

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. kanaiaupuni

AUTHORIZED SIGNATURE

Shawn Kana'iaupuni, President and CEO

PRINT NAME AND TITLE

January 23, 2026

DATE



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: 01/15/2026

Status: **Compliant**

Hawaii Tax#: [REDACTED]
New Hawaii Tax#: [REDACTED]
FEIN/SSN#: [REDACTED]
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

**Partners in Development Foundation
State Grant In Aid Request
January 23, 2026**

Executive Summary

Applicant: Partners in Development Foundation (PIDF)

Program: Tūtū and Me (TTM) – Hawai'i Island

Request: State Grants-in-Aid (GIA), Fiscal Year 2027

Partners in Development Foundation (PIDF) respectfully requests State Grant-in-Aid support to continue **Tūtū and Me (TTM)**, a proven **Family Child Interaction Learning (FCIL) traveling preschool program** serving low-income and other at-risk families on **Hawai'i Island**. Established in 2001, Tūtū and Me provides **free, high-quality, culturally grounded early childhood education** for keiki ages birth to five while simultaneously equipping parents, grandparents, and caregivers to serve as their child's first and most important teacher.

Organizational Background

Founded in 1997, PIDF is a local, IRS 501(c)(3) nonprofit organization with nearly three decades of experience designing and delivering education and family-strengthening programs rooted in Hawaiian values, language, and culture. PIDF has successfully managed more than 190 private, state, and federal grants totaling over \$340 million and currently operates multiple programs serving over 75 communities across the state. PIDF has maintained 19 consecutive years of clean audits, demonstrating strong fiscal stewardship and accountability.

Statement of Need

Hawai'i Island communities face persistent barriers to early learning, including high poverty rates, limited preschool availability, geographic isolation, and a shortage of affordable, family-centered early childhood education options. Research consistently shows that most brain development occurs before age five, yet in 2024 the UH Center on the Family reported that 86% of Hawai'i's families lack access to preschools that are both affordable and in nearby, convenient locations. These gaps contribute to lower kindergarten readiness, long-term academic disparities, intergenerational cycles of disadvantage.

For many families, especially those in rural and economically disadvantaged areas of Hawai'i Island, traditional center-based preschool is inaccessible due to cost, transportation challenges, and work schedules. Caregivers, often grandparents, frequently lack support and resources to reinforce early learning at home. Without targeted intervention during these critical early years, educational gaps emerge before children ever enter the K–12 system. For example, Hawai'i DOE Kindergarten Entry Assessment results for the 2024-25 School Year show that an alarmingly low 16.6% of kindergartners in the Kea'au complex and 20.2% in the Pāhoā complex were

demonstrating readiness at school entry. If not addressed, these educational gaps will often persist throughout a child's K-12 education.

Program Description

Tūtū and Me addresses these challenges through a **traveling preschool model** that brings early learning directly into underserved communities. Program teams transform community spaces—such as churches, community centers, and school facilities—into vibrant, literacy-rich learning environments. Children participate in developmentally appropriate activities aligned with the Hawai'i Early Learning and Development Standards, while caregivers actively engage alongside them, learning strategies they can replicate at home.

The program integrates Native Hawaiian culture, language, and values throughout all activities, fostering cultural identity, community connection, and social-emotional well-being. In addition to early education, Tūtū and Me provides parent and caregiver education, developmental screenings, referrals to health and social services, and strong partnerships with community organizations across Hawai'i Island.

Outcomes and Impact

Tūtū and Me has demonstrated consistent, measurable success over more than two decades. Recent evaluation data show that a strong majority of participating children enter kindergarten meeting or exceeding school readiness benchmarks, while caregivers report increased confidence, improved parenting skills, and stronger engagement in their child's learning. In the 2024–2025 program year, PIDF's FCIL programs, including Tūtū and Me, served more than 1,600 children statewide, with particularly strong outcomes for children ages birth to three, the most critical developmental period.

Public Purpose and State Alignment

This request serves a clear public purpose under Hawai'i Revised Statutes Chapter 42F by strengthening early childhood education, family engagement, and long-term educational outcomes for Hawai'i Island residents. The proposed project aligns with the State of Hawai'i's **Aloha+ Challenge**, the **Public Education 2023–2029 Strategic Plan**, and statewide priorities focused on school readiness, equity, and Native Hawaiian education.

The Urgency and Impact of State GIA Funding

PIDF's traveling preschool programs are a lifeline for families, integrating high-quality Early Childhood Education for keiki ages birth to five and Parent Education to strengthen children's learning and family well-being. Currently, 78% of PIDF's preschool programming is funded through the USDOE's Native Hawaiian Education Program (NHEP), which has been removed from the current Administration's budget. With NHEP funding uncertain beyond August 2026, the stability of these essential services is at stake. PIDF FCIL programs currently serve 9 sites on Hawai'i island, impacting 300

keiki and 300 caregivers. Preparing for the shift away from federal funding, the current proposal would support the operation of 2 priority need sites on Hawai'i island, providing 80 keiki and 80 caregivers with vital early education and family strengthening services.

Conclusion

State GIA funding will allow PIDF to sustain and stabilize Tūtū and Me services on Hawai'i Island at a critical time, as federal early education funding faces increasing uncertainty. Continued investment in Tūtū and Me ensures that Hawai'i Island keiki enter school ready to learn, caregivers are empowered as educational partners, and communities are strengthened through culturally grounded, research-based early childhood education.

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, 2025.

[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 5 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;

Partners in Development Foundation (PIDF) is a Hawai'i-based, nonprofit organization established in 1997 to strengthen children, families, and communities through high-quality education and family support services. PIDF is a 501(c)(3) organization chartered in the State of Hawai'i and governed by a Board of Directors with deep experience in education, community leadership, and public service. The Foundation's mission is to inspire and equip families and communities for success and service by delivering programs that are responsive to Hawai'i's unique cultural, social, and economic context.

For nearly three decades, PIDF has designed and implemented free programs that address critical needs in early childhood education, family engagement, youth development, workforce readiness, and community resilience. PIDF serves families of all races and backgrounds across the state, with particular attention to communities experiencing economic hardship, geographic isolation, or limited access to services. Programs are intentionally inclusive and accessible, while being grounded in Hawai'i's host culture and values to ensure relevance, belonging, and respect for the diverse communities we serve.

PIDF currently operates ten programs serving more than 75 communities across the state, reaching families in urban, rural, and remote areas. Since its founding, the organization has successfully administered more than 190 private, state, and federal grants with a cumulative value exceeding \$340 million, demonstrating a strong track record of program delivery, compliance, and measurable impact. PIDF employs over 200 staff statewide and maintains the organizational infrastructure necessary to manage complex, multi-site initiatives.

The Foundation places a strong emphasis on fiscal responsibility and accountability. PIDF has received 19 consecutive years of clean annual audits, with no significant findings or questioned costs, and adheres to all applicable Government Auditing Standards, Generally Accepted Accounting Principles (GAAP), OMB Uniform Guidance,

and ERISA requirements. Financial oversight is provided through experienced fiscal staff, executive leadership, and regular Board review.

