



Ka Waihona 'Ike (The Place Where Knowledge is Held) Project Organizational Profile

Organization's mission or statement of purpose, noting the source, approving body, and date of the official document in which it appears.

The Mission of Keiki O Ka Aina Family Learning Centers (KOKA-FLC) is to Educate Children, Strengthen Families, Enrich Communities and Perpetuate Culture. We fulfill our mission by communicating the vital importance of education, advocating for literacy, supporting parents as their keiki's first and best teacher, and empowering families to undertake leadership roles in their communities. All of this is done within the context of Hawaiian culture, traditions and values. We envision Hawaii's children beginning school with the attitudes and skills necessary for success. We provide families with the support systems and resources they need to become self-confident, self-determined and self-sustaining. KOKA believes that strong communities are developed by building strong families and we build strong families through culture based family education. KOKA serves families on Oahu, Maui, and Hawaii Island. The families we serve are predominately in communities below 185% of the federal poverty level.

Since 1996, our Hawaiian agency has served families at over 40 different sites statewide. 90% of the ten Board of Directors are Native Hawaiian or part Hawaiian. Our Board is highly involved in the Native Hawaiian community and has experience in various industries including education, business, finance, social services and prison systems. For 28 years KOKA has been a continuous provider of educational programs under the federal Native Hawaiian Education Program as well as The Office of Hawaiian Affairs and Kamehameha Schools. We offer a dual language preschool, support families and children affected by incarceration, adult mentorship and employment training, land-based programs, a comprehensive array of Hawaiian cultural programs, and implements a state contract to provide home visiting services under the State. In 2022 KOKA served over 5,000 participants in our Hawaiian cultural workshops. In 2016, the World Indigenous Nations Higher Education Consortium (WINHEC) has given KOKA a 10 year Accreditation for our indigenous program delivery and outcomes.

Keiki O Ka Aina Family Learning Centers provides comprehensive early educational and parenting services to families with children birth through five years old. They support the idea that strengthening the well-being of the family is essential to fully supporting the well-being and development of the child. Each Learning Center offers four programs families choose from based on their child's stage of development as well as the parent's availability to participate. All four programs provide long-term benefits to individual children and families by supporting the parents as their child's first and best teacher.

KOKA's targets the most disadvantaged populations in our state including: Hawaiian children of poverty and their families, children born to teen mothers children with special needs and their families, children from families affected by incarceration and families with multiple risk factors. The families that we serve annually through our grants are: Native Hawaiian Education Grants supporting Home Visiting and Family based education programs – 700 children and their families (these families include teen mothers and families with children with special needs). Home Visiting on three islands serving parents with newborns serving 200 children and their families. 87 percent of participants are part Hawaiian and 72 percent are below the median income.

Ka Waihona `Ike (The Place Where Knowledge is Held)

I. Project Justification

A. Program goal and associated objective(s) of the Native Hawaiian Library Services Grants program that our project addresses.

The **Ka Waihona `Ike Project** of Keiki O Ka Aina Preschool Inc. (KOKA) will meet the Native Hawaiian Library Services Grants program Goal 2 and its associated objectives. **Goal 2: Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users.**

The **Ka Waihona `Ike Project** was designed to meet the objectives that will lead to the accomplishment of Goal 2. The purpose of the project is to increase literacy skills in the Native Hawaiian community by targeting children birth to eight (0-8) and: 1) engaging parents and children together over shared activities centered on books. 2) Providing parents, the community, and children's librarians with training to support literacy development for Hawaiian keiki and 3) ensuring access to library quality books, specifically Hawaiian Literature available in dual language books (Hawaiian and English).

The **Ka Waihona `Ike Project** will meet **Objective 2.1: Support the identification of the needs and interests of learners.** KOKA has already identified a serious lack of books in the homes of the Hawaiian families we serve in our Maternal, Infant, and Early Childhood Home Visiting (MIECHV) home visiting programs through both our Parent Survey as well as through direct observation and mentoring with those we serve. The American Library Association (ALA) Policy B.8.10 specifically suggests seeking advice from both poor people and antipoverty advocates, as well as sensitizing library staff to issues affecting poor people regarding barriers that hinder use of libraries. ALA Policy 61 advocates "equity in funding adequate library services for poor people in terms of materials, facilities, and equipment." Our approach supports these policies because it brings books to those living in poverty who will not or cannot go to the library...yet. However, over time, the project will help remove barriers, and ease their path to library usage as our project supports families in obtaining library cards and reduces the fears many have regarding library use.

