

House District _____

Senate District _____

THE TWENTY-SEVENTH LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

Family Hui

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN):

EXECUTIVE OFFICE OF EARLY LEARNING

STATE PROGRAM ID. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual: Lead4Tomorrow

Dbas: Family Hui

Street Address:

Mailing Address:

P.O. Box 109
Kaneohe, HI 96744

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name KERRIE UROSEVICH

Title Executive Director

Phone # 808-381-9635

Fax # _____

e-mail kurosevich@familyhui.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Family Hui provides a peer-to-peer comprehensive, low-cost and sustainable early childhood program for families with children 0-5. Participation in the program has proven to be a protective factor against isolation and depression, child abuse and neglect, developmental delays and substance abuse, all barriers to school readiness and success.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2014: \$ 255,152

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ _____
 FEDERAL \$ _____
 COUNTY \$ _____
 PRIVATE/OTHER \$ \$55,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

KERRIE UROSEVICH, EXECUTIVE DIRECTOR
NAME & TITLE

01.29.13
DATE SIGNED

Application for Grants and Subsidies

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

I. 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. Include the following:

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

The Family Hui is carrying on the 30-year legacy of the former Baby Hui by providing a comprehensive, low-cost and sustainable early childhood program for families with children 0-5. Family Hui facilitates 12-week neighborhood based peer-to-peer (hui) groups for families with young children, focused on building peaceful and thriving homes. We have extended the reach of the former organization by intentionally forming groups to support grandparents raising children, dads, teen parents, single parents and whole families. Following the 12 weeks, the majority of families stay with their hui until their children leave home. Participating in a hui provides families with the opportunities to share parenting joys and challenges, learn strategies for positively reacting to and addressing the challenges of raising a young child, connect with local resources, partner with their neighborhood school and form lifelong family friendships and supports for everyone involved. Participants are provided developmental screenings using the Ages and Stages Questionnaire (Hawai'i version) and the Ages and Stages Social-Emotional Screen. In partnership, Parents and Children Together (PACT) provides vision and hearing screenings for families as needed. Additionally, families have opportunities to participate in 4 workshops throughout the year and two interactive play days.

Vision: Every child in every family is thriving, healthy and safe.

Mission: To support, encourage and empower families to meet the challenges of raising children, by celebrating the joys and coping with the stresses in healthy ways.

Family Hui supports families through neighborhood-based family groups, facilitated by trained volunteer group leaders; encourages families in an atmosphere of mutual respect to raise their children with loving guidance; empowers families by sharing of experiences, knowledge, and community resources.

HMSA Foundation, The Learning Coalition and the YMCA of Honolulu have generously provided the initial necessary financial supports to serve a limited number of Hawai'i's families. We are seeking state financial support to serve all families on all islands, beginning with Oahu, Moloka'i and Kauai. We have dedicated and skilled staff members a committed Board of Directors and Advisory Council to ensure program success.

The Family Hui framework has proven to be a protective factor against isolation and depression, child abuse and neglect, substance abuse, divorce, delayed brain development, truancy and school drop-out.

Families participate in 12-weeks of peer-facilitated discussions that cover:

- *Expectations of Parenting*
- *Crying and Sleeping*
- *Healthy Nutrition*
- *Positive Discipline Strategies*
- *Health and Safety*
- *Child Development and Current Brain Research*
- *Media*
- *Family Life*
- *Early Learning*

Each discussion is tailored to the group's unique needs. Additional workshops are

offered to all Hui participants throughout the year.

Peer-led groups promote positive parenting principles that not only empower parents/caregivers, but promote healthy child development through adolescence. Family Hui's method of peer counseling has proven effective through empirical research and clinical practice. Positive parenting calls for abundant love and respect, consistent guidance, and positive discipline when raising young children. Not only does the Family Hui program strengthen families, but it also builds community with documented hui relationships and support lasting through the child's high school experiences.

How it Works



Enroll in the Program: Families contact Family Hui to enroll in the program. While waiting for a group, families can participate in other regularly scheduled Hui activities.



Join a Group: Family Hui matches the potential participant with a group leader based on her/his child's age and neighborhood, and then contacts the parent or caregiver when an appropriate group is organized. The family then becomes a Hui member and takes part in a 12-week peer group Hui.