Since 2001, PIDF has operated **Tūtū and Me**, a nationally recognized Family Child Interaction Learning (FCIL) traveling preschool program that provides high-quality early childhood education for children ages birth to five while empowering parents, grandparents, and caregivers as their child's first teacher. Through its culturally grounded, two-generation approach, Tūtū and Me has served tens of thousands of caregivers and children statewide and is widely regarded as a model for school readiness, family engagement, and community-based early learning. In 2024 - 2025 PIDF's FCILs served approximately 300 keiki/ 300 caregivers in these 9 Hawai'i island communities: Honoka'a, Waimea, Hilo, Pana'ewa, Pāhoa, Kea'au, Kailua-Kona, South Kona, and Mountain View.

2. The goals and objectives related to the request;

The overarching goal of this request is to **improve school readiness, strengthen families, and support healthy child development for young children and caregivers on Hawai'i Island**, by sustaining access to high-quality, community-based early childhood education and caregiver education through the Tūtū and Me program.

Tūtū and Me is designed to address critical gaps in early learning access, family engagement, and developmental support during the most important years of a child's growth, from birth to age five, while recognizing the diverse cultural, social, and economic realities of families across Hawai'i Island. The program supports families of all backgrounds and incorporates Hawai'i's host culture as a foundation for place-based learning, belonging, and community connection.

The specific objectives of this request are as follows:

1. **Increase school readiness for young children ages birth to five**
Provide developmentally appropriate, high-quality early learning experiences that promote children's cognitive, language, social-emotional, and physical development, preparing them to enter kindergarten ready to learn and succeed.
2. **Strengthen caregiver capacity and family engagement in early learning**
Equip parents, grandparents, and other caregivers with practical knowledge and skills to support their child's development through active participation in learning activities, modeling of positive interactions, and guidance on how to continue learning at home and in the community.
3. **Provide access to early childhood education in underserved Hawai'i Island communities**
Deliver free, accessible early learning services directly into communities where families face barriers such as cost, transportation, limited childcare availability, or nontraditional work schedules, using a flexible traveling preschool model.
4. **Support healthy development through early identification and connection to services**

Promote the early identification of developmental needs and connect families to appropriate health, early intervention, and social services, helping to address challenges early and reduce long-term impacts.

Through these goals and objectives, State GIA support will enable PIDF to sustain Tūtū and Me services on Hawai'i Island, directly benefiting young children and caregivers while advancing statewide priorities related to early education, equity, and community well-being.

3. The public purpose and need to be served;

This grant shall be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

The proposed project serves a clear **public purpose** under Hawai'i Revised Statutes Chapter 42F by strengthening early childhood education, family engagement, and long-term educational outcomes for children and caregivers on Hawai'i Island. Access to high-quality early learning and family support during the earliest years of life is a matter of broad public interest, as it directly impacts school readiness, workforce development, public health, and the long-term social and economic well-being of the State.

Hawai'i Island communities face persistent and well-documented challenges related to early childhood education access and affordability. Many families experience high costs of living, limited availability of licensed preschool programs, transportation barriers, and nontraditional work schedules that make center-based early learning difficult to access. These challenges disproportionately affect families in rural and geographically isolated areas of the island, where early education options are especially limited.

A 2024 University of Hawai'i Center on the Family report, *Access to early childhood care and education: Hawai'i County* provides the following data and context.

Hawai'i County has a total of 3,077 Early Childhood Education (ECE) seats for the estimated 11,800 children under age 5 who live there - only 1 seat for every 4 children. Less than 3% of seats are in infant-toddler centers. The median family income is \$77,500, well below the state median of \$97,813, and 41% of children under 18 are from poor or low-income households. The average cost of ECE in Hawai'i County is \$936 per month. Summary: Hawai'i County has a low supply of nearby ECE seats and costs are high relative to family income. On average, a nearby seat costs 15.3% of the median area family income, the highest cost burden in the state.

The latest 2023 data from the Annie E. Casey Foundation's Kids Count Data Center reveal the vulnerability experienced by Hawai'i county children who face the following negative indicators:

- Children under 6 living in poverty: 15.5% (highest in state)
- Children under 6 in low-income families: 37.4% (highest in state)
- Children facing Child Abuse and Neglect: 5.4% (highest in state)

Research consistently demonstrates that the first five years of life, particularly from birth to age three, are critical for brain development, language acquisition, and social-

emotional growth. For our youngest children in Hawai'i county however, unaffordability and lack of ECE seats restrict this opportunity. As a result, three out of four keiki (74%) in Hawai'i County begin school already behind in foundational skills (*HI DOE 2024-25 SY Kindergarten Entry Assessment data*), contributing to ongoing achievement gaps, increased need for remedial services, and long-term educational disparities.

Equally important is the role of caregivers in early learning. Parents, grandparents, and other caregivers are a child's first and most influential teachers, yet many lack access to guidance, resources, and support to effectively nurture early development at home. When families are not supported during these formative years, the impacts extend beyond the individual child, placing additional strain on public education systems, health services, and social support networks.

Tūtū and Me directly addresses these public needs by providing free, accessible early childhood education and caregiver education through a community-based traveling preschool model. By bringing services directly into neighborhoods, the program removes barriers related to cost, transportation, and availability, ensuring equitable access for families across Hawai'i Island. The program's dual-generation approach strengthens both child development and caregiver capacity, maximizing public benefit and long-term impact.

The economic benefits of Early Childhood Education is well documented. In adulthood, participants in the Perry Preschool Project earned **25 to 40% more annually** than peers who did not receive early education (*Heckman et al., 2010*). The Chicago Child-Parent Center study found that **every dollar spent on early education yielded around \$11 in benefits** (*Reynolds et al., 2011*). Overall, **investment in ECE may enhance workforce productivity, reduce income inequality, and decrease public spending on the criminal justice system** (*American Public University, 2024*).

By investing in early learning and family engagement, this project contributes to improved kindergarten readiness, stronger family stability, and healthier communities. State GIA support will help ensure that young children enter school prepared to learn, caregivers are empowered to support their children's growth, and Hawai'i Island communities benefit from reduced long-term costs associated with educational remediation, health disparities, and social services.

4. Describe the target population to be served; and

The target population for this request includes **young children ages birth to five and their caregivers living on Hawai'i Island**, with a focus on families who experience barriers to accessing early childhood education and family support services.

Tūtū and Me serves families of **all races, cultures, and backgrounds**, particularly those who are low-income, working families, or living in rural or geographically isolated communities where access to affordable, high-quality early learning options is limited. Many of the families served face challenges such as high cost of living, limited childcare availability, transportation constraints, nontraditional or unpredictable work schedules, and reduced access to supportive services.

The program places special emphasis on reaching:

- Families with infants and toddlers, during the most critical years of brain development
- Families who rely on grandparents or other relatives for child care
- Families who are unable to access traditional center-based preschool programs
- Families who would otherwise have limited exposure to early learning opportunities prior to kindergarten

Caregivers served by the program include parents, grandparents, and other primary caregivers who play a central role in their child’s development and well-being. By engaging caregivers directly in the learning process, the program supports families as a whole and helps strengthen caregiver-child relationships.