The project will meet **Objective 2.2: Support the development and implementation of classes, events, teaching tools, resources, and other educational services** and **Objective 2.3: Support the evaluative assessment of library-based approaches to teaching and facilitation.** The **Ka Waihona `Ike Project** will meet these objectives by hosting educational workshops for parents and library staff. It will create teaching tools as a resource for both parents and children's librarians, helping them to become facilitators of keiki learning. **Year 1**-Parents/caregivers will receive basic training on Dialogic Reading through MIECHV home visits or at preschool sites, depending on the program in which they are enrolled. Family engagement is an integral part of the project. The Dialogic Reading model draws upon naturally occurring parent-child interactions as they learn to have *dialogue* around a book. It teaches easy to implement activities such as play and looking at picture books to provide parents with strategies that will help them facilitate their child's language development. Through the **Ka Waihona `Ike Project**, parents will be taught how to implement language interventions with young children with disabilities and children who are developing normally. This reading strategy will be implemented through KOKA staff refresher training, parent workshops and collaborations with children's librarians. Project workshops will give knowledge of emergent literacy as a foundation for literacy, and serve a total of 1,500 children, 1,290 parents and 10 children's librarians by the end of the project. **Ka Waihona `Ike Project** workshops will include information on how to obtain a library card, check out books, care for and store library books, avoid fines, and use e-books with young children. For librarians it will include the Dialogic Reading strategy and use of *Ka Pi`āpā (The Alphabet)*. This Hawaiian teaching resource will be developed by the project. Parents will also learn to use *Ka Pi`āpā (The Alphabet)* and they will be asked to agree to the expectations of the project including at least 15 minutes of DEAR time (drop everything and read) in the home with their child. Physical books will be distributed to enrolled children and families through both the MIECHV programs and at our thirteen preschool libraries. Participants will be exposed to a range of books, including Hawaiian/English books and books about their culture and traditions, as well as books that stimulate and satisfy their personal interests. The workshops will also serve at least 40 children with disabilities and 30 parents of children with disabilities over the two-year project period. This will include quarterly workshops regarding special needs literacy reading for parents. When possible, the workshops will be held at public libraries, children's librarians and the public will be invited to attend.

Year 2-Book distribution and parent/librarian training in Dialogic Reading and *Ka Pī‘āpā (The Alphabet)* will continue. New workshops will be added including the Family Literacy Involvement Program (FLIP), a one of-a-kind multilingual interactive learning program designed for early learners, ages 0-8. FLIP kits are activity packages that include at least one book-based public library resource, a reading guide for parents and multiple fun items that are used as part of the suggested activities. Activities focus on literacy development, and incorporate elements in the areas of math, science, and creative arts, among others. Co-developed by a team of child developmental psychologists and early literacy experts, the FLIP program rolled out nationally in Spring 2011, expanding into additional U.S. cities.

Ka Waihona ‘Ike Project includes leadership and peer mentoring at all sites and programs. The project will sponsor select parent leadership at one Hawai‘i literacy event during year two. The participants will help to coordinate the Book Fair. Before the end of Year 2, a substantial Book Fair will be offered at a large, local mall. It will provide families an opportunity to reinforce their home libraries with children’s literature and culturally appropriate books. The number of books offered will depend on several factors of reported reading frequency, program attendance with an option for recycled title exchange. Workshops will expand in content through family stories and book-making classes, puppetry, and movement, and making FLIP packets. Literacy will be further supported through collaborated library activities, presentations or make & takes based in storybooks, for families with young children at designated libraries, and community facilities.

