

**THE THIRTIETH LEGISLATURE  
APPLICATION FOR GRANTS  
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:



Operating



Capital

Legal Name of Requesting Organization or Individual: Dba:

Partners in Development Foundation

Amount of State Funds Requested: \$ 527,840

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Please see the attached executive summary.

Amount of Other Funds Available:

State: \$ 0

Federal: \$ 430,146

County: \$ 0

Private/Other: \$ 0

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 300,000

Unrestricted Assets:

\$ 3,280,806

New Service (Presently Does Not Exist):  Existing Service (Presently in Operation):

Type of Business Entity:



501(C)(3) Non Profit Corporation



Other Non Profit



Other

Mailing Address:

2040 Bachelot Street

City: State: Zip:

Honolulu HI 96817

Contact Person for Matters Involving this Application

Name:

Laura Dang

Title:

Vice President of Administration

Email:

Ldang@pidfoundation.org

Phone:

808-595-2752

Federal Tax ID#:

██████████

State Tax ID#

██████████

*shawn m kana'iaupuni*

Authorized Signature

Shawn Kana'iaupuni, President & CEO

Name and Title

01/19/2024

Date Signed

Partners in Development Foundation – Executive Summary

Grant In Aid Request

January 19, 2024

The proposed request will provide a modified delivery of Partners in Development Foundation's (PIDF's) Nā Pono No Nā 'Ohana (Nā Pono) program, focused on services surrounding early education, family strengthening, and community resilience for the Windward O'ahu community. Nā Pono will provide critical early education and family services for at least 200 at-risk, underserved children (ages birth to 8) and caregivers in Waimānalo and surrounding communities, while expanding to provide wraparound supports, outreach, and community partnerships to better reach and meet the diverse needs of children and their families (which includes a disproportionate number of Native Hawaiian families). Compared to state averages, children in Waimānalo show: low preschool enrollment/kindergarten readiness, low proficiency rates of K-12 students, high chronic absenteeism, low family engagement, and educational inequities causing greater gaps in achievement for Native Hawaiian students. In addition to providing culturally-relevant, high-quality education services, there is a critical need to address the wide range of barriers to success, as the community continues to struggle with high rates of intergenerational poverty, homelessness, food insecurity, substance abuse, incarceration, among others. The goal of this project is *E Ola Nā 'Ohana - Families will live and thrive*. The objectives include: (1) School Readiness: Provide literacy rich, early childhood education curriculum for 50 children (ages birth to 5) and 50 caregivers, through a culturally-relevant Parent and Child Together Time (PACT)/Family Child Interaction Learning (FCIL) Program; (2) Literacy Outreach: Provide early education storytime outreach to 100 community members, targeting homeless/low-income families with children 8 years old and younger who are not accessing services or in school; and (3) Wraparound Support: Provide wraparound services for families to address their unique needs and barriers to educational and long-term success, including one-on-one parenting support/education, home visits, referrals, etc. This request aligns with the State's Aloha+ Challenge Sustainable Development Goal, State of Hawai'i Public Education 2023-2029 Strategic Plan Priority 1, and Governor Green's commitment to education, as described in the attached narrative.

# CoverPage\_ExecSummary

Final Audit Report

2024-01-20

Created:	2024-01-20
By:	Laura Dang (ldang@pidfoundation.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAn8SgxQdo_wl3PM_fbQchYHzGYllguiV

## "CoverPage\_ExecSummary" History

-  Document created by Laura Dang (ldang@pidfoundation.org)  
2024-01-20 - 1:00:23 AM GMT- IP address: 67.53.194.150
-  Document emailed to Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org) for signature  
2024-01-20 - 1:00:56 AM GMT
-  Email viewed by Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org)  
2024-01-20 - 1:22:59 AM GMT- IP address: 172.56.44.72
-  Document e-signed by Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org)  
Signature Date: 2024-01-20 - 1:24:02 AM GMT - Time Source: server- IP address: 172.56.44.72
-  Agreement completed.  
2024-01-20 - 1:24:02 AM GMT

## Application Submittal Checklist

*The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.*

- 1) Hawaii Compliance Express Certificate (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
  - a) Budget request by source of funds ([Link](#))
  - b) Personnel salaries and wages ([Link](#))
  - c) Equipment and motor vehicles ([Link](#))
  - d) Capital project details ([Link](#))
  - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing

*Shawn M. Kana'iaupuni*

AUTHORIZED SIGNATURE

Shawn M. Kana'iaupuni, PhD, President and Chief Executive Officer January 19, 2024

PRINT NAME AND TITLE

DATE

# 2024 GIA Checklist\_sign

Final Audit Report

2024-01-18

Created:	2024-01-18
By:	Laura Dang (ldang@pidfoundation.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAq27P_RjzTtICgOZk0IOtnCUnQ42Eyelj

## "2024 GIA Checklist\_sign" History

-  Document created by Laura Dang (ldang@pidfoundation.org)  
2024-01-18 - 1:47:29 AM GMT- IP address: 67.53.194.150
-  Document emailed to Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org) for signature  
2024-01-18 - 1:48:11 AM GMT
-  Email viewed by Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org)  
2024-01-18 - 2:00:13 AM GMT- IP address: 104.47.57.254
-  Document e-signed by Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org)  
Signature Date: 2024-01-18 - 2:00:24 AM GMT - Time Source: server- IP address: 67.53.194.150
-  Agreement completed.  
2024-01-18 - 2:00:24 AM GMT



STATE OF HAWAII  
STATE PROCUREMENT OFFICE

**CERTIFICATE OF VENDOR COMPLIANCE**

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

**Vendor Name:** PARTNERS IN DEVELOPMENT FOUNDATION

**Issue Date:** 01/17/2024

**Status:** **Compliant**

Hawaii Tax#: [REDACTED]  
New Hawaii Tax#: [REDACTED]  
FEIN/SSN#: XX-XXX1325  
UI#: XXXXXX0127  
DCCA FILE#: 108233

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

**Status Legend:**

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided; and
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Partners in Development Foundation

(Typed Name of Individual or Organization)

*shawn m kanaiaupuni*

(Signature)

January 19, 2024

(Date)

Shawn M. Kana'iaupuni, PhD

(Typed Name)

President and Chief Executive Officer

(Title)

# Declaration Statemt Page5

Final Audit Report

2024-01-18

Created:	2024-01-18
By:	Laura Dang (ldang@pidfoundation.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAUASah9Wa3oikN7Tj_qiZQnB4TVrXNlzT

## "Declaration Statemt Page5" History

-  Document created by Laura Dang (ldang@pidfoundation.org)  
2024-01-18 - 1:42:46 AM GMT- IP address: 67.53.194.150
-  Document emailed to Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org) for signature  
2024-01-18 - 1:43:15 AM GMT
-  Email viewed by Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org)  
2024-01-18 - 2:00:32 AM GMT- IP address: 104.47.57.254
-  Document e-signed by Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org)  
Signature Date: 2024-01-18 - 2:00:40 AM GMT - Time Source: server- IP address: 67.53.194.150
-  Agreement completed.  
2024-01-18 - 2:00:40 AM GMT



## Application for Grants

*If any item is not applicable to the request, the applicant should enter "not applicable".*

### **I. Certification – Please attach immediately after cover page**

#### **1. Hawaii Compliance Express Certificate (If the Applicant is an Organization)**

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2023.  
See attached.

#### **2. Declaration Statement**

The applicant shall submit a declaration statement affirming its compliance with [Section 42F-103, Hawaii Revised Statutes](#).  
See attached.

#### **3. Public Purpose**

The applicant shall specify whether the grant will be used for a public purpose pursuant to [Section 42F-102, Hawaii Revised Statutes](#).

This grant shall be used for a public purpose to benefit the children from birth to 8 years old and their caregivers as described in the Narrative (see Sections I and II).

### **II. Background and Summary**

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

#### **1. A brief description of the applicant's background;**

Established in 1997, Partners in Development Foundation (PIDF) provides a wide range of free programs in early education, community strengthening, and island resiliency. PIDF is a local IRS Section 501(c)(3) nonprofit serving Hawai'i's most at-risk communities across the state for more than 26 years, with a focus on Native Hawaiian, low-income, remote, and rural communities who continue to be disproportionately represented in many negative statistics, such as high rates of incarceration, high school drop-outs, lower educational attainment, poverty, substance abuse, and below living wage jobs. PIDF's programs incorporate culture, language and values to reach families in a way that is relevant and meaningful. The overall goal of PIDF is to break the

intergenerational cycles of disadvantage and equip participants with skills and support needed to achieve long-term success.