While the program incorporates Hawai’i’s host culture and place-based learning to foster belonging and community connection, Tūtū and Me is intentionally inclusive and designed to equitably serve Hawai’i Island’s diverse population. Services are provided at no cost to participants to ensure that economic circumstances do not limit access to early education and family support.

Through this approach, Tūtū and Me prioritizes those with the greatest need while remaining accessible to all families who can benefit from early learning and caregiver education services on Hawai’i Island.

5. Describe the geographic coverage.

The proposed project will serve families in two high-need communities on Hawai’i Island: **Kea’au** and **Pāhoa**, communities where access to early childhood education and family support services is limited, resulting in low rates of kindergarten readiness as mentioned above.

These East Hawai’i communities include areas with high concentrations of working families, rural households, and families facing economic and geographic challenges. These communities have limited early childhood education options, particularly programs that are affordable, accessible, and designed to engage caregivers alongside their children.

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;

Program Components **Tūtū and Me Traveling Preschool (FCIL Model)**

Tūtū and Me provides a **high-quality, developmentally appropriate early childhood education curriculum** designed to build school readiness for children ages birth to five while strengthening caregiver capacity and family engagement. Instruction is grounded in a “whole child” approach and supports children’s growth across key developmental domains, including language and early literacy, cognitive development, social-emotional learning, physical development, and self-regulation. A defining feature of the program is its **Family Child Interaction Learning (FCIL)** model, in which caregivers attend with their child and actively participate in all learning activities. This approach ensures that caregivers understand how children learn best, observe effective instructional strategies in real time, and practice skills they can continue at home, extending the program’s impact beyond the classroom setting.

To create consistent, engaging learning environments across Hawai‘i Island communities, Tūtū and Me utilizes a **traveling preschool classroom model** that transforms community-based sites into structured, literacy-rich early learning spaces. Each program site is organized into **developmentally appropriate learning centers**, similar to what children will experience in kindergarten classrooms. Learning centers support intentional instruction and guided play while allowing children to explore, practice new skills, and build confidence through hands-on activities. Core learning centers commonly include:

- **Reading / Library Center:** shared reading, storytelling, vocabulary-building, comprehension, and early print awareness
- **Writing Center:** fine motor development, drawing, letter recognition, and early writing practice
- **Dramatic Play Center:** language development, social-emotional growth, problem-solving, and expressive play
- **Blocks / Engineering Center:** spatial reasoning, collaboration, creativity, and early math skills (patterns, shapes, measurement)
- **Manipulatives / Fine Motor Center:** sorting, matching, counting, and hand-eye coordination skill-building
- **Art Center:** creative expression, imagination, sensory exploration, and communication of ideas
- **Math Center:** counting, number recognition, shapes, early operations, and patterning activities
- **Music and Movement:** rhythm, songs, gross motor skills, memory, and self-regulation
- **Science and Discovery:** observation, inquiry-based learning, experimentation, and early STEM thinking
- **Outdoor / Gross Motor Play:** physical development, healthy routines, cooperative play, and large motor skill growth

Caregivers participate alongside their children in these centers while teachers model effective early learning strategies, such as language-rich conversation, encouragement, and developmentally appropriate guidance. This structure supports consistent, high-quality learning experiences across sites while preparing children for successful entry into school.

Caregiver Education and Family Engagement

Caregiver education is embedded throughout every session. Teaching staff model positive interactions, provide guidance on child development, and support caregivers in understanding how each activity contributes to their child's growth. Caregivers receive practical strategies and resources to reinforce learning at home, strengthening caregiver-child relationships and increasing family engagement in early education.

Caregiver education topics include:

- How children learn through play: caregivers learn how play-based activities support early brain development, attention, and problem-solving
- Building early literacy at home: interactive reading strategies, asking questions during stories, encouraging children to retell stories, and establishing home reading routines
- Supporting healthy behavior and self-regulation: strategies for building predictable routines, positive reinforcement, transitions, and emotional coaching for young children
- Language development strategies: expanding children's vocabulary through everyday talk, describing actions, and encouraging conversation
- School readiness and kindergarten transitions: helping caregivers understand expectations for entering school and how to strengthen readiness skills at home
- Culturally grounded family learning practices: incorporating values such as kuleana, mālama, laulima, and respect for community into everyday family routines and learning
- Caregiver health and wellness: equipping parents and caregivers with stress-management techniques, financial literacy resources, and self-advocacy skills that strengthen resilience in the household

Through these consistent supports, caregivers strengthen their understanding of their role as their child's first teacher and gain confidence in supporting early learning in ways that are realistic, culturally grounded, and easy to continue outside of the program.

Developmental Screening and Referrals

Tūtū and Me also integrates developmental screening and individualized supports as part of its curriculum approach. The program uses established screening tools, including the **Ages and Stages Questionnaire (ASQ-3)** and **ASQ: Social-Emotional (ASQ-SE)**, to monitor children's developmental progress and identify potential concerns early. When a need is identified, staff work with caregivers to share targeted strategies, learning activities, and referrals to appropriate early intervention or support services. This approach helps ensure children receive timely support and reduces the likelihood of developmental delays becoming long-term barriers to learning.

Key Tasks and Responsibilities

<p>Program Administration and Oversight</p>	<ul style="list-style-type: none"> ● Provide overall program management, coordination, and compliance with State GIA requirements ● Ensure adherence to program policies, timelines, and reporting obligations ● Maintain fiscal accountability and proper use of grant funds
<p>Staffing and Training</p>	<ul style="list-style-type: none"> ● Recruit, supervise, and retain qualified early childhood education staff ● Provide ongoing professional development in early learning, family engagement, health and safety, and culturally responsive practices
<p>Program Implementation</p>	<ul style="list-style-type: none"> ● Plan and deliver scheduled Tūtū and Me sessions at designated community sites ● Prepare and transport materials, equipment, and educational resources to each site ● Implement developmentally appropriate curriculum aligned with early learning standards and school readiness goals
<p>Family Support and Engagement</p>	<ul style="list-style-type: none"> ● Facilitate caregiver participation in all program activities ● Provide education, coaching, and resources to support learning at home ● Strengthen caregiver-child relationships through guided interactions and family learning routines
<p>Assessment, Monitoring, and Continuous Improvement</p>	<ul style="list-style-type: none"> ● Collect participation and outcome data to monitor program effectiveness ● Utilize screening and assessment data to inform instruction and family supports ● Engage in ongoing evaluation and continuous quality improvement to strengthen results across all sites

Through this scope of work, Tūtū and Me delivers comprehensive early learning and family support services that benefit children, caregivers, and the broader Hawai'i Island community, advancing public goals related to education, equity, and long-term well-being.

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

Projected Annual Timeline

The Tūtū and Me program operates on a school year cycle designed to ensure high-quality implementation, consistent service delivery, and ongoing evaluation throughout the fiscal year. The projected timeline below outlines key activities and milestones for accomplishing the intended results and outcomes of the service on Hawai'i Island.