B. Need, problem, or challenge our project addresses and how it was identified.

The proportion of Native Hawaiians in Hawai‘i remained stable from 2010 to 2020, currently constituting 21.8% of the state’s population. This represents a 0.5 percentage point increase from 2010, demonstrating consistent Native Hawaiian representation within Hawai‘i’s population over the past decade.¹ In 2019, the U.S. Census Bureau reported that 14.8 percent of Native Hawaiians/Pacific Islanders, in comparison to 9.0 percent of non-Hispanic whites, were living at the poverty level.² According to the Census Bureau, in 2019, the average Native Hawaiian/Pacific Islander median household income was \$66,695 in comparison to \$71,664 for non-Hispanic white households.³ Indigenous Hawaiians face a history of educational disparities. According to the 2019 U.S. Census Bureau, only 10.6% of Native Hawaiians or part-Hawaiians earn an associate degree or higher. Native Hawaiian or other Pacific Islander students only made up 0.3% of all associate degrees. Social factors such as homelessness, substance abuse, degradation of cultural values and the government not funding education for Native Hawaiians can explain the educational disparities.⁴ According to the International Journal of Educational Research Native Hawaiian and Pacific Islander students’ reading achievement across grades 3–5 are below that of their White peers.⁵ According to the Annie E. Casey Foundation in their "Early Warning! Why Reading by the End of Third Grade Matters" report, a child who is not at least a modestly skilled reader by the end of third grade is unlikely to graduate from high school.⁶

As a Native Hawaiian organization, it is the *kuleana* (responsibility) of Keiki O Ka Āina Preschool, Inc., doing business as Keiki o ka ‘Āina Family Learning Centers, (KOKA), a Non-Profit 501(c)(3), to help close this gap for our people. KOKA develops new programs and implements evidence-based, nationally acclaimed programs that serve primarily Native Hawaiian parents and preschool age children, prenatal to five years old preparing them for kindergarten readiness. We also conduct cultural workshops for families with older children. The agency serves more than 4,000 children and parents at over 40 different sites statewide, the majority of whom suffer from poverty. Many residents work in low-wage service jobs, and the financial strain is especially significant for Hawaii’s Indigenous people. A state analysis published in 2022 showed that a single person working 40 hours a week would need to earn \$18 an hour to pay for housing and other necessities in Hawaii, but the state minimum wage is currently \$14 an hour.⁷

¹ <https://www.oha.org/news/new-census-data-more-native-hawaiians-reside-continent/#:~:text=The%20proportion%20of%20Native%20Hawaiians,population%20over%20the%20past%20decade.>

² https://www.google.com/search?q=poverty+for+Native+Hawaiian&oq=poverty+for+Native+Hawaiian&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigAdIBCDkxMjZqMGo3qAIAAsAIA&sourceid=chrome&ie=UTF-8

³ <https://www.hhs.gov/ocr/get-help-in-other-languages/korean.html>

⁴ <https://www.census.gov/programs-surveys/acs/news/updates/2019.html>

⁵ <https://www.sciencedirect.com/science/article/abs/pii/S0883035519327764>

⁶ http://www.aecf.org/m/resourcedoc/AECF-Early-Warning_Full_Report-2010.pdf

⁷ https://www.google.com/search?q=Hawaii+State+mimimum+wage&oq=Hawaii+State+mimimum+wage&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQABgNGIAEMggIAhAAGBYHtBCTk1NzJqMWoxNagCALACAA&sourceid=chrome&ie=UTF-8

Children living in poverty have very little access to books either at home or in their communities, with less access to good public libraries and bookstores.⁸ Native Hawaiians have the lowest timely graduation rates of all major ethnic groups in Hawai'i public schools.⁹ Our parents want their children to be successful, but they struggle to support literacy due to food and housing insecurity and family mobility. Many seldom read and have few books in their home, and NAEP, the nation's report card for 2022, showed Native Hawaiian fourth grade students far below proficient in reading.¹⁰ We must improve school success for our children, particularly in terms of literacy, which is the key to so much other learning.

