs in fields or disciplines in which Native Hawaiians are underemployed; Due to the shortage of trained native Hawaiian early childhood educators, we provide extensive job training for our staff. KOKA hires and is able to train many PPP Facilitators as well as HIPPY and PAT Parent Educators

directly from the Hawaiian communities we serve. We have a partnership with the state to train TANF families and provide job placement as part of another grant. It is integral to our philosophy that we train Native Hawaiian early childhood educators, mentor them, give them on-the-job training, and then, after two years with our organization, encourage them to move out into their communities so they can work in other existing preschools or kindergarten classrooms. We provide the funds for them to obtain the Child Development Accreditation (CDA) that will certify them for such work, in addition to our own child development training, first aid, and child CPR training.

3. The use of the Hawaiian language in instruction; The TEACH Project will work with Ke Kula Kaiapuni O Anuenue to provide Montessori and Literacy Training as well as at the drop-off preschool on the campus of the K-12 Hawaiian Immersion DOE school. This project will also provide services to two Parent Participation Immersion Preschools in areas with high Native Hawaiian populations, Waimanalo and our site at Bishop Museum. All three sites are conducted in the Hawaiian language. In addition, all of our programs utilize Hawaiian language, culture, values and traditions. We will also offer weekly Hawaiian language classes in the evenings for families at our new cultural training center and do a pre-test and post-test evaluation to track progress in the development of Hawaiian vocabulary.

4) Beginning reading and literacy among students in kindergarten through third grade;

1) Our family based education programs for children ages 3-5 such as HIPPY, PPP, PAT, Kulia, ABC, PCIT and our SPED programs all make critical intervention with at-risk children and their parents helping them to understand their role in their child's education and equip them to function as their child's first and most important teacher. These programs lay the foundation for school success and literacy. 2) Teacher trainings in DOE Schools and at our new cultural and teacher education training facility will help teachers be ready to teach in a culturally appropriate manner, with the highest skills and most up-to-date, research proven, literacy techniques including dialogic reading, phonological awareness and family storytelling.

5) Improving Early Learning Outcomes; All of our Early Education programs are specifically designed as explained above in detail to make a difference with early learning outcomes. Our research will be showing outcomes in social emotional development and physical development as measured by ASQ's and ASQ SE's. All of KOKA's programs are research based and are proven to improve literacy and language. The many choices for parents enable them to pick a program that will work with their families' situation.