

A. Need for the Project

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

The Native Hawaiian Education Act established that Native Hawaiians are an underserved and disadvantaged population. Education is seen as the key to unlocking any at-risk group from a life of poverty, and on that forefront much is being done. However, for a certain growing segment of the Native Hawaiian population—**the homeless**—this is not the case. Homeless Native Hawaiian families continue to struggle to improve their quality of life, and very little is being done to help this disadvantaged and growing population. Homelessness in Hawai‘i has reached epidemic levels and is projected to get much worse due to rising poverty levels. A recent study found that:

- Nearly 132,000 of our state’s residents live in poverty, including 41,230 children—14% of all of the state’s children.
- Hawai‘i has the third highest homelessness rate among the states, with an increase of 11% between 2010 and 2011. Of these homeless individuals, 42% are children.
- Hawai‘i’s housing costs are the highest in the nation. Median rent is 50% more than the national rate, and 75% of low-income households spend more than half of their income on rent.ⁱ

The increase in poverty numbers has resulted in a sharp increase in the islands’ homeless population. “[T]here are about 15,000 people annually that are homeless at some point during a given year, 6,000 on any given day.”ⁱⁱ Homelessness in Hawai‘i will continue to rise with the downward spiral of the economy, and will “hit an all time high.”ⁱⁱⁱ Native Hawaiians have been hit especially hard by this crisis, accounting for 42.2% of O‘ahu’s total homeless population.^{iv}

The 2010 Homeless Service Utilization Report reveals that of the 1,023 children ages 0-5 who lived in shelters, 30% were Native Hawaiian, and 84% of the children did not attend preschool.^v

The 16-mile stretch of O‘ahu’s Leeward Coast is home to the largest population of Native Hawaiians in the state. This community, which struggles with generational poverty, is plagued by many negative social indicators: family dysfunction, inadequate preparation for kindergarten,

high dropout and low graduation rates, high juvenile pregnancy and incarceration. In fact, according to the State of Hawai‘i Dept of Public Safety, 75% of Hālawā Correctional Facility’s medium and high security inmates are from the Leeward Coast and 75% are Native Hawaiian.^{vi} The statistics are also grim for Native Hawaiians in Leeward Coast public housing units, where they are the highest represented ethnic group (S. Fo- Hawai‘i Public Housing Authority-HPHA personal comm., April 3, 2012).

According to research, the key indicators to school success—high school graduation, standardized test competency, reduction of grade repetition, low special education enrollment, low teen pregnancy rates, etc.—can be linked to high-quality early childhood education.^{vii} Yet, on the Leeward Coast of O‘ahu, the site for the proposed project, lack of quality early childhood education and dismal statistics of school readiness and success are alarming. Consider the current Department of Education statistics for the Leeward Coast:

- **73%** of the kindergartners entering **Wai‘anae Elementary** for SY 2010-11(district school for proposed program) did not attend preschool and **86.3%** received free/reduced lunch;^{viii}
- **54.7%** of the kindergartners entering **Mā‘ili Elementary** for SY 2010-11(district school for proposed program) did not attend preschool and **85.6%** received free/reduced lunch;^{ix}
- **ALL** Leeward Coast Public Schools that are in Public Housing Districts failed to meet the 2011 No Child Left Behind AYP standards;^x
- The only public high schools (Nānākuli and Wai‘anae High School) on the Leeward Coast have the lowest graduation rates in the state (61% and 63% respectively) and the highest dropout rates (31% and 29%);^{xi}

ii. *Specific gaps or weaknesses in services, infrastructure, or opportunities identified*

The current state and federal strategy to end homelessness is to provide “Housing First,” a program that focuses solely on providing housing. Since 1994, the U.S. Department of Housing and Urban Development (HUD) has been encouraging communities to address homelessness and housing through a coordinated, comprehensive effort, commonly referred to as the “Continuum of Care” (CoC). HUD identified four fundamental steps to the CoC: 1) Outreach, intake and

assessment; 2) Emergency shelter up to 8 months; 3) Transitional housing with supportive services up to 24 months; and 4) Permanent housing—low income rentals, public housing, etc.

In 2010, the Obama administration created “Opening Doors – Federal Strategic Plan to Prevent and End Homelessness,”^{xiii} a plan that will “further the work and support the CoC” process. A primary goal of the plan is to have interagency cooperation that aligns housing, health, education and human services to “prevent and end homelessness for families, youth and children in ten years.” While these plans add federal and state executive support to the fight against homelessness, the unique Native Hawaiian community has issues that can be traced to generational poverty; thus, while providing housing is vital, helping Native Hawaiian families *stay* in housing requires continued educational and support services. The ambitious federal plan lacks comprehensive family education services and culturally-sensitive and effective approaches to working with the homeless Native Hawaiian population.

Ka Pa‘alana seeks funding to fill an infrastructural gap in the Continuum of Care System by including family educational services with each step of the housing process. This chart demonstrates the current HUD CoC, Ka Pa‘alana’s current USDOE-funded complement of services and sites, and its proposed programming and sites to fill gaps and weaknesses in the current approach in working with homeless families transitioning to permanent housing:

| Current HUD Continuum of Care | Ka Pa‘alana’s Current & Proposed Educational Outreach to Support Continuum of Care | Location of Ka Pa‘alana’s Current & Proposed Continuum of Care Education Outreach |
|---|---|--|
| Step One: Outreach, intake and assessment to identify an individual or family’s housing needs and link them to appropriate housing resources | Outreach, intake and assessment of homeless families <u>living on Leeward Coast beaches</u> through an introductory free preschool/outreach service known as the <i>Mālama Mobile</i> | Kea‘au Beach Park, Wai‘anae District Park and proposed new <i>Mālama Mobile</i> site at <u>Kaupuni Hawaiian Homelands District Park</u> |
| Step Two: Emergency shelter and safe decent alternatives to the streets—temporary shelter from 30 days to 8 months | An introduction to Family Education , a four-component system that promotes family literacy and wellness, <u>at 8-month emergency shelters</u> | Onemalu and Onelau‘ena Emergency/Transitional in Kalaeloa and ‘Ohana Ola Shelter in Wai‘anae Valley |
| Step Three: Transitional housing with supportive services to help develop skills necessary for permanent housing—transitional housing | A comprehensive, intensive Family Education system—with an emphasis on Home Visiting <u>at 24-month transitional shelters</u> | Pai‘olu Kaiāulu and Mā‘ili Land transitional shelters |