C. Target group for our project and how have they been involved in the planning.

Ka Waihona 'Ike Project will target 1,500 children and 1,290 parents on three islands, as well as 10 children's librarians. Children will range from birth to eight (8) years and will access books through newly developed libraries at our ten (10) family interaction preschools, three (3) center-based preschools including an infant and toddler center, and through our MIECHV home visiting program for high-risk children. In addition, our family interaction preschools include Native Hawaiian children with disabilities. Therefore, the project will serve children with Down Syndrome, Autism, speech and hearing delays, as well as the medically fragile. KOKA was selected by the State of Hawaii to implement the MIECHV Program statewide. MIECHV is a Federal Home Visiting Program that provides pregnant women and families, particularly those considered at-risk, with the necessary resources and skills to raise children who are physically, socially, and emotionally healthy and ready to learn. Federal data from FY 2014 indicates that most families served by state grantees were economically poor (79 percent below federal poverty guidelines), young parents (55 percent under 25 years old), single (69 percent), unemployed (66 percent), and educated with a high school diploma or General Education Development (GED) certificate (35 percent) or less than a high school diploma level (34 percent).¹¹

Children and families are affiliated with either the KOKA MIECHV home-visiting program, or the KOKA preschool programs. Geographic locations include: 1) Oahu Island: All KOKA Programs including preschools in Palolo, Wai'anae, Waimanalo, He'eia, Honolulu and 'Ewa. 2) Maui Island: All KOKA Programs 3) Hawaii Island: Kona & Hilo-All Programs. We will develop an app for all stakeholders with push note promoting our program, our successes, and information about library and KOKA literacy events. KOKA staff will engage parents in the program. Parents will officially and voluntarily agree to participate in **Ka Waihona 'Ike Project** and acknowledge an understanding of the goals and expectations of the project. Parent engagement will be measured through workshop attendance, home visiting records, library visits, literacy activities, and surveys.

KOKA always involves the families we serve in the design of our programs. We do this through small, informal focus groups and discussions with the families we serve. Because our families are our target population, and they participate in the planning, they buy into our projects, and we achieve our performance measures.

D. Ultimate beneficiaries for this project.

State Librarian Stacey Aldrich says, "Hawaii's public libraries ***strengthen our communities*** by providing opportunities for learning 21st Century skills and literacies, connecting people to the world of information and ideas, and creating spaces for culture and community engagement." This is aligned with KOKA's mission, which is: *To educate children, strengthen families, enrich communities, and perpetuate culture.* There are 50 library branches statewide. For more than 23 years, KOKA has provided early childhood and family strengthening programs in a cultural context to over 40 sites statewide including programs under the Federal Native Hawaiian Education Program. **Ka Waihona 'Ike Project** will help close the literacy gap between Native Hawaiian children and their more affluent peers by: 1) providing library services and literacy skills to those we serve under the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program statewide, and 2) broadening our reach from 0-5 year-olds to 0-8 year-olds by including the older siblings of those we

⁸ Neuman, S.B. & Celano, D. (2001). Access to print in low- and middle-income communities: An ecological study of 4 neighborhoods. *Reading Research Quarterly*,

⁹ Hawai'i Department of Education 2001 to 2007

¹⁰ <https://www.nationsreportcard.gov/reading/states/groups/?grade=4>

¹¹ Health Resources and Services Administration: Maternal and Child Health <https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting-overview>

serve in our 0-5-year-old programs, and 3. Creating an app to facilitate communication with all stakeholders. We will serve 1,500 children and 1,290 parents on three islands, as well as 10 children’s librarians providing reliable and defensible counts, but it will also, as Stacey Aldrich said, strengthen our entire community, and in a larger sense, to quote Thomas Jefferson, "An educated citizenry is a vital requisite for our survival as a free people." Literacy is the foundation for all academic knowledge and skills.