PIDF's Nā Pono No Nā 'Ohana (Nā Pono) program was started by two early educators in Waimānalo, O'ahu. It has been a free comprehensive family education program serving the community of Waimānalo under PIDF since 2003, adapting the family literacy model from the National Center for Families Learning (NCFL) providing 4 core service components: child education, parenting education, adult education, and parent and child together (PACT) education while integrating Hawaiian culture and values. This NCFL model has been proven to address family engagement, academic achievement, chronic absenteeism, retention, and community strengthening nationwide. Through it, Nā Pono has been able to address early education, family strengthening, and community partnership needs. To date, with more than 20 years of offering community programs, Nā Pono has impacted over 22,000 people in Waimānalo. The program's overall goal is to meet families where they are and empower family members as their children's first teachers.

The proposed request provides critical early childhood/family services in Waimānalo, adapting to many changes following the pandemic both within the program (e.g., change in sites, staffing) and in the community (e.g., wide range of unique needs from family to family). It is a modified curriculum supporting critical early education and family education services, while also expanding wraparound supports and community partnerships to better reach and meet the diverse needs of children and their families.

2. The goals and objectives related to the request;

The **goal** of this project is ***E Ola Nā 'Ohana - Families will live and thrive*** by providing services surrounding early education, family strengthening, and community resilience. The objectives outlined below align with the State's Aloha+ Challenge Sustainable Development Goal, State of Hawai'i Public Education 2023-2029 Strategic Plan Priority 1, and Governor Green's commitment to education.

### **Objectives:**

1. **School Readiness:** Provide literacy rich, early childhood education curriculum for 50 children (ages birth to 5) and 50 caregivers, through a culturally-relevant Parent and Child Together Time (PACT)/Family Child Interaction Learning (FCIL) Program.
2. **Literacy Outreach:** Provide early education storytime outreach to 100 community members, targeting homeless/low-income families with children 8 years old and younger who are not accessing services or in school.

3. **Wraparound Support:** Provide wraparound services for families to address their unique needs and barriers to educational and long-term success, including one-on-one parenting support/education, home visits, referrals, etc.

### Alignment with State Goals and Priorities

The State's Aloha+ goals are committed to Hawai'i's social, economic, and environmental sustainability. The proposed project directly supports the **Aloha+ Challenge Green Workforce and Education Goal 03** and its related **Global Sustainable Development Goal (SDG) 04** "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," including-

- Target 2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education (*Nā Pono Obj 1*)
- Target 5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations (*Nā Pono Obj 1-3*)

The proposed project also furthers the **State of Hawai'i Public Education 2023-2029 Strategic Plan's Priority 1 High Quality Learning for All**, including outcomes in: early childhood education and assessments on kindergarten readiness (*Nā Pono Obj 1*), reduced educational disparities (*Nā Pono Obj 1-3*), and providing culturally relevant Nā Hopena A'o environments for learning (*Nā Pono Obj 1-3*).

Nā Pono's services are consistent with Governor Green's priority to invest in children's education. In the State's Fiscal Year 2025 Executive Supplemental Budget, Governor Green identified the need for more funding, resources, and support systems for the future leaders of Hawai'i, including a focus on early education. Governor Green's commitment to education can be encompassed in his statement when he says, "*clearly, our students of today, are our leaders, our workforce and our parents of tomorrow, and it is our kuleana to set them up for success.*" The importance of early learning can be seen in Act 171 (to expand preschool open doors, starting with 3 year old keiki) and Act 175 (to expand Pre-K opportunities in Hawai'i). Nā Pono supports families with young children to apply for and successfully transition into preschool (including those eligible for preschool open doors), while also continuing to provide a quality early education program for gap families who do not qualify. As a community-based program, Nā Pono serves primarily low-income and Native Hawaiian families but is open to all to build healthy child development and school readiness.

3. The public purpose and need to be served;

The objectives of the proposed project directly address the critical needs identified in the community of Waimānalo, as described below.

## **Lack of School Readiness/Low School Enrollment**

According to Annie E. Casey's 2023 Kids Count Data, the overall well-being of Hawai'i's children is declining in the state, and there are critical gaps in early education – half of Hawai'i's children are not enrolled in preschool. The statistics are worse in Waimānalo, where an estimated 735 children live, ages birth to 5 (and an additional 150 children born each year). Here, fewer than ten percent of three and four year olds in Waimānalo attend center-based early learning opportunities, meaning that 9 in every 10 children are not enrolled. Research shows that 90% of brain development occurs by age 5, making it vital that children access early educational opportunities. Parent engagement is also critical as studies demonstrate significantly positive effects of parent interactions on brain development of infants and toddlers. Children who attend high-quality early education programs for the whole family, like Nā Pono, are more likely to succeed in Kindergarten and beyond, owing to developmentally-tailored curriculum and instruction in social, emotional, physical, cognitive, and language domains. Without these services, the observed decline in preschool enrollment in Waimānalo will continue to hurt the Kindergarten readiness, school trajectories, and later long-term outcomes of many children in the community.

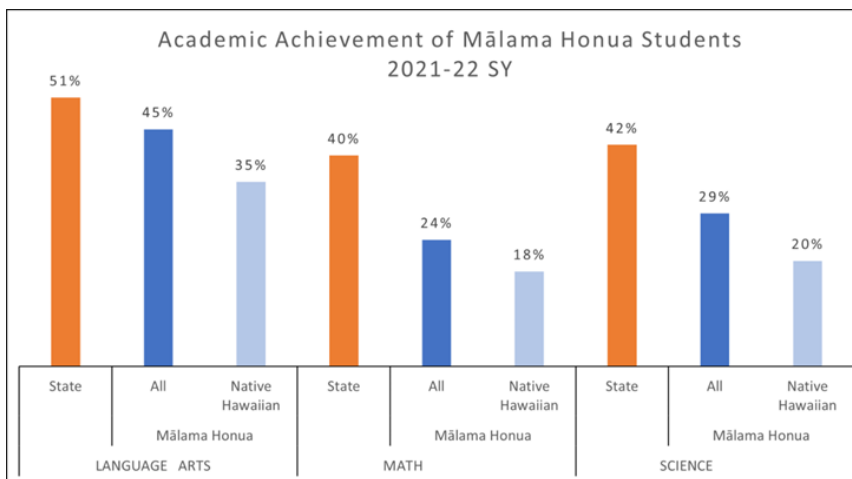
## **Low School Attendance and Academic Achievement Disparities**

Local and national studies find that school enrollment and attendance are strong predictors of long-term success, especially in preschool and the early elementary years when children are gaining fundamental social and academic skills. National data reveal high numbers of chronic absenteeism in small, rural school districts such as Waimānalo, finding that high chronic absenteeism goes hand-in-hand with inter-generational poverty, unstable housing, unreliable transportation, food insecurity, repeated exposure to violence, and inadequate access to quality health care. Over the last 3 years, Waimānalo schools have reported an average 13% increase in chronic absenteeism, and 8% increase in high school dropouts. Owing to various challenges, many children in Waimānalo homeless shelters/sites and low-income public housing have lower enrollment and attendance in school.

The effects of not attending school can be seen in K-12 student proficiency scores. For example, Nā Pono partners with Mālama Honua Public Charter School (grades K-8), which reported a high chronic absenteeism rate of 42% in 2022 (students missing 15 or more days in the school year). Not surprisingly, the school's student proficiency scores lagged below the state averages, as shown in the chart below. Meeting proficiency standards is crucial, as they are predictors of a child's success in school and beyond. In addition, more third graders are not reading at grade level, from 45% proficiency in the 2018-19 school year to 38.8% in 2021-22. The repercussions of these early experiences are lifelong. Research shows that children who do not read proficiently by third grade (age 8) more often fall behind in all of their classes by middle school or drop out of school without a diploma, reducing their earnings potential and overall wellbeing.

Ensuring access to high-quality early education programs such as Nā Pono means that Native Hawaiian and all children learn reading, math, and science, paving the way to fewer achievement disparities, special education needs, criminal deviance, and other societal costs, while increasing healthier lifestyles and outcomes. Chart 1 depicts disparate proficiency scores of Mālama Honua students compared to state averages, across the three subject areas with the biggest inequities among Native Hawaiian students.

Chart 1. Disparate Academic Outcomes among Native Hawaiian Students



### Lack of Parent/Family Engagement

Low parent involvement in school districts with high Native Hawaiian populations stands out in Hawai'i School Performance Reports and is a priority need, according to school staff in Waimānalo. Family engagement is especially important in economically disadvantaged communities such as Waimānalo, where there is a high prevalence of adverse childhood experiences (ACEs) (e.g., drug abuse, physical abuse, incarceration, houselessness, or sexual abuse experiences). Native Hawaiian children are at-risk of experiencing or witnessing at least 4+ ACEs on average, which if not addressed, are predictors of negative long-term effects on brain development, education, health, and well-being. However, studies find that positive parenting and benevolent childhood experiences are protective factors linked to long-term wellbeing.