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| up to 24 mo. | | |
| Step Four: Permanent housing—low income rentals, public housing | Proposed Family Education services at Leeward public housing units that will continue to educate and support the family through the transition from homelessness to sustainable housing | Proposed public housing Leeward Coast sites include: <u>Kauī'okalani and Sea Winds in Year 1, Waimaha and Sunflower added from Year 2.</u> |

Mālama Mobile: Fixing the infrastructural weakness at the front end. The gap or weakness in services working with the homeless population at the front end can be traced to the current model of “If you build it, they will come.” In other words, if early education programs such as Early Headstart and Headstart are established in or near public schools, homeless families will flock to them, or if there are government outreach offices on the same coast or near the coast, the homeless will seek services (even though these services might be a 45-minute bus ride at a once-an-hour rural bus stop). **There are critical flaws with this existing model in that it is passive in providing services, and even limits homeless Native Hawaiians’ access to such services.** First of all, according to Chris Jackson, of Hawai‘i Head Start Collaborative, **ALL** Leeward Coast Early and Head Start Programs are at **maximum capacity** and there is a very long wait-list (personal comm., January 6, 2012). Secondly, Head Start programs traditionally teach federal curriculum that can be **insensitive** to Native Hawaiian learning styles and there is **NO** adult education component to help the family become financially self-sufficient. Third, government approaches are generally created by middle-income socio-economic entities and **lack effective communication** to lower socio-economic people, resulting in frustration and avoidance.^{xiii} Finally, Leeward Coast Native Hawaiians **lack trust** in any government entity.

Many government agencies and non-profit groups have been largely unsuccessful in working with this guarded population, leading to a gap in services for homeless Native Hawaiians, many of whom are apprehensive of rules and regulations, and education for their child is viewed as “something schools do, not me.” Thus, the *Mālama Mobile* fills a gap in services by developing a relationship built on stakeholders’ trust, bringing outreach and education services directly to

beaches and beach parks to work with homeless Native Hawaiian families where they dwell. The *Mālama* Outreach program will be further explained in the “*Quality of Project Design*” section.

Continued Family Education and Case Management at Public Housing: Fixing the infrastructural weakness at the final stage of Public Housing. Consistent case management is part of the first three steps of the HUD CoC. Homeless families have structured environments that include financial management, housing and employment searches, as well as mandatory classes focusing on substance abuse and anger management. However, **in the fourth and final step of the Continuum—Public Housing—there is NO case management. Often, families plagued by generational poverty fall through this gap as they struggle to transition from homelessness to sustainability.** According to Ms. Fo of HPHA, the primary reasons for Leeward Coast public housing evictions are failure to pay rent and drug abuse. An infrastructural gap in case management often results in adults, plagued by generational poverty, reverting to past deviant behaviors and failing to cope with family and life issues. Through this proposed program, Ka Pa‘alana is seeking to fill this gap by providing comprehensive family education services to assist the family in transitioning from shelters to housing by preparing children ages 0-5 for formal learning, empowering the caregiver to be the child’s first and foremost influential teacher, and equipping the family for sustainable success through adult education training.

B. Quality of Project Design

i. *Focus on Needs of Disadvantaged Individuals; and* ii. *The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices*

This proposed project will appropriately and successfully address the needs of the Leeward Coast’s Native Hawaiian homeless and at-risk population specifically *because* it focuses on the true needs of the homeless population and is based on up-to-date research and effective practices.

Ka Pa‘alana’s goal is **to better prepare for success the fragile population of at-risk Native Hawaiian families living on beaches and in public housing units through a provided con-**

tinuum of care. To accomplish this goal, Ka Pa‘alana will build on its current three-component approach: 1) a first-contact mobile preschool and homeless outreach program known as *Mālama Mobile*, which sets up and operates at Leeward Coast beaches; 2) an introductory family education program operating in emergency shelters; and 3) comprehensive family education programs that include home visits in transitional shelters. Adding a **fourth component** will meet the educational needs for homeless Native Hawaiian families transitioning to public housing units.

This proposal requests funds to expand Ka Pa‘alana in order to meet the following two objectives:

1. Increase family literacy and strengthen family dynamics and health of homeless Native Hawaiian families living on Leeward Coast beaches by **continuing the “first contact” *Mālama Mobile Outreach*** services and expanding its efforts at Kaupuni Park as well as extending its reach via a **home visiting component**.
2. Increase family literacy and strengthen family dynamics of at-risk/homeless Native Hawaiian families living in the Kauai‘okalani, Sea Winds, Waimaha and Sunflower public housing units by introducing a **three-hour-a-day, two-day-a-week comprehensive family education program** and incorporating **extensive home visits**.

Outcomes:

Objective One: Over three years of the *Mālama Mobile* outreach, **695** homeless Native Hawaiians (**380** children ages 0-5 and **315** adults) living on Leeward Coast beaches will be equipped for success through a family education program that provides an introductory preschool, adult goal setting, shelter transitional services and **210** intensive “tent visits” to families living in tents and other shelter dwellings.

Objective Two: Over a period of three years, the Ka Pa‘alana Family Education program will develop and test the fourth educational piece to the HUD CoC at 4 public housing sites, serving approximately **410** at-risk Native Hawaiians (by preparing **215** at-risk/homeless children living along the Leeward Coast for formal education and equipping **195** adults with effective care-giving skills through Parent Education and work-force readiness through Adult Education). The Home Visiting Specialist will conduct **165** home visits.

Project Outcome: In Years One and Two, Ka Pa‘alana will design and test the effectiveness of its services at 1 new *Mālama Outreach* site and 4 new public housing sites. In Year Three, Ka Pa‘alana will provide designed and tested comprehensive family education services to at-risk/homeless Native Hawaiians along the Leeward coast at all steps in the HUD CoC. Over a period of three years, Ka Pa‘alana’s Family Education program will serve **1590** homeless/at-risk Native Hawaiians (**820** children ages 0-5 and **770** adults), and will conduct **450** tent/home visits.