Time Period	Key Activities and Milestones
July – August Program Preparation and Planning	<ul style="list-style-type: none"> • Confirm program sites and schedules in Kea‘au and Pāhoā • Recruit and onboard teaching and support staff, as needed • Conduct staff training and professional development in early childhood education, family engagement, health and safety, culturally responsive practices, and assessment tools • Finalize curriculum plans, learning activities, materials, and logistics for traveling preschool services • Coordinate with community partners and site hosts to prepare facilities
August – September Enrollment and Baseline Assessment	<ul style="list-style-type: none"> • Conduct outreach and enrollment of children ages birth to five and their caregivers • Complete participant intake and required documentation • Administer baseline developmental screenings and assessments, as appropriate by age
September – May Program Implementation and Ongoing Monitoring	<ul style="list-style-type: none"> • Deliver Tūtū and Me traveling preschool sessions at all designated Hawai'i Island sites • Provide ongoing caregiver education through active participation in all program activities • Conduct regular developmental screenings and progress assessments • Monitor attendance, participation, and engagement of children and caregivers • Provide referrals and connections to early intervention, health, and social services as needed • Conduct ongoing staff supervision, coaching, and professional development • Collect process and outcome data for continuous quality improvement
January – February Mid-Year Review and Adjustment	<ul style="list-style-type: none"> • Review mid-year assessment and participation data • Identify trends, successes, and areas for improvement • Make programmatic adjustments to curriculum, scheduling, or supports as needed • Provide targeted staff training based on evaluation findings

<p>May – June Outcome Measurement and Transition Planning</p>	<ul style="list-style-type: none"> • Administer end-of-year assessments to measure child development and school readiness outcomes • Collect caregiver feedback and participation data • Support families in planning transitions to kindergarten, preschool, or other early learning opportunities • Compile outcome and process data for reporting
<p>June Program Evaluation and Reporting</p>	<ul style="list-style-type: none"> • Analyze annual program data to assess progress toward goals and objectives • Prepare required reports for the State and internal stakeholders • Use evaluation findings to inform planning for the subsequent program year

This structured annual timeline ensures that Tūtū and Me services are delivered consistently, outcomes are measured accurately, and results are used to continuously improve program quality and effectiveness for children and families on Hawai‘i Island.

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

Partners in Development Foundation (PIDF) employs a comprehensive quality assurance and evaluation framework to ensure that Tūtū and Me delivers high-quality services and achieves measurable outcomes for children and caregivers. Evaluation is integrated into program operations and is used to monitor implementation fidelity, measure outcomes, and guide continuous improvement.

Monitoring and Program Oversight

Program oversight is provided by experienced leadership and management staff who are responsible for ensuring program fidelity, staff performance, and compliance with State GIA requirements. Monitoring activities include:

- Regular observation of program sessions to ensure alignment with curriculum and early learning standards
- Ongoing supervision and coaching of teaching staff
- Review of enrollment, attendance, and participation data at each site
- Fiscal monitoring to ensure appropriate and accountable use of State funds

Leadership and program staff meet regularly to review performance data, address challenges, and make adjustments as needed to improve service delivery across all Hawai‘i Island sites.

- PIDF Executive Team and Board of Directors meet quarterly to review program dashboards, and monitor program goals and budgets
- PIDF Executive Team meets monthly with program Project Directors for program updates, coordination, and training
- PIDF Accounting Team prepares monthly program financial updates

- Tūtū and Me Project Director meets monthly with TTM Site Managers for coordination and training
- Tūtū and Me teams debrief daily after each program day and submit weekly debrief summaries to management.

Evaluation Framework and Outcome Indicators

Tūtū and Me uses a combination of **child-focused and caregiver-focused outcome indicators**, recognizing that caregiver engagement is central to children’s early learning success. Evaluation activities measure both **program outcomes** and **process indicators** to ensure services are delivered as intended and are producing positive results.

Project-specific Outcome Indicators:

Key outcome indicators for children and caregivers include:

Child Outcomes

- **Improved school readiness for children ages 3–5**, as measured by growth on standardized early learning assessments in language, literacy, and cognitive development (assessments detailed in the four bullets below)
- **Improvement in receptive language skills**, as demonstrated by gains on the *Peabody Picture Vocabulary Test (PPVT)* for children ages 3–5
- **Progress across developmental domains**, as measured by the *Work Sampling System (WSS)* for preschool-aged children
- **Children entering kindergarten prepared to learn**, as measured by the Hawai‘i State School Readiness Assessment (HSSRA)
- **Children meeting expected developmental milestones**, as measured through the *Ages and Stages Questionnaires (ASQ-3 and ASQ: Social-Emotional)*

Caregiver Outcomes

- **Increased caregiver confidence and family engagement** in supporting their child’s learning and development as measured by the ‘Ohana End-of-Year Survey
- **Strengthened caregiver-child interactions** as demonstrated through improvement in positive parenting interactions as measured by the PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes) caregiver assessment

Outcome data are collected at the beginning and end of the school year (pre and post tests), and at additional intervals for the WSS, to measure progress and change over time.

Project-Specific Process Indicators

To ensure services are delivered consistently and with quality, PIDF tracks the following process indicators:

- Number of **children ages birth to five enrolled** at each Tūtū and Me site
- Number of **caregivers participating** alongside their children
- Percentage of eligible children receiving **developmental screenings** at appropriate milestones
- Number of **resources** (early intervention, health, social services) distributed to families
- Percentage of preschool-aged children receiving **PPVT and WSS assessments**
- Attendance and participation rates across all program sites

These indicators allow PIDF to monitor program reach, service delivery, and engagement levels across all Hawai'i Island communities.

Continuous Quality Improvement

Evaluation findings are reviewed on an ongoing basis and used to support **continuous quality improvement (CQI)**. Program leadership and staff use data to:

- Identify strengths and areas for improvement at individual sites
- Refine instructional strategies and caregiver education approaches
- Adjust scheduling, materials, or delivery methods to improve participation
- Target professional development to address identified staff needs

Caregiver feedback is also collected through surveys and informal check-ins and is incorporated into program planning to ensure services remain responsive to family needs.

Reporting and Accountability

PIDF maintains clear systems for documentation and reporting. Outcome and process data are compiled and made available for reporting to the State agency through which grant funds are appropriated. These measures provide objective evidence of program effectiveness and allow the State to assess progress toward intended outcomes.

Through this robust evaluation and quality assurance system, PIDF ensures that Tūtū and Me maintains high standards of program quality, demonstrates measurable public benefit, and uses State GIA funds responsibly and effectively to support children and families on Hawai'i Island.

3. 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.