Parent/family engagement is therefore an essential component of Nā Pono's early educational programming, including supplemental services such as home visiting, which can more effectively reach and impact disengaged families with one-on-one support and resources. Increasing family involvement is a research-based strategy to support higher student achievement, feeling a sense of belonging in school, lower dropout rates,

increased attendance, and many other positive outcomes for students, families, and schools.

### **Native Hawaiian Student Educational Inequities**

Waimānalo is a rural community with the 2nd highest concentration of Native Hawaiians in the State. Mālama Honua Public Charter School has a student population of 69% Native Hawaiian students, significantly higher than the state's average of 23%. The other two schools in the community, Blanche Pope Elementary and Waimānalo Elementary & Intermediate Schools also have high Native Hawaiian student populations of 88% and 60%, respectively.

Decades of research have documented the longstanding gap in academic achievement between Native Hawaiian students and their non-Native Hawaiian peers, including lower academic achievement, attendance, and graduation rates combined with higher disciplinary and risk-taking behavior among youth. Despite state goals for all students to graduate high school on-time, one in five Native Hawaiian students did not do so. Data in Chart 1 show that Native Hawaiian students at Mālama Honua Public Charter School experience greater disparities in student performance outcomes, lagging farther behind the statewide average. This pattern is also true of the aforementioned elementary and intermediate schools in the Waimānalo community. Many studies attribute this achievement gap to a “cultural gap” (or cultural mismatch) between home and the Westernized school system. As a result, Hawaiian culture-based educational programs like Nā Pono that include child, parent, and adult education and caregivers in their children's education are vital ingredients to increasing the engagement and success of all Native Hawaiian learners.

### **Negative Impacts of the COVID-19 Pandemic**

According to the ALICE Report in Hawai'i: 2022 Facts and Figures Executive Summary, the COVID-19 pandemic negatively impacted Hawai'i residents' financial and emotional wellbeing. There was a sharp increase in the number of households pushed below the poverty line (15% in 2022 versus 9% in 2018). Many of these negative impacts persist, with 63% of Native Hawaiians reporting they are just getting by or finding it difficult to get by. In Waimānalo, fully 65% of Nā Pono families reported being furloughed or losing a job or having reduced hours. Educationally, 57% of children were falling behind in school with many children “acting out” or displaying more challenging behaviors.

According to the Hawai'i DOE, after a year of distance learning due to COVID-19, 23% of Elementary students are two or more grade levels behind in math and english language arts, which is higher than in previous years. Unfortunately, compared to their higher income peers, children from low-income families have fewer resources to help

with lost school learning opportunities. As children fall further behind in school, the risk increases significantly of eventually dropping out of school and having more serious behavioral issues such as substance abuse, criminal activity, and incarceration.

### **Limited Early Educational Opportunities**

Early education opportunities are extremely limited in Waimānalo. Nā Pono is one of two early childhood education programs offered in Waimānalo at no cost for keiki ages birth to 5 and their caregivers (the other programs in the area are drop-off programs which do not provide critical parenting support or home visiting outreach). It offers families a culturally relevant, consistent environment for education and development support for their children, in addition to focused services supporting the entire family. The requested funds will allow Nā Pono to combine its family education curriculum with additional research-based strategies (home visiting, enhanced family engagement activities, wraparound support, outreach) to more effectively meet the needs of this community. Research on models like Nā Pono's that combine quality early childhood development programs with wraparound services and a dual-generation approach (including family literacy classes, parenting skills), shows demonstrable improvements in educational outcomes. Benefits include higher levels of verbal, math, and intellectual achievement, which in turn lead to greater success in school, in turn leading to higher graduation and employment rates. Studies also show that building a caring community around at-risk families reduces welfare dependency and lowers crime and drug use in the community. Indeed, every \$1 spent on a child's early education creates \$8.60 or higher return on investment.

#### 4. Describe the target population to be served; and

Based on the needs described above, Nā Pono will focus on addressing the needs of **at least 200 at-risk, underserved children, ages birth to 8, and caregivers in Waimānalo, which includes a disproportionate number of Native Hawaiian families.** Waimānalo's population of 10,880 people has the second largest Hawaiian Homestead in the state, with 43% of the population comprised of children under age 18. The program is based in Waimānalo and families from the surrounding communities in need of services are also eligible to enroll in the FCIL program and receive wraparound support.

#### 5. Describe the geographic coverage.

Nā Pono's services are located on and will primarily serve the Windward side of O'ahu.

### **III. Service Summary and Outcomes**

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

The scope of this project provides an important public good by supporting at-risk, underserved children and families through a comprehensive program that provides: a free early childhood education program for children 0-5 years old and their caregivers (Obj 1), outreach to families with children age 8 and under who are not in school (Obj 2), and wraparound support for families (Obj 3), as further described below.

The proposed project's innovative design and integrated services reflect research-based best practices and it is intentionally and effectively organized around culturally familiar concepts. Nā Pono's early education curriculum adapts components of family literacy from the National Center for Families Learning (NCFL) into a culture-based program designed to forge family partnerships in education. The NCFL was selected as a teaching model because it represents state-of-the-art educational research and effective practice, and its methods embrace Native Hawaiian cultural values. Project staff continuously facilitate learning for children and parents through modeling and demonstrative guidance. The curriculum includes Nā Honua Maui Ola (NHMO) Guidelines for Culturally Healthy and Responsive Learning Environments, embedding Hawaiian culture into all components of the program.

## **SERVICES PROVIDED**

**Family Child Interaction Learning (FCIL) program for children birth-age 5 and their caregivers (Objective 1).** Nā Pono will provide its literacy rich, culturally-relevant Parent and Child Together time (PACT) curriculum twice a week in Waimānalo for 50 children (ages birth to 5) and 50 caregivers, to increase school readiness and family engagement.

PACT is an FCIL program based on the well-proven NCFL model and is designed to strengthen the relationship between parent and child and help parents take a more active role in their children's education. Parents/caregivers and children learn together and participate in interactive literacy experiences, with transfer-home applications to extend learning. PACT will be incorporated into group and one-on-one STEAM and literacy activities, including: on-site early childhood education activities, home visiting, Hawaiian culture-based family excursions, and family reading programs.

Early childhood curriculum provided through PACT activities will focus on the whole child with emphasis on Personal/Social, Language, Literacy, and Cognitive



Development. The curriculum is Hawaiian culture-based, comprehensive, empirically validated and developmentally appropriate, integrating the family literacy model from the NCFL and the NHMO framework. It uses reliable and validated assessment tools such as the Peabody Picture Vocabulary Test (PPVT), Work Sampling System (WSS), Hawai'i Children Ready for Success Assessment (HSRA) and General Learning Outcomes. The program recognizes that children's cognitive, physical, social, and emotional skills develop through active exploration and discovery, meaningful interaction with peers and adults, exposure to language and words in a literacy-rich environment, and a healthy respect for one's own and others' cultures. Therefore, the PACT classroom is divided into developmentally appropriate areas focused on school readiness similar to that which children will encounter in kindergarten such as, STEAM, Reading, Dramatic Play, Writing, Music, Movement and Outdoor play.

<b>S T E A M</b>	<b>Science</b>	The science area is a laboratory for investigation, discussion, and discovery, and provides hands-on activities that promote development of the five senses and solving problems.
	<b>Technology/ Computer</b>	Parents and children will develop technology skills through activities, workshops, field trips, and literacy.
	<b>Engineering/ Computational Thinking/ Blocks</b>	Children's block building demonstrates a growing understanding of the world and encourages the development of creativity, inspires thought and language, builds motor skills and understanding of abstractions, and demonstrates mathematical relationships, pattern recognition/creation, construction.
	<b>Engineering/ Manipulatives</b>	Manipulative materials help children learn to distinguish and categorize by attributes and give them practice with hand-eye coordination, using a variety of tools for their success and creativity.
	<b>Art</b>	Art is an important means of expression and imagination that reveals what children are learning. Here, children use materials to communicate ideas, feelings, and experiences.
	<b>Math</b>	Children learn measurement, counting, adding, subtraction, shapes, number recognition, matching.
<b>Reading/ Library</b>		A library area encourages children to see literature as a resource to expand their view of the world.
<b>Dramatic Play</b>		The dramatic play area allows children to naturally integrate their growing understanding of self. As children act out roles, they develop language and organize previous experiences.
<b>Writing</b>		A writing area is a good place for children to explore and practice writing, talk with one another, and produce illustrations.
<b>Music and Movement</b>		The music and movement area allows expression of a different kind. Music stimulates all of the senses and involves the child at many levels.