Economically depressed, disadvantaged Native Hawaiian communities often lack affordable and accessible quality early childhood education, parent education, and adult literacy, a lack that fosters low student achievement and, in turn, continues the cycle of poor economic attainment and social maladjustment in life. This is especially prevalent in the homeless Native Hawaiian population residing along the Leeward Coast. To address this need, Partners in Development Foundation's *Ka Pa'alana Homeless Family Education Program* (Ka Pa'alana) currently provides early childhood education services at seven sites (5 shelters and 2 beaches) on the Leeward Coast. Other than at these seven sites, there are **limited** early childhood education services at a few of the other major emergency shelters on the Leeward Coast, and **NO** early childhood education services on any of the Leeward Coast beaches and public housing units. However, inadequate early childhood education preparation is only part of the problem facing the homeless/at-risk Native Hawaiian community; equally significant is the inadequate preparation of adults for parenthood and economic self-sufficiency. Thus, Ka Pa'alana is currently addressing this need by providing family education services at two Leeward Coast shelters. Aside from family literacy programs that Ka Pa'alana runs, there are **NO** other programs that meet homeless families' basic needs and educational needs for the whole family. Currently, there are **NO Comprehensive** Family Education services on Leeward Coast beaches or public housing units.

The following descriptions outline the main components of the Ka Pa'alana program.

Mālama Mobile. *Mālama Mobile* is a "best practices" approach that has been crafted to be sensitive to and respectful of the needs of the Native Hawaiian community, which is often guarded and mistrustful of government agencies and non-profit groups. As described in the "*Gaps and Weaknesses*" section above, this "first contact" mobile outreach service has been instrumental in breaking the cultural barrier experienced by many homeless families who resist assistance and therefore far more likely to successfully address the homeless population's needs.

Arriving at Leeward Coast beaches in vans loaded with supplies, Ka Pa‘alana staff, who are predominately Native Hawaiian and from the Leeward Coast, approach families and develop their trust by providing basic necessities (e.g., canned foods, diapers, tarps, and toiletries). Once trust is gained, early childhood education staff, several of whom are former program participants, conduct Ka Pa‘alana’s mobile preschool, right on the beach—complete with learning centers—and introduce the concept and importance of early childhood education.

After verifying that the family wishes to move into a shelter, Ka Pa‘alana staff members begin a case file, which includes a “grab and go” folder with step-by-step instructions for obtaining necessary documents. Ka Pa‘alana also provides adult education opportunities by either teaching directly or bringing in vocational programs such as O‘ahu WorkLinks, an employment program designed to serve at-risk populations. As their children are engaged in preschool centers with Ka Pa‘alana staff, adults can receive much needed services that will provide family sustainability. The early educational needs of homeless participants are met because the school itself is mobile and moves with the homeless. Funds from this proposal will allow for the continuation of this service on the beach and expansion to Kaupuni Park. Through this proposed project, a mobile team will be created to seek and identify new homeless families and new homeless camps to provide them family education outreach services.

Family Literacy. To effectively meet the needs of homeless and at-risk Native Hawaiians, Ka Pa‘alana embraces the National Center for Family Literacy’s (NCFL) comprehensive approach to literacy and education. Recognized worldwide as the leader in family literacy development, NCFL works with educators and community builders to design and sustain programs that meet the most urgent educational needs of disadvantaged families. Adopted into federal legislation and providing the foundation for intergenerational learning that leads to long-term success, the NCFL model integrates four vital family literacy components into one integrated program. Each

component meets national standards and best-practices and is culturally sensitive to the needs of homeless Native Hawaiians. The chart outlines how the program works at another shelter serviced by Ka Pa‘alana. Ka Pa‘alana also employs the only two NCFL trainers in the United States who are dedicated to work with homeless populations.

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| Early Childhood Education (ECE) | Every preschool day begins with Circle Time, which introduces the preschool centers and objectives of the day, and is critical to helping children adjust to formal education. Through our preschool centers, children become acclimated to rules (socio-emotional development) and the structure of exploratory learning, and begin to develop necessary developmental skills (e.g., cognitive, fine-motor development). With early intervention we have probably prevented permanent learning disability and a life of special education for at least 36 participants. This critical component is further detailed below. |
| Adult Education (AE) | While children are receiving direct early education, adults (in another room) receive lessons in remedial reading and math, life skills (e.g., financial planning, goal setting), and health and wellness. This component improves the educational level of parents and the economic self-sufficiency of families by empowering parents to set and meet goals, improve their English language literacy, and increase their employability. |
| Parent Education (PE) | The staff then empowers parents to be their child’s “first educator” through a series of non-threatening parenting classes focused on the preschool centers, such as fine and gross motor, social studies, science, and exploration. Parents are instructed on how to assess their child’s development and achievement through parenting folders, in which parents make goals and chart and assess their child’s social and academic interactions during the preschool. |
| Parent and Child Together (PACT) Time | This is a regularly scheduled time for parents and children to participate in interactive literacy experiences in a supportive environment. During PACT time, parents become more confident and begin to positively engage with their child in preschool centers, strengthening the parent-child bond. For example, parents count to five in Hawaiian while their children pick up the toy fish labeled with the corresponding number. |

Early Childhood Education. The National Association for the Education of Young Children (NAEYC), the world’s largest organization working on behalf of young children with the highest standard of accreditation for preschools in America, has recently accepted Ka Pa‘alana’s pre-school component of family education into its prestigious accreditation program. Ka Pa‘alana is on track to become the first nationally-accredited preschool of its kind under the newly created “Unique Program Structure” of the NAEYC. Acceptance into this program indicates that Ka Pa‘alana meets all of the rigorous standards of the most prestigious accrediting agency for the education of young children. It is expected that within the first two years of this grant proposal, Ka Pa‘alana will be fully accredited and nationally recognized for its efforts in producing high-

quality early childhood education. Ka Pa‘alana’s Curriculum Specialist, Mrs. Jamie Goya M.Ed., is an accreditation specialist and trainer for the Hawai‘i chapter of the NAEYC. She ensures that the latest trends and research in early childhood education is implemented into lesson plans, pedagogy and overall environment. Funds from this proposed project would ensure that disadvantaged Native Hawaiian children ages 0-5 would receive the highest quality early education because the teaching approach and content would be scrutinized by the nation’s most prestigious early childhood program and standards.