Measures of Effectiveness

Objective	Measure / Indicator	Target	Tool / Data Source
Expand access to early learning	Number of children ages birth–5 served	80	Enrollment records
Improve school readiness for children ages 3–5	% of children improving or maintaining age-appropriate literacy and language skills	≥ 75%	PPVT (pre/post)
Strengthen child development across key domains	% of children demonstrating measurable gains across developmental domains	≥ 75%	Work Sampling System
Ensure children meet developmental milestones	% of children meeting age-appropriate benchmarks	≥ 75%	ASQ-3 / ASQ:SE
Ensure early identification of developmental needs	% of participating children receiving developmental screening at milestones	≥ 75%	ASQ-3 / ASQ:SE; referral log
Prepare children for kindergarten	% of children entering kindergarten demonstrating readiness	≥ 75%	HSSRA (as applicable)
Strengthen caregiver-child interactions	% of caregivers demonstrating improvement in positive parenting interactions	≥ 75%	PICCOLO assessment
Increase caregiver confidence and family engagement	% of caregivers reporting increased ability to support learning and stronger bond with child	≥ 75%	'Ohana End-of-Year Survey

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
 - b. Personnel salaries and wages
 - c. Equipment and motor vehicles
 - d. Capital project details
 - e. Government contracts, grants, and grants in aid

See attached budget forms.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

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)
A. PERSONNEL COST				
1. Salaries	241,137			
2. Payroll Taxes & Assessments	34,700			
3. Fringe Benefits	40,993			
TOTAL PERSONNEL COST	316,830			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	5,540			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	32,800			
5. Staff Training				
6. Supplies	13,905			
7. Telecommunication	1,595			
8. Utilities	3,380			
9. Van Expenses	4,950			
10. Field Trips	3,500			
11. Indirect Cost - 15% of total budget	67,500			
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	133,170			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	450,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	450,000	Paul Chun	808-222-9870	
(b) Total Federal Funds Requested		Name (Please type or print)	Phone	
(c) Total County Funds Requested		<i>shawn m kanaiaupuni</i>		
(d) Total Private/Other Funds Requested		Signature of Authorized Official	Date	
TOTAL BUDGET	450,000	Shawn Kanaiaupuni, President & CEO		
		Name and Title (Please type or print)	1/23/26	

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Partners in Development Foundation Tutu and Me

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	1.0FTE	\$ 226,600.00	10.00%	\$ 22,660
Project Director	1.0FTE	\$ 95,481.00	15.00%	\$ 14,322
Operations Manager	1.0FTE	\$ 89,185.00	15.00%	\$ 13,378
Budget Analyst	1.0FTE	\$ 93,678.00	15.00%	\$ 14,052
PIDF Support Cultural/Safety	4.0FTE	\$ 354,488.00	2.00%	\$ 7,090
PIDF Support HR/Payroll	4.0FTE	\$ 302,164.00	2.00%	\$ 6,043
PIDF Support Communications/IT	5.0FTE	\$ 404,455.00	2.00%	\$ 8,089
PIDF Support Acct./Admin.	7.0FTE	\$ 743,820.00	2.00%	\$ 14,876
PIDF Support Oversight	1.0FTE	\$ 133,900.00	2.00%	\$ 2,678
Lead Teacher	1.0FTE	\$ 49,447.00	100.00%	\$ 49,447
Assessment Specialist	1.0FTE	\$ 49,939.00	100.00%	\$ 49,939
Teaching Assistant	1.0FTE	\$ 38,563.00	100.00%	\$ 38,563
				\$ -
				\$ -
TOTAL:				\$ 241,137

JUSTIFICATION/COMMENTS: See application for qualifications and justifications

Applicant: Partners in Development Foundation Tutu and Me

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

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
The program currently owns a van.			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	
JUSTIFICATION/COMMENTS:				

Applicant: Partners in Development Foundation Tutu and Me

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY:2024-2025	FY:2025-2026	FY:2026-2027	FY:2026-2027	FY:2027-2028	FY:2028-2029
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: N/A - no capital assets or acquisitions.						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Partners in Development Foundation Tutu and Me

Contracts Total: -

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	N/A: no contracts				
2					
3					
4					
5					
6					
7					
8					
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11					
12					
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30					

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2027.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$109,535	\$118,820	\$112,297	\$109,348	\$450,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2027.

PIDF will continue to seek and apply for other additional funding for fiscal year 2027, 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 or have been applied for.

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 2027 for program funding.

Federal:

- US Department of Education Native Hawaiian Education Act
 - Project Hānai A Ulu: \$1,281,882 (10/1/23-9/30/24)
 - Project Ka Mālama Mau: \$17,875,860 (9/1/23-8/31/26)
 - Program has not secured any NHEP funds for FY26-27

State/County:

- County of Maui
 - \$43,697 (7/1/23-6/30/24)
 - \$43,697 (7/1/24-6/30/25)
 - \$43,697 (7/1/25-6/30/26)
 - Program has not secured any County of Maui funds for FY26-27

GIA:

- PIDF’s Tūtu and Me program has not received any GIA funding.

Private Foundations:

- Kamehameha Schools:
 - \$792,498 (7/1/23-6/30/24)
 - \$792,498 (7/1/24-6/30/25) - the program received approval to carryover the \$211,274 balance of this grant to 6/30/26.
 - \$462,349 (7/1/25-6/30/26)

- Program has not secured any Kamehameha Schools funds for FY26-27

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2025.

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.

Partners in Development Foundation (PIDF) possesses the necessary skills, organizational capacity, and experience to successfully implement and manage the Tūtū and Me program on Hawai'i Island. With nearly three decades of experience delivering education and family support services statewide, PIDF has demonstrated the ability to design, operate, and sustain complex, multi-site programs that serve diverse populations and meet rigorous public accountability standards.

PIDF has extensive experience in early childhood education and family engagement, particularly through its long-standing Family Child Interaction Learning (FCIL) programs. Since 2001, PIDF has operated Tūtū and Me, a traveling preschool model that provides developmentally appropriate early learning for children ages birth to five while actively engaging caregivers as partners in the learning process. This dual-generation approach reflects best practices in early childhood education and has been implemented successfully across urban, rural, and geographically isolated communities.

The organization has a strong record of managing state, federal, and private funding. Since its founding, PIDF has successfully administered more than 190 grants and contracts with a cumulative value exceeding \$340 million. This includes experience complying with a wide range of fiscal, programmatic, and reporting requirements. PIDF maintains robust financial management systems and has received 19 consecutive years of clean audits, demonstrating consistent compliance, transparency, and responsible stewardship of public funds.

PIDF's staff bring deep expertise in early childhood education, family literacy, assessment, and culturally responsive practices. Program staff receive ongoing professional development in child development, health and safety, family engagement, and evaluation methods. Leadership and management staff provide regular supervision, coaching, and oversight to ensure program fidelity and quality across all sites.

The organization also has significant experience working in partnership with the state, counties, community organizations, schools, and service providers. These partnerships support effective service delivery, access to facilities, and referrals to health, early intervention, and social services when needed. PIDF's long-standing presence in Hawai'i Island communities has established trust with families and local partners, which is critical to successful outreach and sustained participation.

Through its demonstrated programmatic expertise, fiscal capacity, skilled workforce, and strong community relationships, PIDF is well qualified to carry out the proposed Tūtū and Me services and to achieve the intended outcomes for children and families on Hawai'i Island.

Listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

1. Tūtū and Me: USDOE Native Hawaiian Education Program grant, 2023 - 2026.

Scope: provide FCIL programming at 24 community sites, plus 2 virtual communities across 5 islands; served 1,093 keiki, 2,303 caregivers in 2024-2025 school year.