<b>Outdoor Play</b>	Outdoor play is an important component of the early childhood education program because it involves the whole child. Gross motor skills, fine motor skills, development of the five senses, cognition, communication, individualization, and social skills are all developed during this time.
---------------------	--

Research shows the positive impact of culture-based education on academic and mental health outcomes of Native Hawaiians. NHMO was developed by the Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language at UH-Hilo, Kamehameha Schools, Native Hawaiian Education Council, and Office of Hawaiian Affairs. These cultural education guidelines are founded on the belief that learning and practicing the Hawaiian language and culture is essential to the development of healthy, responsible citizens, and promotes harmony within the community. Native Hawaiian culture is embedded into Nā Pono through: Native Hawaiian themes, values, and ‘oli (chant) incorporated into curriculum, learning activities, language, music, and concepts taught throughout the educational components within Nā Pono. These guidelines shift the focus from learning about Hawaiian culture to learning through Hawaiian language and culture.

**Literacy Outreach for children 8 years old and younger who are not accessing services or in school (Objective 2).** Nā Pono will conduct early education outreach to increase literacy and family engagement of at least 100 community members, targeting homeless/low-income families with children 8 years old and younger. Outreach will be conducted 1-2 times/month primarily during school hours, to reach children and families who are not attending school or early education services, at locations such as homeless shelters, low-income housing, public housing, and community centers in Waimānalo (e.g., Waimānalo Emergency Shelter, Waimānalo apartments, Hui Mahi ‘Ai ‘Āina).

This mobile storytime outreach will provide families with interactive storytime along with a relevant family strengthening activity. As an example, for the story, “Hi‘iaka Battles the Wind” by Gabrielle Ahuli‘i, staff will facilitate an interactive storytime with a short family activity afterwards about weather safety. For the story, “Tūtū Makes a Lei” by Kuana Torres Kahele, families create a lei together. By providing this project of storytime outreach, staff are increasing positive early education opportunities, healing family trauma within education, strengthening family units while increasing family engagement, and providing a safe place for families to ask for help. Staff will be able to provide support, engage in identifying family needs, and offer resources and support to bridge the gap for families connecting them to other educational and community partnerships.

Before and/or after the storytime outreach, families will have access to a mobile library to engage in optional reading time with their child. This opportunity will allow caregivers to practice reading together with their child(ren), so that the practice can be continued on at home. At the end of the storytime activity, families will receive a free book to further encourage families. A simple storytime creates deeply impactful habits and can stimulate long-term positive change for children and families.

**Wraparound Support for families (Objective 3).** To ensure children and families are fully equipped to achieve educational and long-term success, Nā Pono will additionally provide wraparound support services to remove barriers and address each family’s unique needs. With the wide range of needs each family may have, we expect to provide at least 200 referrals in the project period, as well as one-on-one parenting support/education and home visits.

Wraparound support helps augment the educational program provided by Nā Pono’s PACT/FCIL curriculum. It provides customized assistance to families utilizing trauma-informed and strength-based approaches that meet families where they are at, prioritize each family’s unique needs, and remove barriers to achieving success. Wraparound support is provided for families enrolled in our Parent and Child Together Time (PACT/FCIL) program, families who participate in the mobile storytime outreach, and for the community as a whole. Families are provided one-on-one coaching support (in-person/phone/virtual) and home visits, as needed.

Staff will meet with families to assess and deliver wraparound services according to the family’s needs. Staff are able to provide a broad spectrum of support including referrals and in-house supplemental services as needed. For example, for families in need of additional early education support, trained staff will be able to provide one-on-one support to increase parenting skills/strategies, child development, family strengthening and engagement, and more, either at Nā Pono’s office or at the family’s home. Staff are prepared to assist families with parent and child interactions, transitioning to kindergarten, advocating for their child in school, understanding child development, and improving family relations.

Outside of early education, staff are trained and equipped to connect families to a wide range of referrals, including early intervention services, food insecurity, workforce development, housing, and more. PIDF recognizes the importance of partnering with the community to ensure the success of its participants. This project will partner with the following agencies to ensure success of children and families:

PARTNER	RELATIONSHIP/RESOURCES
<b>Key partners supporting Nā Pono in project implementation</b>	
Waimānalo District Park Gym	Program location, outdoor spaces, and community programming for PACT/FCIL
National Center for Families Learning	Staff training in family literacy programming
Waimānalo Early Education ‘Upena	An active group of early educators and community organizations that support healthy, safe, and thriving children 0-8 years old
<b>A few partners Nā Pono collaborates with to provide wraparound support for families</b>	

Alu Like	Workforce and employment support
Department of Human Services	SNAPS, TANF, medical, preschool open doors, and other resources
Hawai'i Literacy Bookmobile	Family literacy activities for children and families
Hui Mahi 'Ai 'Āina	Housing, community support, food drive
Kathy's Parenting Solutions	Parent workshops, childhood development education
Learning Disabilities Association of Hawai'i	Early intervention and assessment of children
Liliuokalani Trust	Family support and case management
Partners in Development Foundation Keiki Assets Account (KA'A)	Financial literacy education and services to PACT families, assistance setting up a child education savings account including matching funds
Partners in Development Kupa 'Āina farm	Outdoor learning spaces for families, food insecurity education and outreach produce for families
Ke Ola Mamo, the Native Hawaiian Health Care Center	Referral agency for healthcare needs and health education of our participants
Hawai'i Diaperbank	Diaper supplies for at-risk families
Hawai'i Foodbank	Supplies food for at-risk families outreach
Hawai'i Ohana Support Network - Family Resource Centers	Family resource centers
Waimānalo Emergency Shelter	At-risk family outreach services, housing
Waimānalo Health Center	Medical support and outreach
Waimānalo Learning Center	Outdoor learning spaces, 'āina education, community support
Waimānalo Library	Community resource
Windward Community College	Education for families, scholarship, community support, family program
Women Infants and Children (WIC)	Family support, parent education, supplies, and resources
DOE Community Houseless Liaisons staff	Works with Nā Pono staff to support houseless families
DOE Schools- Blanche Pope Elementary and Waimanalo Elementary and Intermediate School	Enrollment, family resource centers, community engagement
Unite Us	Nā Pono is registered with Unite Us, a statewide referral system for a wide range of services

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

Activity	Timeline
<b>Objective 1, School Readiness: Provide literacy rich, early childhood education curriculum for 50 children (ages birth to 5) and 50 caregivers, through a culturally-relevant Parent and Child Together Time (PACT)/Family Child Interaction Learning (FCIL) Program.</b>	
<ul style="list-style-type: none"> <li>To prepare for the school year and project implementation, all staff will complete trainings in Early Childhood Education, Family Literacy, Trauma-Informed Care, CPR/First Aid, Vehicle and other health &amp; safety topics, Nā Pono programming (including policies and procedures), 'Eleu FCIL, and other project related trainings</li> </ul>	<p>July - August 2024</p>
<ul style="list-style-type: none"> <li>Plan the school year curriculum, lesson plans, excursions, reading sessions daily routine, and program expectations</li> </ul>	<p>July - August 2024</p>
<ul style="list-style-type: none"> <li>Recruit and enroll families, complete intake process - required documentation; application, health records, TB clearance, goals, commitment forms</li> </ul>	<p>Ongoing enrollment; August 2024-March 2025</p>
<ul style="list-style-type: none"> <li>Plan and implement family education program activities daily; bi-weekly program, monthly family excursions, and quarterly reading sessions</li> <li>Track participant attendance; follow up to determine cause of absence and referrals made as necessary</li> <li>Complete participant assessments and data entry (ongoing) and evaluation such as: Peabody Picture Vocabulary Test (PPVT), Word Sampling Survey (WSS), and Hawaii State School Readiness Assessment (HSRA)</li> <li>Review children's developmental milestones, utilizing Ages and Stages Questionnaire and Hawaii Early Learning Profile (HELP) charts with families</li> </ul>	<p>August 2024 - June 2025</p>
<ul style="list-style-type: none"> <li>Transition families through summer education opportunities, and/or transition to other education program</li> <li>Analyze data collection of assessments and evaluation of program outcomes</li> </ul>	<p>May - June 2025</p>
<b>Objective 2, Literacy Outreach: Provide early education storytime outreach to 100 community members, targeting homeless/low-income families with children 8 years old and younger who are not accessing services or in school.</b>	
<ul style="list-style-type: none"> <li>Plan the school year storytime schedule with curriculum, books and activities</li> </ul>	<p>July - August 2024</p>
<ul style="list-style-type: none"> <li>Publicize storytime to the community, and recruit participation through flyers, poster, emails, other community partnerships</li> <li>Implement storytime with family strengthening activities in the community</li> <li>Track participant attendance and collect participant data</li> </ul>	<p>August 2024 - June 2025</p>
<b>Objective 3, Wraparound Support: Provide wraparound services for families to address</b>	

their unique needs and barriers to educational and long-term success, including one-on-one parenting support/education, home visits, referrals, etc.	
<ul style="list-style-type: none"> <li>• Staff will complete additional training on community partnership resources, services, and referral procedures</li> </ul>	July - August 2024
<ul style="list-style-type: none"> <li>• Staff will connect with community members and program participants, in-person or over the phone to help identify family needs, and offer support</li> <li>• Staff will conduct home visits for families, offering one-on-one referrals, support, resources, and community partnership as needed</li> <li>• Staff will document data entry tracking referrals</li> </ul>	August 2024- June 2025
<ul style="list-style-type: none"> <li>• Analyze data collection of referrals to support research on community needs, and community reach</li> </ul>	May - June 2025

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

PIDF is committed to data collection and analysis to monitor the progress and deliverables of its programs, including processes and outcomes. Data is gathered for each Nā Pono activity to support continuous quality improvement (CQI). Data will be systematically monitored and reported quarterly to support immediate identification of barriers and problems as or before they arise. In doing so, the CQI process will aid in developing solutions, refining implementation, and supporting successful progress of actions, deliverables, and timelines.