Culturally-Sensitive Approach. Ka Pa‘alana’s curriculum and approach is **highly sensitive to Native Hawaiian culture, as a portion of the teaching is done in Hawaiian.** Morning songs, counting, some directions and activities incorporate the Native Hawaiian language. Ka Pa‘alana’s teaching approach utilizes the best possible strategies to ensure high Native Hawaiian learning outcomes. According to a Quality Education for Minorities study, strategies that work best with Native or indigenous people are as follows:

- Avoid blaming students or their parents and families for their academic failure or the low academic performance of the school
- Actively involve parents and families in schools
- Individualize instruction and work to actively engage students in the learning process^{xiv}

Thus, the preschool is filled with hands-on activities that promote literacy and positive parent-child interaction within a cultural context.

“Home” Visiting. Home Visiting Programs (HVP) “play a critical role in ensuring that vulnerable families develop the skills and receive the encouragement they need to nurture their child’s health development.”^{xv} Ka Pa‘alana staff have been conducting informal home visits at the various shelters where programmatic services are provided. The Early Head Start Home Visiting Program serves the particular needs of the child but does not address the needs of the adult caregiver. Intentional and intensive adult education is needed to assist the homeless Native Hawaiian

family living on the beach or in shelters. On Leeward Coast beaches, the proposed HVP, conducted by the Outreach Coordinator and Assessment Specialist, will have at least three distinct visits: 1) Meet and greet new families, provide a brief orientation of Ka Pa‘alana services and start a case file; 2) Provide testing services for the child and provide shelter transition information; and 3) Provide the information and materials to create a “Grab and Go” kit and work on Adult Education goal planning. At the Kauai‘okalani and Sea Winds public housing units, the proposed HVP, conducted by the Home Visiting Specialist, will have at least three distinct visits: 1) Greet and recruit new families in the comforts of their new “home.” Children at this time will be given base-line tests; 2) Share test scores, provide parent-child activities that might improve child’s learning and provide an orientation to what preschool services can do for their child; and 3) Provide one-on-one tutoring/case management services that will further enhance the Adult Education component of the Family Education Program. Funds from this proposed project will ensure that at-risk and disadvantaged Native Hawaiians living in Leeward Coast public housing units will receive needed case management that will equip them with the necessary tools for independent living by providing access to services, such as financial literacy, job search and preparation, GED/C-BASE referrals, and drug and alcohol treatment services.

Finally, results of the past 4 years serve as evidence that Ka Pa‘alana’s use of best practices will successfully address the needs of the Leeward Coast’s Native Hawaiian homeless and at-risk population. For example, in 2011, 80% of children ages 0-5 demonstrated developmental gains and 92% of adults reported improvement in their Adult Education knowledge (See Appendix A).

iii. *The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, state, and federal resources.*

Through quality partnerships, Ka Pa‘alana has aligned its programming with national, state and community efforts to end homelessness, provide high-quality early childhood education, and sustain families. Since its inception, Ka Pa‘alana has partnered with the Wai‘anae Community

Outreach (WCO), which has successfully implemented innovative outreach programs. Their executive director, Sophina Placencia (*see Part 6 WCO support letter*), is often called before legislators, national audiences and community groups to testify on behalf of the homeless problem and its solutions. This relationship, built on trust and delivery of high-quality services, is the primary reason the WCO recommended Ka Pa‘alana to be the only non-shelter provider to have a standing committee membership in the Leeward Housing Coalition (LHC).

Comprised of community members who operate or are stakeholders in the Leeward Coast’s major homeless shelters, the LHC is widely respected, has an influential role within the State’s Interagency Council, and is a catalyst in advocating policy for homeless families and protecting the cultural integrity of the Leeward Coast. The LHC executive committee (on which Ka Pa‘alana has a permanent seat) meets weekly to discuss issues, advocate for public policies, and coordinate efforts in housing homeless. In addition to the once-a-week executive committee meetings, there are once-a-month meetings open to every interested party serving Leeward Coast homeless. It is at these meetings that the LHC informs other service providers of beach or tent city closures and coordinates efforts to assist the homeless who are displaced by these closures. The LHC utilizes Ka Pa‘alana Preschool to inform parents of impending beach closures and, with our network of public nursing contacts, prepare families for transition.

The Obama administration’s 2010 “Opening Doors” policy to end homelessness called for federal, state and entities of interest to work together to meet the ambitious goal of putting an end to and preventing homelessness. The leading non-profit agency in the Governor’s interagency council is Partners in Care (PIC), a membership organization of homeless service providers, professionals, units of local and state government, and community representatives on O‘ahu. It is a planning, coordinating, and advocacy body that develops recommendations for programs and services to fill gaps in the CoC on O‘ahu. Ka Pa‘alana, through its close partnership with the

WCO, is a member of the PIC consortium. Ka Pa‘alana also aligns with local government initiatives to provide access to quality-based early childhood education.

In 2008, the state of Hawai‘i developed a statewide early learning system that would include families and communities in center-based, family childcare, home-visiting and family-child interaction program settings. To administer the system, state law created an Early Learning Council (ELC) under the Dept. of Education. Since the establishment of the ELC, a Partners in Development Foundation’s (PIDF) Family Educator, Ms. Lora Perry, has been the Family Child Interactive Learning chair. Ms. Perry’s involvement with ELC provides the updated information on government early learning trends and policy to PIDF programs including Ka Pa‘alana.

Ka Pa‘alana, through partnerships with the NAEYC and NCFL, is kept up-to-date with the latest trends and practices across the nation and federal legislation that affects early childhood and family education. Ka Pa‘alana frequently presents its approach at statewide and national literacy conferences and has developed a nation-wide network with providers. In the community, Ka Pa‘alana is a member of ‘*Eleu*, a consortium of NHEA grantees who focus on early childhood programming. Ka Pa‘alana personnel attend the once-a-month meetings to discuss early childhood initiatives, community needs and networking opportunities.