2. Tūtū and Me: Kamehameha Schools Kaiāulu grant, 2023 - 2025. Scope: provide FCIL programming at 4 community sites.

3. Ka Pa'alana: USDOE Native Hawaiian Education Program grant, 2023 - 2026.

The Ka Pa'alana program is also a Family Child Interaction Learning program similar to Tūtū and Me, but their target population is homeless/at-risk children ages birth - 5 and their caregivers. Scope: provide FCIL programming at 11 sites on O'ahu, Maui, and at Mountain View on Hawai'i island; served 348 keiki, 373 caregivers in 2024-2025 school year.

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.

Tūtū and Me operates using a **traveling preschool model**, which allows the program to deliver services directly within communities rather than relying on a single, fixed facility. This flexible approach is central to the program's ability to reach families across Hawai'i Island, particularly in rural and geographically dispersed areas where access to licensed early childhood education facilities is limited.

Program services are delivered in **community-based facilities** such as community centers, school sites, churches, and other shared-use spaces that are appropriate for early learning activities. These facilities are selected based on accessibility, safety, and suitability for young children and caregivers. Sites are arranged through partnerships and agreements with local organizations and community hosts. Tūtū and Me has a 5-year history with current facilities for both site locations in this proposal: **Kea'au Armory** (Kea'au) and **William "Billy" Kenoi District Park** (Pāhoa).

On program days, Tūtū and Me staff transform each site into a safe, developmentally appropriate learning environment. Program teams transport all necessary materials, equipment, and supplies to each location, including age-appropriate learning materials, furniture, sanitation supplies, and safety equipment. This ensures consistency in program quality and learning environments across all sites.

PIDF maintains procedures to ensure facilities meet health and safety standards, including:

- Verification that spaces are clean, safe, and appropriate for children and caregivers
- Adherence to health, sanitation, and emergency preparedness protocols
- Staff training in health and safety, including CPR and First Aid

In addition to program delivery sites, PIDF maintains administrative and program support offices that provide space for staff planning, training, data management, and program oversight. These facilities support effective coordination, supervision, and evaluation of services.

Through its traveling model and established community partnerships, PIDF has secured adequate facilities to successfully implement Tūtū and Me services on Hawai'i Island and has the capacity to adapt site locations as needed to ensure continuity and accessibility of services.

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.

Partners in Development Foundation (PIDF) has the staffing capacity, professional expertise, and management infrastructure necessary to successfully implement the Tūtū and Me program on Hawai'i Island. The proposed staffing pattern is designed to ensure high-quality service delivery, appropriate staff-to-participant ratios, and consistent program oversight across multiple community sites.

Proposed Staffing Pattern and Service Capacity

Tūtū and Me operates through dedicated program teams assigned to Hawai'i Island sites. Each team is responsible for delivering traveling preschool services at multiple locations and is supported by centralized administrative and program leadership. Staffing levels are aligned with projected enrollment and are sufficient to support children ages birth to five and their caregivers while maintaining program quality and safety.

Core program staff include:

- **Project Director**, responsible for overall program leadership, coordination, compliance, and reporting
- **Data/ Operations Manager**, responsible for overseeing data tracking, analysis, and reporting to support project goals, and for directly supervising Teaching teams to ensure effective implementation and performance
- **Lead Teacher**, plans and implements early childhood education activities and models best practices for caregiver engagement
- **Teacher's Assistant**, supports classroom activities, caregiver participation, and site logistics
- **Assessment Specialist**, administers developmental screenings, data collection, and referrals as needed

This staffing structure allows the program to serve multiple Hawai'i Island communities while maintaining consistency in curriculum, caregiver education, and evaluation.

Staff Qualifications and Experience

Program staff are selected based on relevant education, training, and experience in early childhood education, family engagement, or related fields. Lead Teachers and instructional staff possess experience working with young children and families and demonstrate knowledge of child development, developmentally appropriate practice, and culturally responsive teaching. PIDF prioritizes hiring staff who are familiar with the communities served and who bring cultural knowledge and community relationships that support effective outreach and sustained participation. Individual position qualifications and experience detailed below.

Supervision, Training, and Administrative Direction

PIDF maintains strong systems for supervision, training, and administrative oversight to ensure high-quality implementation, staff accountability, and consistent progress toward program objectives.

Core Program Staff

Overall leadership and program direction are provided by **Amanda Ishigo, Project Director**, who oversees program coordination, compliance requirements, reporting deliverables, and partner communication. The Project Director establishes operational expectations, ensures that staffing and resources align with program goals, and provides ongoing guidance to support effective implementation across all sites. Amanda Ishigo has been with Tūtū and Me since 2012 and has worked as a Home Visitor, Parent Educator, Parent Education Manager. In 2022, she was hired as the Curriculum and 'Ohana Support Manager. Amanda has over eight years of management experience and is a certified professional coach. She holds a Bachelor of Science in Child Development from the University of Idaho and a Master of Science in Child Life and Family Centered Care from Wheelock College.

Day-to-day supervision of instructional staff is led by **Lei Furtado, Data/Operations Manager**, who directly supervises Teaching teams to promote program fidelity, consistent service delivery, and strong classroom performance. The Data/Operations Manager oversees program data systems and reporting processes, ensuring accurate documentation of attendance, participation, assessments, and key performance indicators. This role also supports staff through regular coaching, troubleshooting implementation challenges, and providing actionable feedback informed by observations and program data. Lei Furtado has been with the Tūtū and Me program for over 13 years, and has a strong foundational understanding of the program.

The **Lead Teacher (Shani Cosma)** provides instructional leadership at the site level by planning and implementing developmentally appropriate early childhood learning activities and modeling best practices for caregiver engagement. The Lead Teacher supports classroom consistency by guiding daily routines, reinforcing curriculum expectations, and collaborating with the Teacher's Assistant to maintain a positive learning environment. Shani Cosma has taught at Tūtū and Me for 7 years, and has a Certificate of Competence in Early Childhood Education.

The **Naya Mokuhalii, Teacher's Assistant** supports the Lead Teacher by assisting with classroom instruction, encouraging caregiver participation, supporting child engagement, and helping manage site logistics and materials to ensure smooth daily operations. Naya Mokuhalii has taught at Tūtū and Me for over a year, and is enrolled in Early Childhood Education classes, working toward a degree.

The **Assessment Specialist (Heather Eisen)** strengthens program quality and responsiveness by administering developmental screenings and supporting structured data collection to monitor child progress. The Assessment Specialist works closely with the Data/Operations Manager and instructional staff to ensure assessment processes are implemented consistently and that screening results are documented accurately. When needs are identified, the Assessment Specialist supports appropriate referrals and follow-up processes, ensuring families receive timely guidance and connections to services as needed. Heather Eisen has been with Tūtū and Me for 10 years, and holds a Bachelor's degree and certification in Special Education.

Supervision includes routine site visits, classroom observations, staff meetings, and ongoing communication to provide coaching and performance feedback. Training and support are delivered through onboarding, periodic professional development, and continuous on-the-job coaching to reinforce program standards, strengthen instructional practice, and ensure staff are equipped to meet participant needs. Through these coordinated systems, PIDF promotes strong implementation, staff growth, and continuous quality improvement across all program components.