Documentation to track program effectiveness include intake information, attendance logs, family profiles (including assessments, 'ohana goals, and referral tracker), assessments, reading data collection, and referral logs.

School readiness learning outcomes are measured using standardized assessments, including the Work Sampling Survey (WSS), Peabody Picture Vocabulary Test (PPVT), Hawai'i Children Ready for Success Assessment (HSRA) and other measures at pre- and post-test, and also at mid-year to support identifying where children start out in knowledge, skills, and abilities and how they are progressing. Additionally, developmental needs are assessed using the Ages and Stages Questionnaires (ASQ) and Hawai'i Early Learning Profile (HELP).

Oversight of the program sits with the Project Director, who will manage day-to-day operations, program monitoring and evaluation, and provide monthly updates to PIDF Officers at PIDF Manager meetings. These meetings are used to review progress on goals, barriers and challenges, and to make adjustments as needed. The organization's Executive team will manage and monitor the implementation and reporting of Nā Pono processes and outcomes. In addition, PIDF's Board of Directors

routinely examines the progress of each program and administration at its quarterly meetings. The Program Director will provide quarterly dashboard reports including: numbers served/month, staffing/vacancies, data on the program’s goals/objectives, funding expenditures by grant, and highlights/challenges. The dashboard reports incorporate an internal system to evaluate whether the program is on-track to meeting its stated objectives, budgets, and other deliverables. The Project Director will collaborate with staff to create professional development plans for the Family Education Services Manager, Lead Education Teacher, Assessment Specialist, and Education Assistant; to ensure they remain up-to-date on early education and family literacy learning and best practices. The PD will monitor staff effectiveness through staff training tracker reports, staff training evaluations, annual performance reports, and participant evaluation surveys. The organization’s leaders provide a stable core of expertise, values, and community networks critical to monitoring, supporting and successfully carrying out this project.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

12 Month Program Outcome Measure	Target
<p>Objective 1 Outcomes:</p> <ul style="list-style-type: none"> <li>• Children ages 3-5 will increase in school readiness, as demonstrated on the Work Sampling System (pre/post) 80%</li> <li>• Children ages 3-5 will increase in school readiness, as demonstrated on the Peabody Picture Vocabulary Test (pre/post) 80%</li> <li>• Increased Kindergarten/School readiness of children entering Kindergarten, as demonstrated on the Hawai'i State School Readiness Assessment (HSRA) 80%</li> <li>• Parents become more involved in their children’s education, as demonstrated by the participation rate in PACT/FCIL services 60%</li> </ul>	
<p>Objective 2 Outcomes:</p> <ul style="list-style-type: none"> <li>• Increase in family engagement and literacy, as demonstrated by the participation rate of caregivers who practice reading independently with their child(ren) 60%</li> </ul>	
<p>Objective 3 Outcomes:</p> <ul style="list-style-type: none"> <li>• Increase of community partnership to families as demonstrated by the amount of referrals to a wide range of services 200 referrals</li> </ul>	

## IV. Financial

### Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
  - a. Budget request by source of funds ([Link](#))
  - b. Personnel salaries and wages ([Link](#))
  - c. Equipment and motor vehicles ([Link](#))
  - d. Capital project details ([Link](#))
  - e. Government contracts, grants, and grants in aid ([Link](#))

See attached budget forms.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2025.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$129,154.05	\$131,266.07	\$137,278.92	\$130,140.52	\$527,839.56

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2025.

For PIDF's Nā Pono program, we have or are planning to seek funding from:

- **Hawai'i Pacific Foundation:** PIDF was recently awarded a grant from Hawai'i Pacific Foundation for 2024 and is awaiting confirmation that \$100,000 can be allocated to Nā Pono.
- **Kamehameha Schools (KS):** proposal to request funding submitted on 12/15/23 for \$1,351,215.48 for 1 year, to continue services until longer-term funding is secured. KS responded that they are not able to fund the full program request, and a revised request is in process.
- **Office of Hawaiian Affairs:** the 2024 solicitation is expected to be released soon. Nā Pono plans to apply for 1 year of grant funding to ensure the program can continue providing services beyond its current USDOE grant, expected to end in August 2024.
- **US Department of Education Native Hawaiian Education Act (USDOE NHEA):** Although USDOE has stated that there will be no competition in 2024, Nā Pono is hopeful that its high scoring proposal submitted last year will be funded down the slate, pending congressional release of funds; otherwise, PIDF will plan to submit a proposal for another 3 years of funding in 2025.

PIDF will continue to seek and apply for other additional funding for fiscal year 2025, to be able to continue the program's operations beyond current grant funds, and better meet the needs of the community.



4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

No federal or state tax credits have been granted.

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2025 for program funding.

Federal:

- US Department of Education Native Hawaiian Education Act (5/1/21-4/30/24, NCE will be requested until 8/30/24) \$4,755,339

State/County: no funding

GIA:

- PIDF's Nā Pono program has not received GIA funds, however, PIDF received a GIA grant for a different program (Kupa 'Aina natural farming project) for fiscal year 2023. \$300,000

Private Foundations:

- Kamehameha Schools Digital Huaka'i Kauwela 2021 Collaboration (Summer Program) (7/2/21-7/23/21) \$27,804
- First Hawaiian Bank (Hawai'i Energy program) (3/29/23 - 1/31/24) \$25,000

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2023.

Unrestricted current assets for PIDF is approximately \$3,280,806 as of December 31, 2022 per PIDF's 2022 audit report.

## **V. Experience and Capability**

### **1. Necessary Skills and Experience**

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

PIDF has 26 years of experience successfully managing programs and grants, complying with a range of technical, fiscal and programmatic requirements for over 130 private, State and Federal grants and contracts with an approximate value of over \$280.5 million (the majority of funding from Federal/State grants), serving over 75 communities across the state and over 148,911 children and family members, impacting an additional 23,381 people in 2022 alone. The Foundation has substantial prior and present experience in the design, development, and implementation of programs for underserved peoples of all ages utilizing curriculum and approaches that incorporate the Native Hawaiian perspective, values, language, culture and traditions to more effectively reach those served. PIDF's educational, social service and environmental sustainability programs demonstrate the effective implementation of current research which is culturally relevant. PIDF currently has 230 employees and ten free programs, manages over 50 grants, and makes it a priority to maintain fiscal responsibility and accountability within the Foundation and in each program. Qualified financial staff help program managers monitor and control various funding source budgets. The Board and executive management monitor the progress of each program in meeting its goals and objectives. Each year the Foundation funds an extensive audit to ensure proper compliance in accordance with Government Auditing Standards, accounting principles generally accepted in the USA, OMB's Uniform Guidance and ERISA. PIDF has had "clean" audits (no significant findings, no questioned costs or noncompliance issues) for the past 16 years (2007 – 2022).

PIDF is one of the pioneer programs of the Family-Child Interactive Learning Model (FCIL) in Hawai'i which has been adopted by other preschool agencies in the State. The FCIL model has been manualized and piloted and assessed repeatedly, most recently with Kellogg funding, demonstrating systematic significant ( $p < .05$ ) improvement in PPVT and HSRA scores of children in FCIL programs over the past nine years. PIDF is also a member of 'Eleu, a consortium of five Native Hawaiian Early Childhood Education programs aiming to increase communication between agencies, eliminate duplication of services, and create a sense of shared purpose. The collective regularly collaborates and shares learnings, and also advocates as one voice to ensure that the children and communities of Hawai'i will continue to flourish.