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

The cost of a 10-month NAEYC accredited preschool in Hawai‘i averages [REDACTED] per participant.^{xvi} The cost of a 10-month non-NAEYC accredited preschool averages [REDACTED] per participant.^{xvii} Ka Pa‘alana is in the process of becoming the NAEYC’s first nationally-accredited preschool for homeless families. Yet, its *year-round* school, field trips, Adult/Parent Education classes and assessment/referral services come out to roughly [REDACTED] per participant and is offered free-of-charge to Ka Pa‘alana’s homeless population. Many program participants

would not even be attending preschool due to the lack of access and generational poverty chains that promote educational apathy. According to the High/Scope Perry Preschool study, every dollar spent on early childhood education yields a ■■■ return on social services investment. Ka Pa‘alana supports the social structure of the family by promoting financial, parenting and educational literacy to Native Hawaiian families who historically have not succeeded in school and society.

In 2011 alone, Ka Pa‘alana’s Adult Education-(AE) Program prepared 69 adults for work through the creation of resumes, job searches, job fairs and job interview training. In the past 4 years, Ka Pa‘alana has also employed 9 former participants to assist in the Family Education Program. Currently, 2 former participants are preschool teachers (1 employee has received her Child Development Associates and the other is currently enrolled in an Early Education BA Program). One other former participant is currently a Teacher’s Assistant and is working on her BA in Early Education. They regularly meet with the Curriculum Specialist who serves as their personal mentor in developing lesson plans, pedagogy and if needed course work tutoring.

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

One of the strengths of Ka Pa‘alana is its partnerships, which can be divided into four critical areas: Education, Health and Referral, Outreach, and Housing.

Education. As explained in the “*Quality of Project Design*,” educational excellence is key to Ka Pa‘alana’s success. The National Center for Family Literacy (NCFL) provides technical assistance, webinars and annual professional development training, which includes the latest trends, best practices and research (*see Part 6 NCFL support letter*). Ka Pa‘alana trainers and staff regularly attend NCFL conferences to receive professional development training, renew trainer status, and network with other successful family education programs across the nation. Katherine Murphy- Executive Director of the Hawai‘i chapter of the NAEYC provides technical assistance, curriculum review, and site evaluations that ensure that Ka Pa‘alana meets the

rigorous NAEYC standards. Ms. Murphy also ensures that Ka Pa‘alana staff receive quality professional development at the annual HAEYC and NAEYC conferences as well as from webinars and publications (*see Part 6 HAEYC support letter*).

Ka Pa‘alana works closely with INPEACE, the Institute for Native Pacific Education and Culture, a non-profit organization committed to improving the quality of life for Native Hawaiians through community partnerships that provide educational opportunities and promote self-sufficiency. Through their P-3 program, an ambitious education program that works with elementary schools’ early childhood programs and community partners along the Leeward Coast, Ka Pa‘alana partners with INPEACE to prepare homeless children for kindergarten readiness.

Health and Referral. Ka Pa‘alana prepares children ages 0-5 for school success. Several community partners provide vital health services and referrals for participants who suffer from mild to severe developmental and physical delays. A Ka Pa‘alana Assessment Specialist (AS) assists caregivers in detecting potential cognitive and physical delays through a variety of developmental tests and charts. When a potential delay is detected, the AS will inform one of our committed community partners to set an appointment and bring both child and caregiver to the service provider (*see Part 6 DOE, PCDC, Easter Seals Hawai‘i support letters*). Ka Pa‘alana staff also assist in the delivery of the follow-up plans provided by the community partners.

Outreach. Ka Pa‘alana has worked closely with Wai‘anae Community Outreach (WCO) and also serves as a hub for other service providers who have well-funded projects but have limited access to homeless Native Hawaiians (as discussed in the Gaps in Services section above). O‘ahu WorkLinks is a program of the State Dept of Labor designed to prepare and find homeless and at-risk homeless adults employment. Ka Pa‘alana’s partnership with O‘ahu WorkLinks will assist in completing the overall goal of the proposed program as at-risk/homeless Native Hawaiians anywhere along the CoC will have access to an employment agency.

Housing. Ka Pa‘alana has developed key partnerships with different housing agencies, both public and private, such as Hawai‘i Public Housing Authority and Housing Solutions Inc., that provide access to public housing units (*see Part 6 HPHA and HSI support letters*). Their commitment ensures Ka Pa‘alana’s success because it allows exclusive access to facilities where Ka Pa‘alana will set up its family education center, family units and its personnel.

Funding and In-kind contributions: The Kamehameha Schools, Hawai‘i’s largest private land trust committed to educating Native Hawaiians, has supported Ka Pa‘alana’s since its beginning by providing funding, data and educational resources. (*see Part 6 KS support letter*). Ka Pa‘alana receives generous donations and in-kind services to support our overall efforts.

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

Part 5 “*Budget Narrative*” of this grant application includes a detailed description of the proposed budget for Ka Pa‘alana Homeless Family Education Program. This budget is adequate and is based on the experience of Ka Pa‘alana’s five years of operating and refining its budgetary needs. The budget includes costs for personnel and fringe benefits, travel expense, equipment expense, supplies and materials, contractual fees, and other expenses, such as facility rental and liability insurance. In Year One, this proposal includes a funding request of [REDACTED] to implement the Ka Pa‘alana Family Education Program at the Kauai‘okalani and Sea Winds public housing units and continue the *Mālama Mobile* Outreach and expand to Kaupuni Park. In Year Two, the proposal includes a funding request of [REDACTED] to continue Ka Pa‘alana’s *Mālama Mobile* Outreach and expanded site of Kaupuni Park as well as expand its program and provide family education services to the Waimaha and Sunflower public housing units. In Year Three the proposal includes a funding request of [REDACTED] to cover ALL EDUCATION ASPECTS of the created and tested Ka Pa‘alana comprehensive family education support to the HUD CoC. Data will demonstrate the effectiveness of the entire Ka Pa‘alana program from the beaches to

emergency and transitional shelters (Onelau‘ena, Onemalu, ‘Ohana Ola and Mā‘ili Land) to public housing units (Kauai‘okalani, Sea Winds and Sunflower/Waimaha). The total number of participants this project anticipates serving is **370** (**150** children, **130** adults and **90** home visits) in **Year One**; **495** (**200** children and **175** adults and **120** Home Visits) in **Year Two**; and **1175** (**470** children and **465** adults and **240** Home Visits) in **Year Three**.