II. Project Work Plan

A. Specific activities we will carry out and in what sequence.

Ka Waihona ‘Ike Project will focus on the BIG 5 of the effective reading instruction techniques identified through research conducted by the National Reading Panel ((Phonemic Awareness; Phonics; Fluency; Vocabulary Instruction; Comprehension strategies). Activities follow the recommendation suggested in the book, *Public Library Services for the Poor: Doing All We Can* published by the American Library Association: *Cooperating with other agencies in order to form partnerships and collaborations that enrich library service to the poor and homeless.*

Ka Waihona ‘Ike Project will begin September 1, 2024, end on August 31, 2026, and adhere to the following **timeline for activities:**

<u>YEAR ONE ACTIVITIES</u>	PERSON RESPONSIBLE	TIMELINE IN MONTHS
Begin pre-project baseline data collection	Project Director	Month 1
Establish system reporting and analysis	Executive Director	Month 1
Establish project requisition and authorization procedures	Executive Director	Month 1
Develop workshop dates and agendas	Project Director	Months 1-2
Develop coordination with public libraries	Project Director	Months 1-2
Set bi-monthly workshop schedule	Project Director	Months 1-2
Training new staff on Dialogic Reading	ECE Director	Months 2-3
Equip home visitors with materials to train parents on Dialogic Reading and to establish home libraries	ECE Director	Months 2-12
Purchase books, backpacks, and book bins	Project Director	Months 2-3
Initiate enrollment of parents/families/adult caregivers	ECE Director	Months 2-3
Engage and orient KOKA families to the program	Parent Educator	Months 2-3
Establish libraries at all designated sites	ECE Director	Months 2-6
Implement bi-monthly workshops	Parent Educator	Months 2-12
Initiate at-home libraries and distribution of books	Parent Educator	Months 5-12

<u>YEAR TWO ACTIVITIES</u>	PERSON RESPONSIBLE	TIMELINE IN MONTHS
Renew and expand coordination with public libraries	Project Director	Month 13
Establish the calendar of activities	ECE Director	Month 13
Expand multi-cultural titles at designated library sites.	ECE Director	Months 13-21
Implement monthly workshops	Parent Educators	Months 13-24
Sponsorship of parent leadership at HI Literacy Event	ECE Director	Months 13-24
Initiate Book Exchange at sites and at libraries	ECE Director	Months 13-24
Book Fair with art exhibit	Project Director	Months 21-24
Final project data collection	Project Director	Months 23-24

Workshops will include:

Workshop I: Growing Readers

Objectives: To provide a basic overview of children’s language and literacy development, help participants expand their understanding of literacy activities, and encourage parents and children to commit to increasing their literacy activities at home.

Critical Areas Addressed: *Phonemics*- First stages of phonemic awareness in infants and toddlers; recognition of speech sounds and patterns. *Phonics*- The next building block; strategies on the pathway to reading skills. *Fluency*-The bridge connecting sound, word recognition, and comprehension. *Vocabulary*- Vocabulary skills are enhanced by reading to and with the child. **Workshop II: Linking Language and Reading**

Objectives: To demonstrate how reading and conversation are linked, practice ways to use conversation to support literacy, and share ways to play with words through song and rhyme.

Critical Areas Addressed: *Phonemics and Phonics*- The role of oral language as a foundation for reading will be presented along with phonemic songs and finger play. *Fluency*- Conversations about books between children and family members will develop the oral language skills that support fluency. *Vocabulary*-Vocabulary skills will be further developed through focused parent-child conversations about books and stories. *Comprehension*- A solid grounding in phonemics, phonics, fluency and vocabulary, particularly when supported by parent-child literacy interactions, will develop strong cognitive foundations for comprehension skills. Parent will develop and learn to use FLIP interactive kits, which will then be used in their homes and checked out of our preschool libraries.

Workshop II: Choosing Good Books for Children

Objectives: To give parents the tools to choose age-appropriate books for their children, help them explore children's literature, and raise awareness of literacy resources other than books.