Beginning as an Even Start program in 2001, PIDF's Nā Pono No Nā 'Ohana (Nā Pono) program has been federally funded by the US Department of Education Native Hawaiian Education Act since 2003, providing a family education program for the at-risk, underserved Native Hawaiian community in Waimānalo. With deep, trusting relationships in the community, Nā Pono has quickly grown over the years, serving over 22,000 people to-date. The majority of Nā Pono staff are Native Hawaiian and residents of Waimānalo and/or previous participants. For these reasons, our staff have a profound commitment to and understanding of the community we serve and are well equipped to effectively address the needs of the community. The program directly addresses the community's needs through a comprehensive, developmentally appropriate and culturally rich family literacy model that has proven to be effective and highly valued in the educational and broader community. Family feedback reveals the impact: A mother

of four children who all participated in PACT shared, *“All of my keiki did well entering Kindergarten and felt well prepared for the classroom setting. To this day they all have fond memories of Na Pono, what's more is that they not only acknowledge that learning is fun, but they really enjoy it.”*

In addition to Nā Pono’s current US Department of Education Native Hawaiian Education Act grant (agreement S362A210013, 5/1/21- 4/30/24), other projects/contracts in the past 3 years include partnerships with: Hawaii Energy (Jan 2023 - December 2024) providing an appliance trade up for the community to support household energy efficiency and lower electricity bills, and to support the Hawai’i Clean Energy initiative, and Kamehameha Schools Digital Huaka’i Kauwela 2021 Collaboration (Summer Program).

## **2. Facilities**

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

Nā Pono’s PACT services will be provided at Waimānalo District Park’s multipurpose room, which is currently being renovated and will be available for Nā Pono’s use as early as next month. This location is ideal, as it is a public community site with easy access and parking for participants, and will be a wonderful space for the preschool program. Nā Pono also currently leases office space at Inpac Realty Office in Waimānalo.

## **VI. Personnel: Project Organization and Staffing**

### **1. Proposed Staffing, Staff Qualifications, Supervision and Training**

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

To ensure staff provide quality services, professional development will be ongoing, including a range of professional development trainings and certifications (in education/literacy, child development, trauma-informed care, strengths-based, assessments, parenting skills, Hawaiian language/culture, CPR/First Aid, etc.), national/state conferences and/or trainings to stay up-to-date on best practices and research (through other funds, if available), and bi-annual staff performance meetings and annual evaluations. The Project Director, Family Education Services Manager, and Lead Education Teacher will be responsible for ensuring that the delivery of services

are in line with performance standards and curriculum. This leadership will ensure that staff have the information, tools and training to implement all aspects of curriculum and program standards, and they will support, observe, evaluate, and provide feedback to staff.

The following personnel are necessary and adequate in carrying out the activities and objectives of this request as outlined:

**Shawn Kanaiaupuni, PhD**, President and Chief Executive Officer of PIDF, will contribute 5% of her time to the oversight and overall guidance for this project as the **Executive Project Director (EPD)** (mostly covered in-kind under other sources of funding). Dr. Kana'iaupuni is a Native Hawaiian with 20+ years of experience in nonprofit administration and in collaboratively mobilizing public, private, and community-based agencies towards positive educational outcomes for NH children. At Kamehameha Schools, she directed and implemented several initiatives, including launching its research/evaluation division, overseeing public education and charter school programs, leading strategic planning and execution of projects, and conducting research on culture-based education and Hawaiian student outcomes, place and identity, and the successes of NH children in public schools.

**Brittney Pescaia, Project Director (PD)**, will be responsible for managing the day-to-day operations to ensure the program outcomes are met and quality services are being provided, including: up-to-date research-based education, leading and coordinating project activities, professional development and training, developing program policies and procedures, providing supervision and management of programs and staff, and reporting on project deliverables. The PD is responsible for building community partnership and working with the Family Education Services Manager (FESM) to coordinate facility and community sites for programming. The PD will also mentor and coach staff through annual performance reviews, reflective supervision and professional development plans. Ms. Pescaia has been with Nā Pono since 2022 and has been instrumental in helping the program rebuild and recover from the effects of the pandemic (e.g., loss of program sites and staffing, adjustments to programming, etc.), including strengthening community partnerships and expanding programming. She has a Bachelor of Arts degree in Sociology, Early Childhood credits at Windward Community College, and is currently completing a Master's in Public Administration with Non-Profit Management (expected to graduate in 2025). Her wide range of experience in positions as a childcare provider, case manager at an emergency shelter, tutor/mentor, and youth leader, have equipped her with additional skills and experience to effectively manage and lead Nā Pono.

**Cheri Richards, Family Education Services Manager (FESM)** will work closely with the PD in planning, coordinating, and implementing appropriate activities for the Parent and Child Together program, storytime outreach, and family support services. The FESM will also assist staff in providing direct services to the community, including home

visits, one-on-one support, and referrals for families, as well help implementing the PACT program and storytime. The FESM will support enrollment and data collection, evaluate assessments, and oversee programming to ensure that the delivery of responsive services and curriculum are in line with performance standards. The FESM will also develop and monitor the education staff through a professional development plan and ensure that they have the information, tools, and training to perform their duties to successfully deliver project services. Through reflective supervision, the FESM will observe, evaluate, and provide feedback. Ms. Richards has 17 years of experience working in Family Child Interaction Learning programs, including many of these years supporting homeless Native Hawaiian families with children birth-5, through PIDF's Ka Pa'alana Family Education program.

**Heidi Hanawahine, Lead Education Teacher (LET)** will be responsible for overseeing, monitoring, and leading the PACT/FCIL classroom activities and curriculum. The LET will prepare lesson plans and organize family excursions to support the child's development and prepare children for kindergarten. The LET will be responsible for ensuring the delivery of services are developmentally and culturally appropriate and within performance standards. The LET will implement the storytime outreach with the Education Assistant (EA), as coordinated by the FESM. Ms. Hanawahine has 6 years of experience in preschool education and has an Associate's Degree in Liberal Arts as well as additional college credits within Early Education and Hawaiian Language Studies.

**Dinah's Hose, Assessment Specialist (AS)** will be responsible for completing intakes, assessments on the children and collecting data as well as other information to identify needs and monitor the progress of each participant in achieving the project's outcomes. The AS will also assess children to develop an action plan that will remove barriers to the child's success in school (including referrals for early intervention as needed). The AS will also provide direct wraparound support services, including home visits, one-on-one support, and referrals for families. The AS will also assist the program with implementing lesson plans and curriculum as needed. Ms. Hose has 10 years of experience in Family Child Interaction Learning programming as a teacher, as well as Early Education credits from Honolulu Community College.

**Sheena Nazare, Education Assistant (EA)** will assist the LET with implementing PACT lesson plans, storytime, and maintaining daily program schedules, ensuring the well-being and safety of children and their caregivers at all times during programming, and modeling effective engagement skills for caregivers to help meet their child(ren)'s needs. Ms. Nazare has 2 years of experience working in Family Child Interaction Learning programming.

**Chandra Lee, Budget Analyst,** will work with PIDF administration to monitor the program's budget in alignment with the grant and management of federal funds and financial processes. Mrs. Lee has a Bachelor of Science degree in Accounting and nine (9) years of accounting experience in a variety of contexts, including the oversight of

procurement for a federal contractor. Mrs. Lee also serves as a Staff Sergeant with the Air Force Reserve and will coordinate with the 624th Force Support Squadron to provide participants with professional education on emergency preparedness, response, and maintaining quality of life in the event of a natural disaster.

**PIDF Support staff** - members of PIDF who will oversee all organizational issues, ranging from human resources to financial oversight that directly impact this program, are also included in this project. For example, **Pua Aquino, PIDF's Native Hawaiian Cultural Specialist**, will provide on-site education and training at least once a month, including Native Hawaiian cultural enrichment training for staff, review of curriculum, expertise in incorporating culture/values in services and curriculum, and educational cultural excursions for participants. Ms. Aquino has a Bachelor of Arts Degree in Hawaiian Studies from the University of Hawai'i, 19 years of working in the early childhood education field, and almost 10 years of experience developing and implementing early childhood curriculum.

## **2. Organization Chart**

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

See PIDF organization chart and Nā Pono organization chart attached.

## **3. Compensation**

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

President and CEO – \$208,884  
Chief Financial Officer – \$161,227  
VP of Administration - \$161,227

## **VII. Other**

### **1. Litigation**

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

PIDF was recently notified of a claim by a natural parent of a former foster child who was abused while in foster care as directed by the State DHS. At the time, PIDF was a master

contractor for the state (PIDF no longer manages this contract and is not involved in this area of work) and its subcontractor handled the work with this foster family. PIDF did not have contact with the foster family and is unlikely to sustain any significant judgment if the claim goes to court.

## **2. Licensure or Accreditation**

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

None.

## **3. Private Educational Institutions**

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see [Article X, Section 1, of the State Constitution](#) for the relevance of this question.

This grant will not financially support a sectarian or non-sectarian private educational institution.

## **4. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2024-25 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2024-25, but
- (b) Not received by the applicant thereafter.

As mentioned above, we are actively seeking additional funds to continue and expand services provided and increase the sustainability of the program, and have already submitted or have plans to submit applications for funding. We continue to seek strong partnerships with community agencies and funders whose missions and priorities align with Nā Pono's. Based on the design of the program directly addressing the needs of the community and past experience, we expect the proposed GIA project to show positive outcomes. In this way, the proposed project will help leverage and secure additional funds to sustain the program beyond this grant. Potential future partnerships will be considered to increase sustainability, including for example, contracts with HI DOE and other state education agencies (to continue early education services).