In three year, Ka Pa‘alana will directly provide a high-quality education for **over 820** homeless Native Hawaiian children ages 0-5 who are currently not enrolled in preschool. The project will also develop vocational readiness and care-giving skills in **nearly 770 homeless adults** who will, in-turn, use this knowledge to further prepare these (and other) children for school success and economic sustainability for their families. As demonstrated throughout this proposal, Ka Pa‘alana has successfully increased the school readiness of countless numbers of Hawaiian children, and to this end, it has faithfully carried out the purpose of the Native Hawaiian Education Act, “(1) authorize and develop innovative educational programs to assist Native Hawaiians.”

D. Quality of Management Plan

i. *The adequacy of the management plan to achieve the objectives of the project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project.*

PIDF is committed to excellence in program delivery. This commitment is demonstrated in foundation-wide program protocols that ensure that projects will meet their stated goals and objectives and be fiscally responsible. This is demonstrated in management plans that clearly define key personnel and their responsibilities, timelines, accountability reports and objective evaluation. There is program accountability at every level: the individual project teams, project leadership, PIDF Executive Management, and PIDF Board of Directors.

The Program Manager (PM) meets monthly with PIDF Executive Management and submits a report on the status of the grant project. The PIDF Board of Directors requires all programs to submit a quarterly “Program Dashboard” which reports on the status of the program’s overall

goals and objectives. If the program is not on track to meet its goals and objectives, a detailed plan of action is included. The following charts will outline the task to complete objectives, people responsible, timeline and milestones for achievement.

EPD- Executive Project Director **PM-** Program Manager **APM-** Assistant Program Manager **FLT-**Family Literacy Trainer, **CS-**Curriculum Specialist **QAC-**Quality Assurance Coordinator **PT-** Preschool Teacher, **E-**Evaluator **OC-** Outreach Coordinator **AS-** Assessment Specialist **HVS-** Home Visiting Specialist

Objective One: Mālama Mobile Expansion to Kaupuni Park

| Task | Person Responsible | Timeline | Milestone |
|---|-----------------------------|--|--|
| Interview, hire and train, needed personnel | PM, APM | 2 months; start date | All personnel hired and trained |
| Staff in-service, goal planning, team planning Component Integration with 4 houses of Family Education | PM, APM, FLT, CS, OC and PT | 1 month, on-going | Completed plans |
| Consult with WCO Outreach staff for developments with homeless dwellings on Leeward Coast beaches | PM, OC | Monthly staff meetings, on-going | Consistent dialog, info. Will be posted on Website |
| Attend monthly LHC meetings to learn of homeless developments on Leeward Coast beaches | PM, OC | Monthly | Collaborative work, plan annual homeless inter-agency collaborative day in Nov. |
| Conduct weekly professional development series: See Objective One for professional development breakdown. | PM, CC, OC, and FLT | On-going | Over 150 hours of professional development will be completed by contract year. |
| Weekly team meetings will include: goal setting, objective work plans and activities leading to milestone achievement. | OC, APM | 9/01/12 on-going | Minutes for each meeting will be submitted to the APM |
| Instruction in Family Education begins at <i>Mālama Mobile</i> sites | OC, PT | 11/01/12, On-going | 110 children & 95 adults will participate in year one 125 children & 105 adults will participate in year two 145 children & 115 adults will participate in year three Three-year total: 380 children and 325 adults |
| Begin new school year by conducting in-takes, surveys and assessments (PPVT and ASQ pre-test and goal planning); on-going with new participants | OC, AS | 12 months; start date 9/01/12, on-going | Parent and Children Folders will be completed and implemented |
| Begin "Tent Visits" for Adult Education that will include the "Grab and Go" folder readiness | OC, AS | 12 months; | Year One: 50 tent visits Year Two: 70 tent visits Year Three: 90 tent visits |
| Conduct the first of four quarterly "Program Dashboard" Reports for PIDF BOD. See dashboard description in objective one. | EPD, PM and APM | Quarterly Each report will be completed | Year one: See Objective One Year two: See Objective One Year Three: See Objective One- All Obj. "Green" |
| First site evaluation conducted by Catalyst Group LLC | E, APM | Conduct evals, and surveys | Results will be included in the USDOE report. |
| Submit Annual USDOE Status Report | EPD, PM | 3/13 | Report will be submitted |
| Second site Evaluation conducted by Catalyst Group LLC | E, APM | Conduct evals and surveys | Results will be included in the year-end report |

| | | | |
|----------------------------|--------------|--------------|---|
| Submit Annual USDOE Report | EPD, PM, QAC | 7/13 | Final report with adjusted numbers will be submitted |
| Summer session begins | All-Staff | 7/13-8/31/13 | Family Educations plans will be implemented and completed by participants |

Objective Two: Proposed traveling Family Education Program at Kauī‘okalani and Sea Winds public housing units (Year Two numbers will reflect the Waimaha/Sunflower project expansion; Year Three numbers will reflect the entire continuum of Ka Pa‘alana Family Education services)