Critical Areas Addressed: *Fluency*- Helping parents choose books that feed their child's curiosity and interests will facilitate the development of fluency skills. *Vocabulary*- Parents will learn how a child's engagement with a book supports their learning about new things and expands his or her awareness and vocabulary. *Comprehension*- Parents will learn how carefully selected short picture books with good illustrations and high frequency words can strongly support the development of reading comprehension. **Workshop IV: Reading Aloud**

Objectives: To provide strategies for effective and age-appropriate reading, discuss the reasons behind the value of reading aloud with children, and overcome barriers to setting aside time for frequent family reading sessions. **Critical Areas Addressed:** *Phonemics and Phonics*- Parents will learn that the single most important thing that families can do to help their children grow up to be successful readers is to read aloud, and provide an environment that is language-rich with speech sounds. *Fluency*- Parents will see that modeling fluent reading is a key way to support fluency skills.

Vocabulary- We will show parents that a child's engagement with books supports learning about new things and expands his or her awareness and vocabulary. *Comprehension*- Parents will be shown that interactive techniques such as dialogic reading enhance the read-aloud experience and lay the groundwork for comprehension skills. **Workshop V: Supporting**

Children's Learning Objectives: To help families understand their influence on their children's development. To provide tools to support children's learning at home. To enhance teacher and parent collaboration in an effort to maximize children's learning. **Critical Areas Addressed:** *Fluency*- Parents will learn that young children will mimic things that parents and caregivers do, and modeling fluent reading is an effective tool for learning. *Vocabulary*- We will help parent see that having literacy resources in every room of the house is important and supports vocabulary development. Cereal boxes, catalogs, newspapers, etc. can all serve this objective. *Comprehension*- Parents will learn that current data shows that children with richer home literacy environments demonstrate higher levels of comprehension than do children of the same age, with fewer literacy resources in the home. We will demonstrate the use of audio books.

Workshop III: Traditional Native Hawaiian Storytelling as a Pathway to Literacy Objectives: To practicing verbal expression and listening skills. To elicit family storytelling in a safe and relaxed atmosphere. To introduce new vocabulary words in a storytelling context. **Critical Areas Addressed:** Storytelling allows different learning styles to be used: auditory, visual & kinesthetic. Hearing stories helps build *comprehension* by fostering mental mapping of the story's main events. Storytelling exposes us to traditional tales and increases understanding of our world's diverse cultures. It develops mental imaging skills, encourages problem-solving behavior and offers solutions to moral dilemmas. We will help parents develop their storytelling skills.

KOKA Project Goals:

Goal 1. Providing parent workshops that initiate and integrate educational value, and engage parents and children together around books **Goal 2. Removing barriers** and increasing the number of families using their Public Libraries.

Goal 3. Providing home-libraries to 1,500 children 0-8 including individuals with disabilities, individuals with limited functional literacy or information skills, and families with incomes below the poverty line, as defined by the Office of Management and Budget in underserved urban and rural communities. These project goals were chosen because: **1)**

Parent workshops: Parent involvement in early literacy is directly connected to academic achievement. Recent research has proved that reading, as a stand-alone activity will not help children with pre-literacy skills (Phillips et al., 2008). The

latest research on parent involvement in early literacy has stressed that children need to be given more specific skills while being read to in order to be successful with early literacy skills (Roberts, Jurgens, & Burchinal, M., 2005).¹²

B. The risks to the project, and how we will you mitigate them.

The greatest risk to the project would be the return of a pandemic. However, as we did with COVID, KOKA has been creative and flexible in transitioning programs to a virtual platform. We have identified a few barriers that could risk the success of the project and determined how to mitigate them: 1. Transportation; 2. Fear of lost books or fines; and 3. Discomfort with what they may consider to be restrictive rules and atmosphere. The project addresses all three barriers by locating libraries in homes (for MIECHV families) or in easily accessible sites (our family interaction preschools attended by parents and children together as well as our center-based sites) and supporting access to public libraries by familiarizing parents through workshops and exploration to encourage, value and increase reading and library visits. Our establishing home libraries is pivotal in mitigating risks. New research from the World Inequality Study finds a positive correlation between academic achievement and home libraries.¹³ However, the gains are not equal across the entire cultural hierarchy. *They are larger for low-income children.* Additional books have a greater impact on the performance of someone who only has a small home library than it does on someone from a home filled with books. The second book and the third book have much greater impacts than the 102nd or 103rd. Therefore, greater impact on families in poverty.