Nā Pono's progressive curriculum reinforces the concept that school education should be duplicable and enhanced at home and in the community. Nā Pono's curriculum is a learner-driven and culture-based program that connects families to the resources that already exist at home and within the community of Waimānalo. This comprehensive

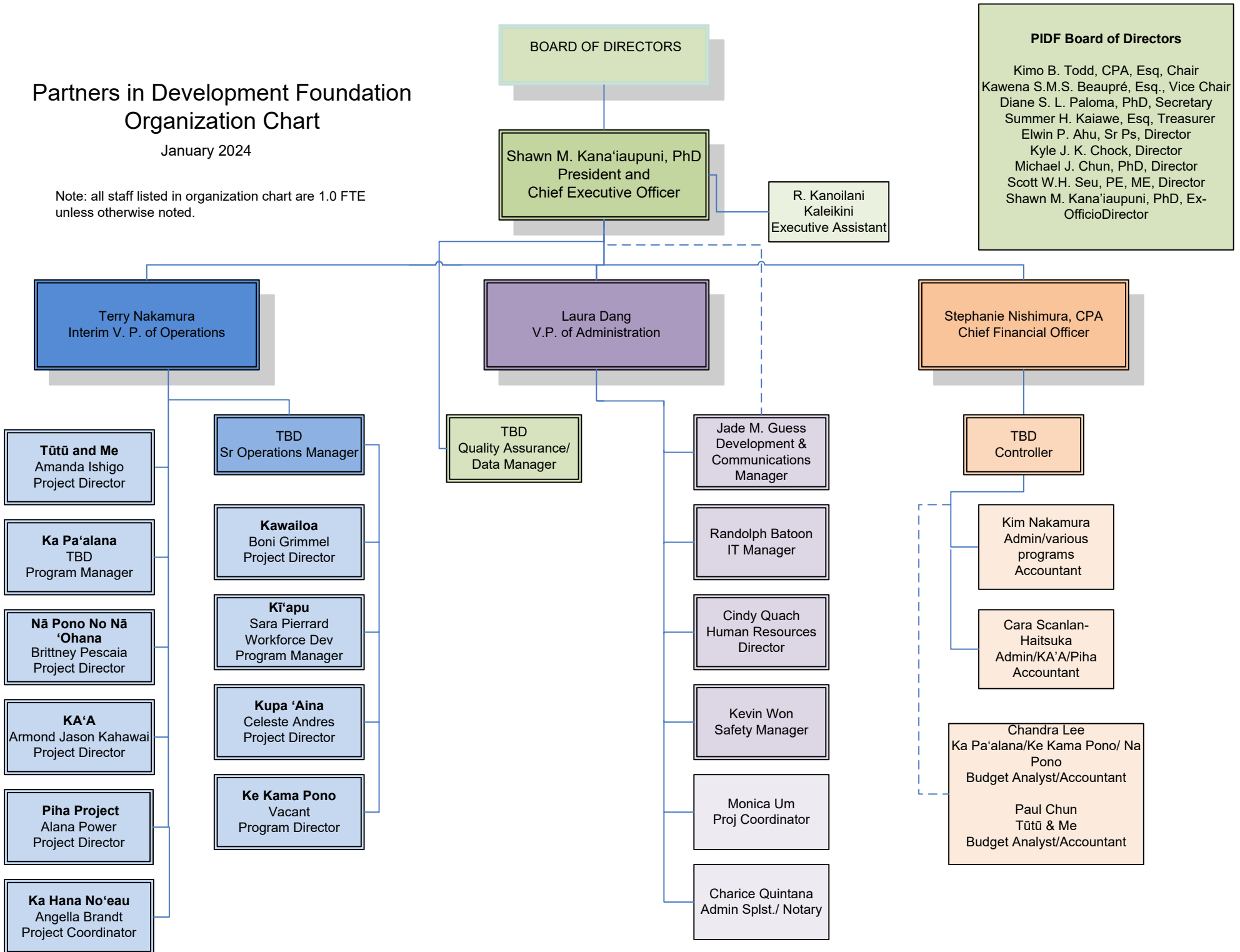
program may serve as a model that can be expanded or replicated in other communities, to effectively provide a wide range of needed support for families.



# Partners in Development Foundation Organization Chart

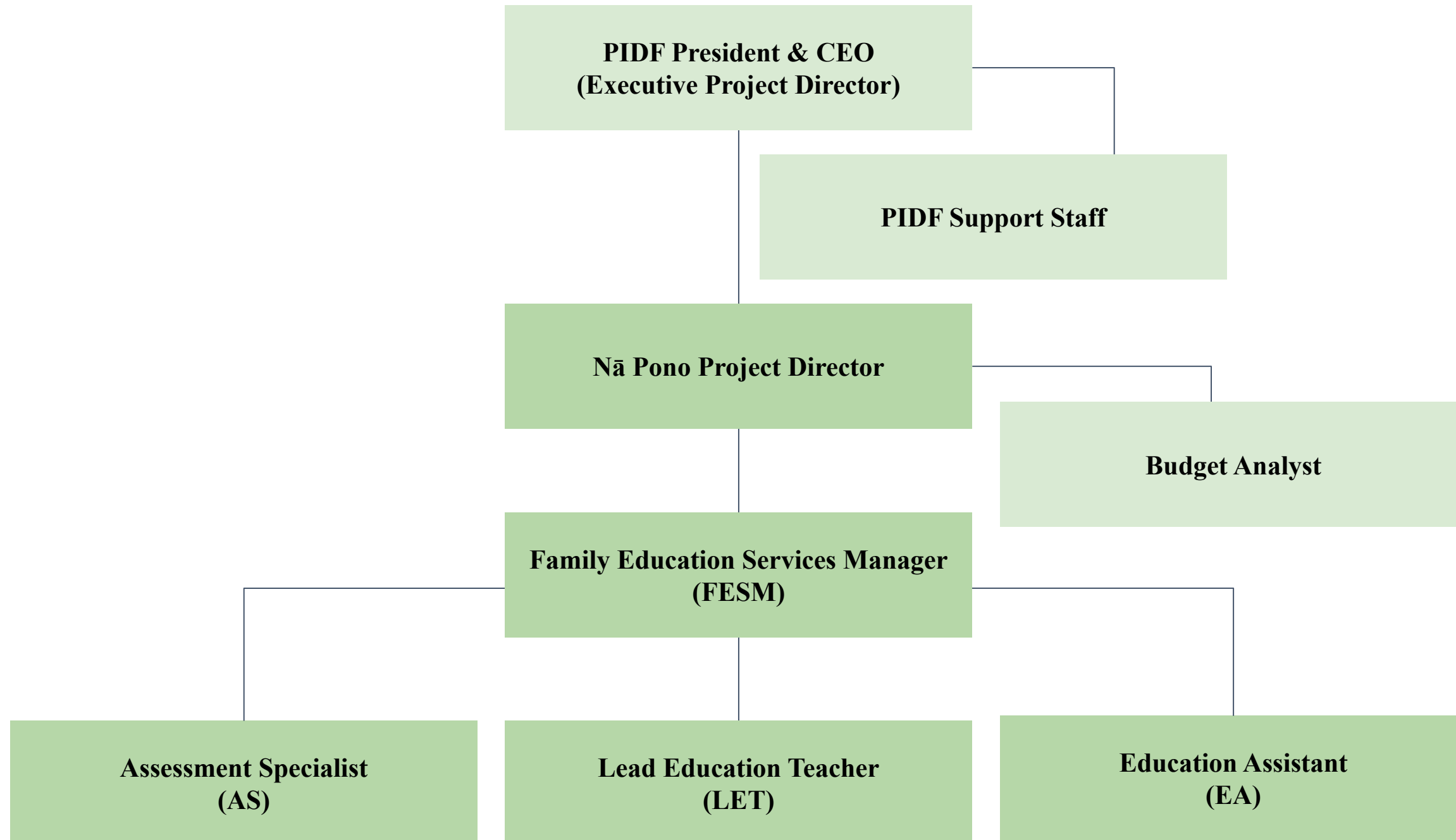
January 2024

Note: all staff listed in organization chart are 1.0 FTE unless otherwise noted.