| Task | Person Responsible | Timeline | Milestone |
|---|----------------------------------|--|---|
| Interview, hire and train, needed personnel | PM, APM | 2 months; start date | All personnel hired and trained |
| Staff in-service, goal planning, team planning Component Integration with 4 components of Family Education. | PM, CS and FLT | Month 1 and on-going | Completed component integration plans |
| Weekly team meetings will include: goal setting, objective work plans and activities leading to milestone achievement. | FLT, CS and APM | Quarterly updates to PIDF | Minutes for each meeting will be submitted to the APM |
| Conduct weekly professional development series. Annual professional development (PD) includes Native Hawaiian cultural in-services, updates and latest research by the NCFL and NAEYC. | PM, CS, FLT and APM | On-going | Over 150 hours of PD will be completed by the end of each contract year. The APM will monitor PD hours. |
| Public Housing staff to train at the HOPE Shelter for two weeks, updated training every quarter. | FLT | First 2 months; Quarterly throughout | 80 hours of PD will be completed. Quarterly in-service hours monitored by APM |
| Ka Pa‘alana Family Education program begins at Kauī‘okalani, and Sea Winds (Parent and Adult Education, PACT, and ECE) | Teaching/ Family Ed. Staff | Begin 11/01/12 | 40 children & 35 adults will participate in year one |
| **Three-year program total includes the entire continuum of Ka Pa‘alana Family Education services. | | | 75 children & 70 adults will participate in year two |
| | | | 100 children and 90 adults in year three |
| | | | Three-year total: 215 children and 195 adults |
| | | | Three-year program total**: 440 children and 455 adults |
| Begin new school year by conducting in-takes, surveys and assessments (PPVT, ASQ, pre-test and goal planning); on-going with new participants | AS | 12 months; on-going | Parent and Children Folders will be completed and implemented |
| Conduct the first of four quarterly “Program Dashboard” Reports for PIDF BOD. The Dashboard is a gauge into the effectiveness of the program from personnel, budget, objectives, etc. A “Red” light means effectiveness is low, a “Green” light indicates on track with grant objectives. | EPD, PM and APM | Quarterly Each report will be completed | Year one: Some indicators in “Red” Majority of indicators in “Yellow” |
| | | | Year two: Majority of indicators in “Yellow” and some in “Green” |
| | | | Year three: All indicators will be in the “Green” |
| FLT and CS conduct quarterly site visits | CS, FLT | Quarterly | The evaluation report will be shared with staff |
| Begin home visits; sharing of PPVT, ASQ results, start Adult Education goal planning | HVS, AS | 12 months; start date 12/01/12 | Year One: Take home lessons completed, initial testing completed, goal planning complete. |

| | | | |
|--|-----------------|---------------------------|--|
| | | | Year One: 40 home visits |
| | | | Year Two: 50 home visits |
| | | | Year Three: 150 home visits |
| First family field trip minimum of 4 conducted during the year. | PT, APM and QAC | Conducted 4 times a year | Surveys completed after field trip |
| | | | Year One: 18-20 families will participate. |
| | | | Year Two: 30 families will participate. |
| | | | Year Three: 70 families will participate |
| First site evaluation conducted by HAEYC and Catalyst Group | E, QAC | Conduct evals and surveys | Results will be included in the USDOE report. |
| Submit USDOE Status Report | PM, QAC | 4/13 | Report will be submitted |
| Second site evaluation conducted by HAEYC and Catalyst Group | E, QAC | Conduct evals and surveys | Results will be disseminated on Website |
| Final staff retreat with year-end reflection, goals and plans of action for following year | PM, APM | 6/15/13 | Plans of action recorded |
| Summer session begins | All-Staff | 7/13-8/31/13 | Family Educations plans implemented and completed. |
| Submit Annual USDOE Report | EPD, PM and QAC | 7/13 | Final report with adjusted numbers will be submitted |

ii. ***The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project***

The time commitments of the Project Director (Program Manager) and Executive Project Director (Principal Investigator) and other key project personnel are appropriate and adequate. As a 5% FTE, the Executive Project Director, Mr. Jan E. Hanohano Dill, tracks and follows the progress and grant compliance of the program through monthly PIDF program manager meetings, where program reports are submitted and individual monthly meeting times with the Executive Project Director, VP of administration and the VP of operations are held.

The Program Manager, Mr. Danny Goya, will be responsible for oversight of the program and monitoring the completion of program objectives (*See Part 6 for resumes of EPD, PM, & other key project personnel*). Mr. Goya, along with the Family Literacy Trainer (FLT) Terry Nakamura, are the *only* national certified Family Literacy trainers for the NCFL who work with the homeless population. As trainers they will provide guidance, oversight, and training to Ka Pa'alana staff and participants. Mr. Goya is a member of the Leeward Housing Coalition and is responsible for community relationships, networking and communication with state, federal and

private entities dedicated to end homelessness. He is responsible for monthly Program Manager meeting reports and Quarterly BOD Program Dashboard Reports.

The Assistant Program Manager (APM), Stacey Kauka, has oversight of the budget, personnel and program reporting. She ensures that individual project teams are collecting the data and submitting timely reports on the status of the project and that spending is fiscally responsible. The APM along with the Quality Assurance Coordinator (QAC) works directly with The Catalyst Group in exchanging daily data, coordinating site visits and the year-end staff retreat. The APM ensures that the program meets all USDOE reporting and fiscal compliance.

The Outreach Coordinator (OC), Jesse Pahukula, is a Native Hawaiian with a degree in sociology. He is a 100% FTE who oversees the *Mālama Mobile* Beach Outreach Program. The OC regularly meets with PM and Leeward Coast Outreach providers to share and network information about the current situation of homeless families. The OC works with the preschool teaching staff in outreach efforts to new families who appear on the beach. The OC and the Assessment Specialist (AS) will conduct “Tent” Visits on the beach. The OC will oversee the Adult education component on the beach by working with homeless Native Hawaiian adults to create their “Grab and Go” kits and lead the outreach team. The OC will assist families in their transition off of the beach into shelters or permanent housing. The Home Visiting Specialist (HVS) is a 100% FTE who will coordinate home visits with the public housing teaching teams. The HVS will assist in training the *Mālama Mobile* OC and AS in Home Visiting protocols and assist in preparing home visiting packets. The HVS will coordinate all referral services and assist Ka Pa‘alana AS by providing and updating a referral service directory.

iii. ***The adequacy of mechanisms for ensuring high-quality products and services***

To ensure a high-quality product Ka Pa‘alana staff provide a rigorous and culturally sensitive orientation for each family as they enter the program. This includes complete explanations of the

Ka Pa‘alana handbook, parent and staff expectations and a “Q and A” session with each family.