C. Who will plan, implement, and manage your project.

Parents assisted the KOKA Leadership Committee in planning the project. Parent engagement will be measured through workshop attendance, home visiting records, library visits, literacy activities, and surveys. KOKA staff will implement and manage the project.

FTE	POSITION	NAME	PROJECT COMMUNICATION ROLE
.10	CEO	Momi Akana Native Hawaiian M.Ed.	She will assure integration of Ka Waihona ‘Ike Project in KOKA and promote community awareness statewide in an on-going fashion including PSAs.
1	Project Director	Danielle Cunha	She will oversee the entire project and assure that outreach activities are completed to support project participation, promote the project within KOKA and the Hawaiian community, and disseminate information to all key stakeholders.
.25	ECE Director	Melodie Vega M.A.Ed. Native Hawaiian	She will support all early education staff in the completion of project goals, and include project information in preschool communications.
.5	Parent and staff trainer	Jessica Ines- Kapua	She will train all relevant KOKA staff, teachers, and home visitors on dialogic reading and other early literacy practices. She will be responsible for dissemination of information in workshops.

D. Time, financial, personnel, and other resources need to carry out activities.

Required Resources to fully implement the project, include high quality children’s books, book labels, book bins, shelving, workshop supplies, FLIP kits, 15 I pads, eBooks, and book fair supplies. These resources will be used to establish libraries at KOKA sites, establish home libraries, support parent workshops, and support a public KOKA Book Fair. The IMLS-designated meeting will be an addition and vital resource. All staff are committed to spending the time necessary to meet grant objectives.

¹² George Lucas Educational Foundation-Edutopia: *Parent Involvement in Early Literacy* <https://www.edutopia.org/blog/parent-involvement-in-early-literacy-erika-burton>

¹³ <http://Project of.oxfordjournals.org/content/c/2/4/1573.fall>

E. Existing resources within the organization, assets within the library or community, and/or potential partners that will be utilized during this project to aid in its success.

The project uses existing resources within Keiki O Ka Aina such as experienced, dedicated staff and years of developing trust with the families we serve. It also uses assets within the library and Hawaiian community to aid in its success. Our resources and assets are both tangible and intangible. Experience, dedication and trust can't be seen or touched, but they produce results that are tangible and measurable. Tangible resources include our database and computers, as well as the preschools we operate.

F. How, and with whom we will share our work's general findings and lessons learned.

Findings will be shared with funders, libraries, and our community which includes parents who participate in the project. They will be shared in face-to-face discussions, through our website, and we will develop an app for all stakeholders with push note promoting our program, our successes, and providing information on our findings and lessons learned.

III. Project Results

A. Intended results and how they will address the need, problem or challenge identified.

At the end of our two-year project, we anticipate: 1) 90% of targeted families will have increased their home libraries with children's books. 2) 85% of targeted families are engaging their children in activities around books through use of dialogic reading and/or FLIP kits 3) There will be a 75% increase in the number of families with household incomes 100% below the poverty line finding value in books and reading to close the literacy gap 3) There will be a 70% increase in the number of Hawaiian families who have library cards and visit their public library in order to maintain the benefits of having books available in their homes. For maximum impact, the project design relies upon a set of four baseline developmentally appropriate principles: 1) **Interactive Reading:** Reading out-loud and interacting with an engaged adult will increase a child's achievement toward reading at grade level or beyond, and set a foundation for educational parity. KOKA will also provide staff with refresher training on the techniques of *Dialogic Reading* so they can then train and mentor parents. Dialogic reading is essentially a reading practice using picture books to enhance and improve literacy and language skills including vocabulary. Children who have been read to dialogically are found to be substantially ahead of children who have been read to traditionally on tests of language development.¹⁴ Children can make literacy gains by several months in just a few weeks of dialogic reading.¹⁵ 2) **Bilingualism:** Encouraging families and teachers to maintain children's native language is beneficial because bilingualism has been associated with many cognitive, social and economic advantages. Bilingual children are better able to focus their attention on relevant information and ignore distractions¹⁶ and bilingual individuals have been shown to be more creative and better at planning and solving complex problems than monolinguals.¹⁷ 3) **Limited Screen Time:** The NAEYC Statement on digital media has recommended that passive, non-interactive technology and screen media not be used in early childhood programs and that there be no screen time for infants and toddlers. Non-interactive media can lead to passive viewing and overexposure to screen time for very young children and are not substitutes for interactive and engaging uses of digital media or for interactions with adults.¹⁸ Negative outcomes include a *negative impact on socialization and language development.* 4) **Support for understanding digital media and young children:** KOKA will host a workshop and distribute information regarding effective uses of technology for children 0-8. When used appropriately, technology and media can enhance children's cognitive and social abilities. We would like to have 15 iPads that will allow us to introduce parents to interactive children's touch e-books. These will stay with the sites, or be taken into and from the homes during home visits. We think they will be an additional incentive for parents to participate.