Build Community: New members are very enthusiastic to be able to connect with other families, make friends, learn and teach, sharing life experiences. This leads to high retention in the peer groups.



Share and Learn Ideas and Tips: Family Hui provides a Participant Notebook to be used at group meetings, offers child developmental screening, provides referrals to other agencies, produces

newsletters with current community resources, and invites families to join in other special events.



Grow With Your Hui: Many parents continue participating in Family Hui, and some train to become group leaders for groups like the one they just completed. Participants frequently volunteer to help The Family Hui reach out to other families and expand their own network of support.

Types of Hui

- **Infant:** For families with children ages newborn to one year
- **Toddler:** For families with children ages one year to three years
- **Preschool:** For families with children ages three to four years
- **Siblings:** For families with two or more children 0-5
- **Working Parents:** For families juggling work with parenting children 0-5
- **Teen Parents:** In partnership with high schools serving teen parents
- **Dads:** For Dads with children ages newborn to five
- **Language Specific:** For groups with specific language needs

2. The goals and objectives related to the request;

Family Hui Goals:

- 1) Empower families to create safe and nurturing environments for their children to ensure healthy brain development and attachment.
- 2) Provide early detection of physical abuse, sexual abuse and developmental delays. Connect families with needed community resources as needs are identified.
- 3) Provide a peer-to-peer protective factor framework against isolation and depression, substance abuse, physical and sexual abuse and developmental delays.
- 3) Reinforce that parents are a child's first and most important teacher, providing research based child development information, highlighting that family engagement begins at birth.

- 4) Provide access to communities of families for state agencies, community programs and legislators needing family input and participation.
- 5) Build the necessary leadership and advocacy skills for families to confidently partner with community services, programs and schools to support their children most effectively.

We Value:

- The uniqueness of every child and every family
- Mutually respectful and supportive relationships between family members and children
- The ability to get behind the eyes and hearts of children
- Mindful reactions to challenging behaviors
- Community building and a sense of belonging
- Thriving families = Thriving schools = Thriving communities

Objectives:

- All peer facilitators will know how to report suspected and/or confirmed cases of abuse and neglect to Child Protective Services.
- Family Hui staff will train Hui families in effective communication and basic conflict resolution strategies.
- Every Hui will have opportunities to connect to their neighborhood elementary school through kindergarten teachers, counselors, behavioral health specialists and literacy staff as appropriate.
- Every Hui participant will have an opportunity to visit the campus of their neighborhood elementary school
- All families will receive alternatives to using violent discipline approaches
- All families will be provided information and strategies for responding to their children's crying with empathy and nonviolent approaches.
- All families will gain knowledge on the signs of sexual abuse and effective

prevention and intervention strategies to protect a child.

- 100% of families will fill out a Developmental screening using the Ages and Stages Questionnaire (Hawai'i version) and the Ages and Stages Social-Emotional Screen. Families will be offered hearing and vision screenings.
- Family Hui will provide referrals to community supports as developmental delays or health needs are discovered through ASQ, hearing and vision screenings.
- 100% of participants will have opportunities to participate in four workshops throughout the year free of charge
- All families will be provided age appropriate expectations of their children thereby decreasing frustration and abuse
- All families will be provided healthy and affordable meal options for their families
- All families will be provided a checklist for ensuring their living environment is safe for young children
- All families will learn new strategies for working together as a family team
- All families will be provided information on supporting their children and families through transitions to day care, preschool and/or kindergarten
- All families will be encouraged and supported to stay with their Hui beyond the 12 weeks
- All families will be provided direct access to community programs and services.
- All families will be asked to *pay it forward* by becoming a leader for another hui, providing financial contributions to support other families or serve as a mentor for incoming families.

3. The public purpose and need to be served;

✓ Family Hui fills a significant void in the State of Hawai'i.

Based on the extended waitlists and demand of the former Hui program, there exists a **universal need** in most families for learning effective ways to support young children

through positive parenting, healthy nutrition and child development regardless of gender, income, ethnicity, and geographical location. Family Hui is the only organization in the State of Hawai`i that offers this peer-led, community based support for families.