Two program evaluators (HAEYC- early childhood education and The Catalyst Group- overall family education and outreach effectiveness) will conduct two visits per year to ensure the proposed program is on track with goals, objectives, target population, curricula design, best practices approach, etc. by providing direct, third party feedback to the Executive Project Director and Program Manager (PM). The Partners in Development Foundation Board of Directors and the USDOE will receive copies of the annual reports. The evaluators will meet with PM and Assistant Program Manager (APM) and leadership staff to report (and suggest improvements for) the efficiency of program mechanics and operations. This feedback will ensure high quality in delivery of services and timely completion of project goals. An annual retreat during which The Catalyst Group will provide the direct feedback from focus groups will outline what the Ka Pa‘alana program has done well and what improvements are needed. At this retreat, HAEYC personnel will also provide direct feedback on how well NAEYC standards are met and what improvements are needed. Based on this feedback, the staff will reflect and plan for the following year, thus, ensuring a high-quality program.

Public Housing and *Mālama Mobile* staffs conduct weekly meetings to plan events and focus on program goals and objectives. Project teams maintain daily logs that provide both quantitative and qualitative data as well as daily narratives. Ka Pa‘alana project leadership (PM, APM, QAC and FLT) meet weekly to discuss the progress of project teams, budgeting and any other issues to ensure the accomplishment of the over-arching goal. The CS, a certified NAEYC “mentor coach” for early educators, will constantly monitor the curriculum and conduct quarterly site observations against the rigorous NAEYC standards. The CS will record suggestions to the PM and provide preschool staff with in-service training on the NAEYC standards and what needs to be re-evaluated programmatically to meet those standards. The FLT will conduct regular site visits,

review curriculum, and provide in-service training. The FLT works directly with the PM to ensure that Family Education Component Integration will be occurring at beach sites and the public housing sites. The FLT works directly with the NCFL and through conference calls, webinars, and conferences is up to date in the latest trends in research and approaches in Family Education.

E. Quality of the Project Evaluation

To ensure objectivity, an external evaluation team, The Catalyst Group LLC (TCG) will be contracted to conduct on-going project evaluation of the Ka Pa‘alana program to document objective performance measures and intended outcomes of the project. TCG will work to ensure that Ka Pa‘alana is meeting the expectations and benchmarks of the funded project.

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*

TCG will utilize process and outcome methods to assess the implementation efforts of the two primary objectives identified by the program. As indicated in Chart 1 below, the proposed comprehensive evaluation methodology will utilize a rigorous comparison group design with multiple follow-ups to effectively assess the program objectives. Since the Sunflower/Waimaha site will not begin services until Year Two of the grant, data will be collected during Year One from this site to serve as comparison group data. This rigorous methodology will better allow assessment of causal effect of the program on its participants.

| | |
|--------------------------------------|---|
| Chart 1 – Research design | Intervention Group: O ₁ X O ₂ O ₃ |
| | Comparison Group: O ₁ O ₂ O ₃ (Sunflower/Waimaha site) |
| | ----- |
| | O1 = Baseline (within two weeks of enrollment) |
| | X = Ka Pa‘alana intervention services and activities |
| | O2 = 3-Month Follow-up |
| | O3 = 6-Month Follow-up |

Process evaluation provides assessment of project implementation efforts. Performance measures would include number and type of participants served; type, frequency, and duration of services provided; along with participant level of satisfaction with program services. TCG is cur-

rently in process of developing a web-based relational database called Ka Pa‘alana Management Information System (KPMIS), which will automate and streamline the implementation data capture and reporting process, including all intake information and service activity data to track amount and type of services provided for all participants. Client satisfaction survey and parent education class evaluations will be utilized to assess project implementation.

Outcome evaluation is primarily concerned with the efficacy of the project. Standardized and widely recognized tools such as the Ages and Stages Questionnaire (ASQ), Peabody Picture Vocabulary Test (PPVT), and the Hawai‘i State School Readiness Assessment (HSSRA) will be utilized to assess changes in developmental/academic functioning as well as to assess school readiness of the preschool aged children. The Ka Pa‘alana Parent Survey was developed by TCG in collaboration with Ka Pa‘alana to assess how the program helps participants empower/prepare adults for success, increase parent involvement in child’s education, strengthen parent-child bonds, and improve knowledge about and access to healthcare-related services available in the community. Outcomes about the parent’s education and employment status as well as the child’s functioning in the school are also tracked by the survey. The combination of these assessment tools will effectively assist in assessing Ka Pa‘alana’s ability to increase family literacy and enhance family dynamics of at-risk Native Hawaiian families both at public housing and Leeward Coast beaches—particularly as they are tracked over time and compared to the comparison group. Data from the HSSRA will also meet the GPRA reporting requirement for the percentage of Native Hawaiian children participating in early education programs who consistently demonstrate school readiness in literacy.

The evaluation effort will be enhanced by *qualitative* information through observation of program activities, site visits, interviews with staff and stakeholders, and focus groups with participants/families that are designed primarily to complement the understanding of quantitative

data in terms of how the program is assisting the Native Hawaiian homeless and at-risk families toward improving family literacy and family dynamics as part of preparing them for success.

ii. ***Methods of evaluation that will provide timely guidance for quality assurance***

Analysis of process/implementation data will provide information on (1) number and type of participants served by the program, and (2) frequency and duration for each type of service provided to participants. Analysis of intended outcomes data will allow assessment of improvements in family literacy and family dynamics from baseline to 3-month and 6-month follow-ups as result of Ka Pa‘alana - specifically through monitoring (1) preschool children’s changes in developmental/academic functioning and overall school readiness, and (2) parent-child bonding, parenting skills, and parent’s involvement in children’s school. Quarterly process/implementation status reports along with biannual outcomes/qualitative findings reports will document these findings and be shared with program staff to discuss the meaning of the findings and explore how data can be utilized to improve the program (see Appendix B).

i. ***The methods of evaluation are appropriate to the context within which the project operates***

The evaluation team has the expertise and proven success in tracking and collecting data on participants from homeless and at-risk backgrounds. TCG has emphasized active collaboration with the program and cultural competence in conducting all of its evaluation work. Although the current proposed evaluation methodology provides sufficient scientific rigor, it is also appropriate to the program context. For example, despite having a comparison group, these study participants will not be denied services. After their participation in the study as comparison group in Year One at the Sunflower/Waimaha sites, these families will be eligible to receive program services. However, their data will be excluded from the evaluation study. Moreover, most of the proposed measures are standardized and have been successfully utilized in other projects with high-risk families.

- Survey on Ensuring Equal Opportunity for Applicants (form 1890-0014)