PIDF Administrative Support Staff

Shawn Kanaiaupuni, PhD, President and Chief Executive Officer of PIDF, will contribute 5% of her time to provide project oversight and guidance as the **Executive Project Director (EPD)**, with most of this support provided in-kind through other funding sources. She brings over 20 years of executive leadership in nonprofit administration,

cross-sector partnership development, and education program strategy, including experience establishing research and evaluation functions and overseeing public and charter school initiatives.

Paul Chun, Program Budget Analyst, performs the critical function of monitoring the program budgets to ensure that it is complying with the grant's terms and conditions; also, to ensure compliance with the procurement procedures as outlined in federal guidelines and the Foundation's Financial Management System. The monitoring of awards and procurement compliance are an integral part to the program fulfilling its goals and objectives. Paul Chun has a Bachelors in Accounting from the University of Hawai'i, has over 36 years of experience in this type of work, and has been with the Tūtū and Me program for over 19 years.

PIDF Support staff - members of PIDF who will oversee all organizational issues, ranging from IT and Human Resources to financial oversight that directly impact this program, are also included in this project.

Training and professional development are ongoing and include:

- Orientation and onboarding for all new staff
- Regular professional development in early childhood education, family engagement, health and safety, and assessment tools
- Training in culturally responsive and trauma-informed practices
- CPR and First Aid certification, as required

Administrative direction is provided through PIDF's centralized management structure, which supports human resources, fiscal management, compliance, and data reporting. This structure ensures that program staff are supported, policies are consistently implemented, and State GIA requirements are met.

Through its experienced staff, structured supervision, and commitment to professional development, PIDF has the capacity to effectively deliver Tūtū and Me services on Hawai'i Island and achieve the intended outcomes for children and families.

2. Organization Chart

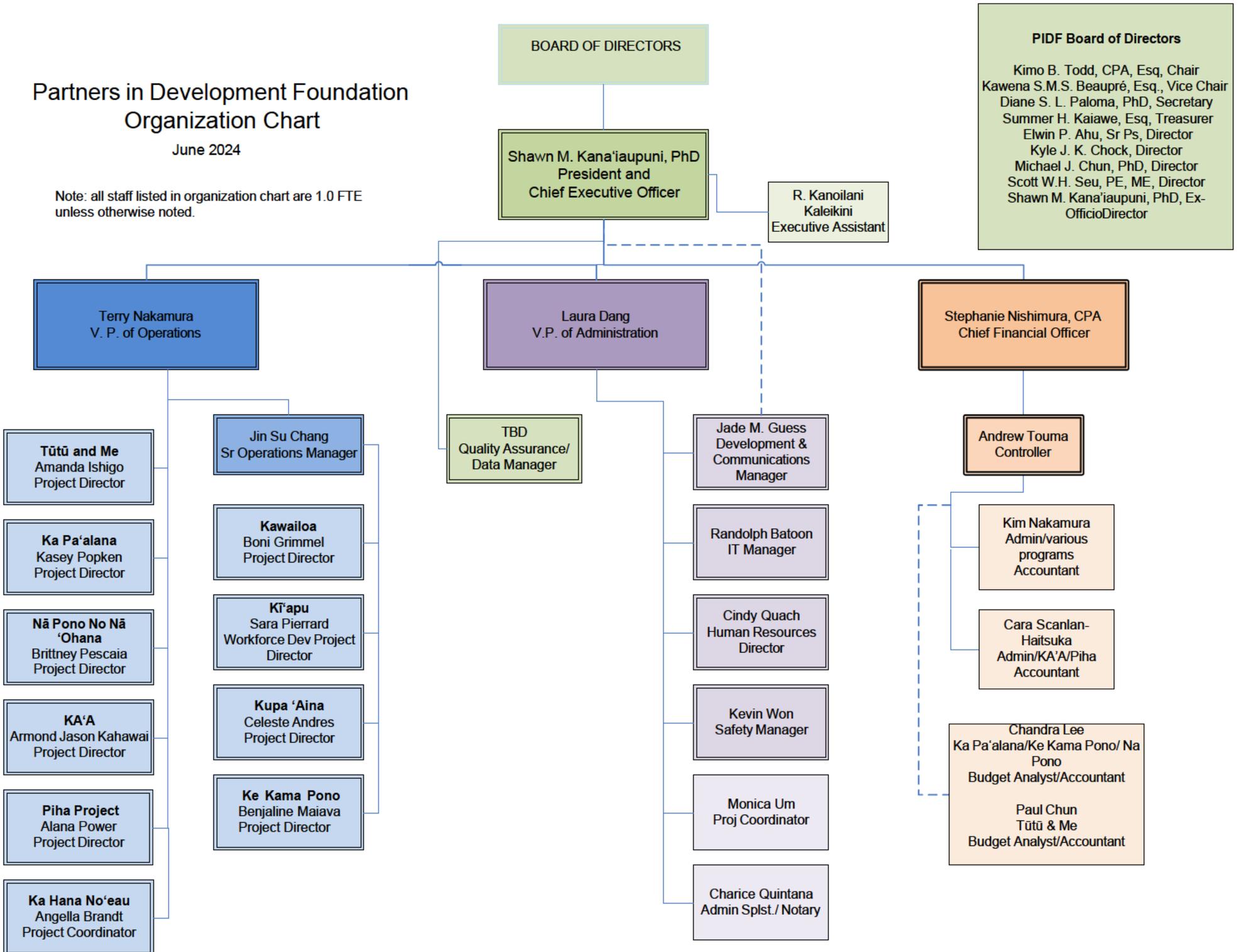
The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

See PIDF organization chart and (program) organization chart attached.