✓ **Assist Governor Abercrombie in implementing his Early Childhood and Development Initiatives**

In partnership, Family Hui will directly advance the following initiatives:

- **Support the Executive Office of Early Learning**, by providing leadership on the Office's Advisory Board and implementation of its strategic plan
- **Support Family Strengthening** by providing referral opportunities, community networks, education on positive parenting and family strengthening to families from birth, particularly focused on the reduction of violence in the home and child development. Family Hui is developing a partnership with home visiting programs to ensure families have individual as well as family-to-family support.
- **Identification of Early Intervention needs** through our ASQ, hearing and vision screenings and partnership with home visiting programs.
- Provide **Developmental Screening** referrals to families as needed
- Family Hui curriculum provides support for **Childhood Obesity Prevention** through nutrition and cooking workshops along with supporting curriculum
- Family Hui will help families' transition from home and/or early program to the State's proposed **Early Childhood Development and Learning Program** and continue to provide support for effective family-school partnerships for school success.

✓ **The peer-to-peer framework is a low-cost, high retention alternative to service**

oriented programs, specifically for hard to reach families.

Hui have a long tradition in the local culture and are known to stay together informally for years, sometimes decades, after they have formally ended. The former Baby Hui had a retention rate of over 90%. Not only did families complete the 12-weeks, but 90% of Hui stayed together informally to continue to support one another for years and years. According to the British Medical Journal,

“In terms of engagement outcomes, peer-led intervention had an impressively high retention rate of 92%. This finding is particularly notable given the sociodemographic profile of the participating parents, which would typically be associated with multiple barriers to service use. This suggests that the current peer led parenting intervention has the potential to outperform conventional parenting group formats, even those specifically targeted at hard to reach populations, in successfully engaging parents in treatment for their children’s behaviour problems. (British Medical Journal, 2012)”ⁱ

✓ Family Hui works to end child abuse and neglect in every home to ensure children are safe and prepared to learn.

A national survey conducted by Prevent Child Abuse America early in 2007 suggests that the number of confirmed child abuse fatalities increased 39% over the last 10 years. In Hawai‘i reported and confirmed child abuse cases continue to plague our communities, resulting in significant social and economic costs.ⁱⁱ According to Hawai‘i Children’s Trust Fund, “Current reports show that each year nearly 6,000 suspected cases of child abuse are reported in Hawaii, but there’s no telling how many cases go unreported.”ⁱⁱⁱ Ongoing toxic stress from child abuse and neglect has proven to be impediments to healthy emotional, social and physical development and school readiness. ((Jack P. Shonkoff, 2000)^{iv}.

Neglect and abuse can have devastating effects on children’s brains. According to Ann MacDonald from The Dana Guide to Brain Health,

“Using brain imaging techniques and other tests, McLean Hospital researchers recently identified four distinct types of brain abnormalities in adults who were abused or neglected as children. These include

electrical disturbances in the limbic region (sometimes referred to as the emotional brain); arrested development of the left hemisphere; reduced size of the corpus callosum, which links the hemispheres; and increased activity in the cerebellar vermis, which is involved in emotion, attention, and regulation of the limbic structures. The researchers theorize that people with such irregularities have been “hard-wired” to survive in a hostile world and suggest (though the evidence is less clear) that such damage may lead to the development of anxiety disorders, ADHD, and depression in adulthood. (2007)^v

According to MacDonald, other studies of physically and sexually abused children show that about a third of them go on to develop post-traumatic stress disorder, contribute to drop-out rates, teen pregnancy and felony assault and felony rates which all impede on healthy learning and school success. With 75% of reported abuse cases involving children 0-5 and over 80% of abusers being parents, early intervention is critical to ensure our children are safe and ready to learn.^{vi}

✓ According to the Hawai‘i Content and Performance Standards, 34% of Hawai‘i’s students are not meeting academic achievement standards by the 3rd grade in reading and mathematics.

Family Hui prepares families to support their children’s P-20 learning experiences by empowering families to positively engage with their children from birth. By age 5, a child’s brain is 85% developed, highlighting that early experiences matter and have a direct impact on how a child learns once they enter kindergarten. Limited early learning opportunities, family safety, low family engagement levels and family income are all identified barriers. Family Hui focuses specifically on family safety and family engagement to support optimal brain development their children’s learning.