¹⁴ <http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>

¹⁵ *ibid*

¹⁶ Poulin-Dubois, D., Blaye, A., Coutya, J & Bialystok, E. (2011). The effects of bilingualism on toddlers' executive functioning. *Journal of Experimental Child Psychology*. 108 (3), 567-579

¹⁷ Center for Applied Linguistics. Benefits of being bilingual. Available online: <http://www.cal.org/earlylang/benefits/marcos.html>

¹⁸ NAEYC Jan.2012 Position Statement Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. [http://www.naeyc.org/files/naeyc/file/positions/PS technology WEB2 pdf](http://www.naeyc.org/files/naeyc/file/positions/PS%20technology%20WEB2.pdf)

Performance Goals: The project will improve Native Hawaiian parents' ability to promote literacy in their children aged birth to eight. This will be done through instruction on dialogic reading, family literacy involvement and use of FLIP kits, familiarization with libraries, and increasing access to both library quality books and books written by Native Hawaiian authors. KOKA will employ a regional evaluator to develop a formative and summative evaluation of the project. The following indicators will measure success: a) Provide literacy services to 1,500 children on three Hawaiian Islands b) Provide refresher training to Project staff c) Provide training to 1,290 parents. At the end of our project, success will be achieved if the following measures are met:

1. 90% of targeted families have increased their home libraries with physical children's books and read to their children.

Measures: Distribution Lists indicate parent's/caregiver's acceptance of book(s). Programs/workshops sign-ins indicate program attendance and engagement. Staff observation of parent's/caregiver's use of dialogic model strategies. 2. 75% increase in the number of families with household incomes 100% below the poverty line finding value in books and reading. **Measures:** Project Survey reports value of education, reading out-loud and time spent in reading to child. Staff observation of parents/caregiver's handling, use and storage of book(s). 3. 70% increase in the number of Hawaiian families who have library cards and visit their public library in order to maintain the benefits of having books available in their homes. **Measures:** Project Survey reports # of library cards in family, # of visits to public library, # of times checked out books, and parent/caregiver observation of child's development in language, interest and participation in reading out-loud. Programs/workshops sign-ins indicates program attendance indicates participant attendance at fieldtrips to public libraries.

B. How the knowledge, skills, and/or appreciation of our target group's community values grow as a result of our project.

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C. Product(s) that will result from our project.

We will produce *Ka Pī'āpā (The Alphabet)* Hawaiian alphabet book and Hawaiian language keiki book. We will develop a communication app, and we will also include the development of on-site libraries as well as home libraries in homes of low-income Native Hawaiians who lack access to KOKA sites.

D. How we will sustain the benefit(s) of our project beyond the conclusion of the period of performance.

With the training our staff and parents receive, they will be able to sustain the program beyond the grant period. All KOKA programs allow for sharing of program management, staff, and some services. In addition, KOKA receives funding from local foundations each year to use as base funding for our primary programs. We are seeking IMLS funding to support and enhance our current literacy efforts with children birth to eight and their parents by addressing the need to access high quality books as well as support the ability of parents to act as first teachers. After IMLS funding ends, we will maintain the project through use of purchased resources and program supports, shared staff, and additional funding from federal, state, and private sources.