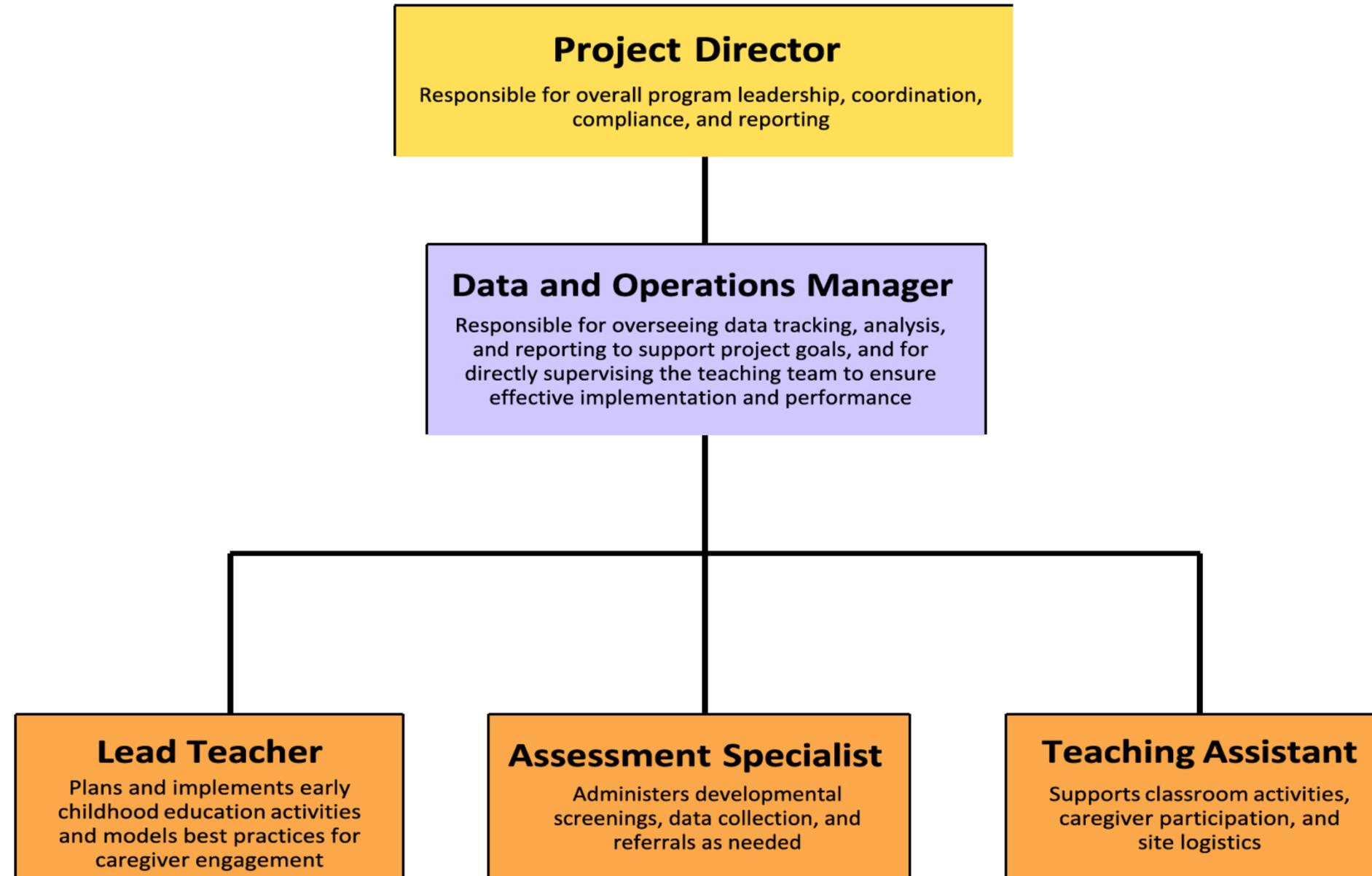
Partners in Development Foundation Organization Chart

June 2024

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



TŪTŪ AND ME ORGANIZATIONAL CHART 01.23.26



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 – \$220,000
Chief Financial Officer – \$155,000
Chief Strategy Officer - \$167,676

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.

Date of Loss: 01/24/24; Amount Paid - tba

On 07/09/24, PIDF received the First Amended Complaint of Plaintiff Stephen W. Lane, as Guardian Prochein Ami for John “A.B” Doe, a minor vs State of Hawaii, Department of Human Services; Catholic Charities Hawaii; Partners in Development Foundation; and Doe Defendants 1-100 (Civil No. 1CCV-24-0000775 (JMT). PIDF’s insurance carrier Nationwide was informed of this claim which was acknowledged on 7/10/24 (claim #02174365) under our policy OPS1586497.

Nationwide authorized PIDF to be represented by Trisha Nishimoto and Dave Miyamoto of Cades Schutte, LLLP who filed an answer to the First Amended Complaint on 7/29/24.

PIDF’s involvement: PIDF received an inquiry in August 2015 from a potential resource caregiver family, exchanged information with the family and conducted the home study on the home 9/30/15 and 10/2/15. At the time of the home study, there were no red flags indicated on the home study. Parents lived with their two biological children in the home of wife’s parents. They appeared happy, well adjusted and passed all background checks. Husband and wife both completed HANA I training (9/8/15, 9/10/15, 9/14/15) and submitted all required documents in a timely manner. PIDF turned over the file on 10/30/15 with licensure recommendation to DHS for review and final licensing decision.

The last contact PIDF had with the family was by phone on 4/24/17.

The Plaintiff’s attorney at a hearing on 10/29/24 suggested dismissal of PIDF from the case, however, the State’s Deputy Attorney General said that the State will not agree to dismiss its cross claim against PIDF alleging that PIDF had a role in permitting/advocating for the family as resource caregivers beyond the 2015 home study. PIDF has no record of this.

In April 2025, the Plaintiff requested that the claim involving A.B. be consolidated together with a separate claim for the Personal Representative of the Estate of G.B., deceased minor. Despite our attorneys' strong arguments against consolidation, ultimately the court granted the Motion to consolidate the two claims. Our attorneys are working to prepare expert witnesses for the future trial.

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 2027 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2027, but
- (b) Not received by the applicant thereafter.

Partners in Development Foundation (PIDF) recognizes the importance of long-term sustainability for services supported through State Grant-in-Aid funding and is committed to ensuring continuity of the Tūtū and Me program beyond fiscal year 2027. PIDF's sustainability strategy is grounded in diversified funding, operational efficiency, and strong community partnerships.

(a) If the Grant Is Received for Fiscal Year 2027

If State GIA funding is received for fiscal year 2027, PIDF will use this support to stabilize and strengthen Tūtū and Me services on Hawai'i Island while actively pursuing additional funding to sustain the program beyond the grant period. During FY 2027, PIDF will:

- Leverage State GIA funding to maintain core program operations and service delivery across Hawai'i Island sites
- Continue to seek and secure funding from a diversified mix of sources, including private foundations, corporate partners, county and state agencies, and philanthropic donors

- Strengthen partnerships with community organizations, schools, and public agencies to support shared use of facilities, referrals, and collaborative service delivery
- Use program outcome data and evaluation results to demonstrate effectiveness and competitiveness for future funding opportunities

State GIA funding will play a critical role in maintaining service continuity while PIDF transitions toward a more diversified and sustainable funding portfolio.

(b) If the Grant Is Not Received After Fiscal Year 2027

If State GIA funding is not received beyond fiscal year 2027, PIDF will implement contingency strategies to sustain Tūtū and Me services to the greatest extent possible. These strategies include:

- Prioritizing continued service delivery in communities with the greatest demonstrated need and limited access to early childhood education
- Adjusting program scale, staffing, or scheduling as necessary to align with available resources while preserving program quality
- Increasing emphasis on securing alternative funding sources, including private foundation grants, philanthropic support, and other public funding opportunities
- Continuing to leverage existing community partnerships to reduce costs related to facilities, materials, and service delivery

PIDF has extensive experience adapting to changes in funding environments and has successfully sustained long-standing programs through diversified funding and operational adjustments. The organization’s strong financial management, established infrastructure, and history of programmatic success position it well to navigate future funding challenges while minimizing service disruption to children and families.

Through proactive planning, diversified funding efforts, and strategic partnerships, PIDF is committed to sustaining the Tūtū and Me program and continuing to support early learning and family engagement for Hawai’i Island communities beyond fiscal year 2027.

PartnersInDevelopmentFoundation_OP

Final Audit Report

2026-01-24

Created:	2026-01-24
By:	Terry Nakamura (tnakamura@pidfoundation.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAPse16i7s8ECREleRZu4rfYJimLkTbARl

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-  Document created by Terry Nakamura (tnakamura@pidfoundation.org)
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