# Nā Pono No Nā 'Ohana GIA Project Organization Chart



Note: The FESM, AS, LET, and EA will all provide direct services to the community, in addition to duties specific to each role

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

Applicant: Partners in Development Foundation

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	301,716	0	0	301,716
2. Payroll Taxes & Assessments	26,098	0	0	26,098
3. Fringe Benefits	70,451	0	0	70,451
<b>TOTAL PERSONNEL COST</b>	<b>398,266</b>	<b>0</b>	<b>0</b>	<b>398,266</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare	0	0	0	0
2. Audit Services	5,000	0	0	5,000
3. Contractual Services - Administrative	0	0	0	0
4. Contractual Services - Subcontracts	8,000	0	0	8,000
5. Insurance	10,891	0	0	10,891
6. Lease/Rental of Equipment	0	0	0	0
7. Lease/Rental of Motor Vehicle	0	0	0	0
8. Lease/Rental of Space	22,200	0	0	22,200
9. Mileage/Parking	600	0	0	600
11. Postage, Freight Delivery	200	0	0	200
12. Publications and Printing	2,500	0	0	2,500
13. Repair & Maintenance Facility/Equip	2,000	0	0	2,000
14. Staff Training	0	0	0	0
16. Substance/Per Diem	0	0	0	0
17. Supplies	10,800	0	0	10,800
18. Utilities	12,741	0	0	12,741
19. Transportation	2,734	0	0	2,734
20. Permits & Fees	3,497	0	0	3,497
21. Field Trips	5,000	0	0	5,000
22. Indirect	43,411	0	0	43,411
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>129,574</b>	<b>0</b>	<b>0</b>	<b>129,574</b>
<b>C. EQUIPMENT PURCHASES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>D. MOTOR VEHICLE PURCHASES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>E. CAPITAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL (A+B+C+D+E)</b>	<b>527,840</b>	<b>0</b>	<b>0</b>	<b>527,840</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	527,840	Chandra Lee (808) 596-8711		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	<i>shawn m kanaiaupuni</i> 01/19/2024		
(d) Total Private/Other Funds Requested	0	Signature of Authorized Official Date		
<b>TOTAL BUDGET</b>	<b>527,840</b>	Shawn Kana'iaupuni, President & CEO Name and Title (Please type or print)		

# 5. Budget Page6

Final Audit Report

2024-01-20

Created:	2024-01-20
By:	Laura Dang (ldang@pidfoundation.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA39KVCPkj6rSSij79oVrg5NwzTAK8CyrT

## "5. Budget Page6" History

-  Document created by Laura Dang (ldang@pidfoundation.org)  
2024-01-20 - 0:22:01 AM GMT- IP address: 67.53.194.150
-  Document emailed to Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org) for signature  
2024-01-20 - 0:22:34 AM GMT
-  Email viewed by Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org)  
2024-01-20 - 0:58:24 AM GMT- IP address: 172.56.44.73
-  Document e-signed by Shawn Kanaiaupuni (skanaiaupuni@pidfoundation.org)  
Signature Date: 2024-01-20 - 0:58:44 AM GMT - Time Source: server- IP address: 172.56.44.73
-  Agreement completed.  
2024-01-20 - 0:58:44 AM GMT

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES Period: July 1, 2024 to June 30, 2025

Applicant: Partners in Development Foundation

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Project Director	1	\$213,584.02	4.54%	\$ 9,688.08
Project Director	1	\$73,620.00	100.00%	\$ 73,620.00
Family Education Services Manager	1	\$69,627.90	100.00%	\$ 69,627.90
Lead Education Teacher	1	\$46,350.00	100.00%	\$ 46,350.00
Assessment Specialist	1	\$39,737.92	100.00%	\$ 39,737.92
Education Assistant	1	\$34,456.32	100.00%	\$ 34,456.32
Project Compliance/Budget Analyst	2	\$61,579.77	20.93%	\$ 12,891.38
PIDF Program Support	4	\$123,082.37	12.47%	\$ 15,344.70
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				301,716.30
<b>JUSTIFICATION/COMMENTS:</b>				

- Executive Project Director (1.0 FTE @ \$213,584.02/yr x 4.54%) - \$9,688.08/yr at PIDF's "Exempt Administrative" rate. The Executive Project Director oversees the entire project in conjunction with foundation-wide goals, mission, and strategic plan.
- Program Director (1.0 FTE @ \$73,620/yr) – \$73,620/yr at PIDF's "Exempt Administrative" rate. The Program Manager is primarily tasked with the operational oversight and coordination of project activities, ensuring that activities are consistent with the project's objectives, and each goal is timely met. He also compiles the quarterly project reports, provides the project status during the monthly manager's meeting, and collaborates with the evaluator for continuous project compliance and development of program services.
- Family Education Services Manager (1.0 FTE @ \$69,627.90/yr x 100% Y1) - \$69,627.90/yr at PIDF's "Exempt Teacher's" rate. Works closely with the PD to supervise the education team and support planning and implementing of PACT, storytime, and family support for the families. Ensures that the delivery of responsive services are in line with the performance standards, develops and monitors the team through a professional development plan, and ensures that they have the information, tools, and training to perform their duties to successfully deliver project services. The FESM will also assist staff in providing direct services to the community, including home visits, one-on-one support, and referrals for families, as well help implementing the PACT program and storytime. The FESM will provide resources and support to families and ensure that families receive Nā Pono's comprehensive family education services through home visitations to nurture the social/emotional, and educational growth of their children and provide support in parent and child activities that are developmentally appropriate for the changing needs of infants and toddlers as well education and support to families on early childhood development and developmental delays.
- Lead Education Teacher (1.0 FTE @ avg \$46,350/yr) - \$46,350/yr at PIDF's "Exempt Teacher's" rate. The Lead Education Teacher is responsible for implementing and monitoring PACT project activities and curriculum, and storytime. The LET will prepare lesson plans, storytime activities, and conduct PACT bi-weekly and storytime outreach in person to ensure the delivery of responsive services are in line with the performance standards and the curriculum.
- Assessment Specialist (1.0 FTE @ \$39,737.92/yr) – \$39,737.92/yr at PIDF's "Non-Exempt Teacher" rate. The ES completes intake and assessments on the children and will collect data and other information to analyze needs and monitor the progress of each participant. The AS will also provide direct wraparound support services, including home visits, one-on-one support, and referrals for families. The ES assists in PACT time in the classroom for families and support families needs to remove barriers to the child's success in school. The AS will assist the FEM in providing resources and support to families and ensure that families receive Nā Pono's comprehensive family education services through home visitations to nurture the social/emotional, and educational growth of their children and provide support in parent and child activities that are developmentally appropriate for the changing needs of infants and toddlers as well education and support to families on early childhood development and developmental delays.
- Education Assistant (1.0 FTE @ avg \$34,456.32/yr) – \$34,456.32/yr at PIDF's "Non-Exempt Teacher" rate. The EAs assist with implementing lesson plans for PACT and storytime and maintaining daily program schedules, ensuring the well-being and safety of children and their caregivers at all times, and modeling effective engagement skills for caregivers to help meet their children's needs.
- Project Compliance/Budget Analyst (2.0 FTE @ avg \$61,579.77/yr x 20.93%) – \$12,891.38/yr at PIDF's "Exempt Administrative" rate. The PCBA performs the critical function of ensuring that all expenditures are in compliance with the grant's terms and conditions, federal cost principles, and applicable laws and regulations; ensures that financial resources are being utilized to fulfill the project's approved budget, overall goal and five objectives. The PCBA also prepares required grant reports, maintains the project's accounting records, processes expenditure vouchers, cuts checks, and oversees procurement of goods and services to ensure that costs are
- PIDF Program Support (4.0 FTE @ avg \$123,082.37 x 12.47%) – \$15,344.70/yr at PIDF's "Exempt Administrative" rate. The PIDF Program Support positions are essential to achieving the programmatic goals of the grant in the way of fulfilling human resources needs and processing payroll for direct program staff; as well as maintaining and monitoring the fiscal and IT needs of the program. A percentage of total personnel costs for these positions are charged to this project based on estimated time devoted to this project. These positions' times are specifically identified with the project and are explicitly included in the budget and not recovered as indirect costs.

Applicant: Partners in Development Foundation

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

**BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS** Period: July 1, 2024 to June 30, 2025

Applicant: Partners in Development Foundatio

<b>FUNDING AMOUNT REQUESTED</b>						
<b>TOTAL PROJECT COST</b>	<b>ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS</b>		<b>STATE FUNDS REQUESTED</b>	<b>OTHER SOURCES OF FUNDS REQUESTED</b>	<b>FUNDING REQUIRED IN SUCCEEDING YEARS</b>	
	<b>FY: 2022-2023</b>	<b>FY: 2023-2024</b>	<b>FY:2024-2025</b>	<b>FY:2024-2025</b>	<b>FY:2025-2026</b>	<b>FY:2026-2027</b>
N/A						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						



**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: Partners in Development Foundation

Contracts Total: 4,808,143

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	US Department of Education Native Hawaiian Education Act	5/1/21-4/30/24	USDOE	U.S.	4,755,339
2	Kamehameha Schools Digital Huaka'i Kauwela 2021 Collaboration	7/2/21-7/3/21	Kamehameha Schools	Private	27,804
3	First Hawaiian Bank (Hawai'i Energy program)	3/29/23-1/31/24	FHB	Private	25,000
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					