✓ Family Hui is helping design and implement the State’s Family-School Partnership Initiatives

Family Hui is currently part of the Castle Complex Redesign efforts, working on building family-school partnerships. The project is serving as a pilot for statewide implementation. Schools cannot mandate family participation and adherence to regimen any more than families can compel schools to partner with community. Family Hui can

be that community bridge. Inviting educators to join a community/family led and facilitated process levels the playing field, bringing the educator into the family domain instead of trying to bring the family into the school domain, as has traditionally been the case. This shifts the power dynamics and will likely facilitate healthier and more meaningful dialogue and engagement among the stakeholders, particularly with families whose children have special needs, accounting for 56% of Hawai'i's student population.

Relationship building will include Kindergarten teachers, behavioral health specialists, literacy specialists and counselors being invited to participate in hui groups and community workshops and families with young children will be invited to participate in school activities on campus building on the community school framework. Parents will learn from teachers how best to support their children in their learning and teachers will learn from families what supports will be needed for their children to reach their potential.

✓ **Family Hui's peer-to-peer framework serves as a powerful protective factor** against parent/caregiver isolation, depression, child physical and sexual abuse, domestic abuse, substance abuse and developmental delays, which are all identified barriers to a child thriving in school. Supporting families from birth to ensure the development of essential brain structures supporting social, emotional, physical and mental development are developed in early childhood; capacity to build these foundations is greatest in early childhood and decreases over time (Jack P. Shonkoff, 2000)^{vii}.

4. Describe the target population to be served;

Family Hui serves a diverse, multi-ethnic, multi-cultural population of families.. Families come from all socio-demographic groups in Hawai'i, and range in age from teenagers to Baby Boomers raising their first child. Our broad participant base includes but is not limited to single parent families; immigrant families; teen parent families; dual working families, military families; gay and lesbian parent families; families with stay at home parents; and culturally isolated families.

5. Describe the geographic coverage.

Our goal is to serve all families, all islands, beginning with Oahu, Moloka'i and Kauai, with concentrated outreach to our most vulnerable families. Family Hui will reach families living in urban settings as well as very rural settings.

II. 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;

Family Hui will facilitate the formation of positive parenting peer groups across 'Oahu, Moloka'i and Kauai, grouping families by neighborhood and ages of children. Groups will consist of 8-10 families each, serving between 400-800 parents/caregivers and between 400-1200 children each year, based on family size. Each hui will be facilitated by a peer member in the group who has been trained in the Family Hui framework and facilitation by Family Hui staff. Following the formal 12-week session, 90% of hui will stay together through their child's K-12 transitions. The Hui will provide forums of families to bridge family to school and vice-versa. Research has demonstrated that the earlier families are engaged in their child's learning and social/emotional well being the longer they stay engaged in their K-12 experiences. By connecting families early to their neighborhood school, we hope their participation in their child's learning will be seamless once they enter the K-12 continuum.

Plans are in place to build out the Family Hui program to connect families with schools at transition periods starting with Kindergarten first and subsequently throughout the P-20 continuum.

Comprehensive support services for families with children from birth to age five:

- 12-week *Positive Parenting* neighborhood peer groups with trained facilitators;
- A *Positive Parenting* participant notebook to be used in groups
- Developmental screening using the "Ages and Stages Questionnaire (Hawai'i version)" and the "Ages and Stages Social-Emotional Screen";

- Hearing and Vision screenings as needed
- Resource referrals and materials;
- A quarterly newsletter;
- Quarterly Parent Education Workshops, including educational lectures by guest speakers;
- Bi-annual parent-child Interactive Play Days at which children learn through play with their parents/caregivers, and parents/caregivers bond with and learn from each other.

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

First Quarter

We will:

- serve 100 families
- administer 100 ASQ's
- hold one workshop
- send out first of four newsletters
- hearing and vision screenings as needed
- hold one Group Leader Training for up to eleven leaders
- conduct evaluation, draft and submit report

Second Quarter

We will:

- serve 100 families
- administer 100 ASQ's
- hold one workshop
- send out second of four newsletters
- hearing and vision screenings as needed
- hold one Group Leader Training for up to eleven leaders
- provide one of two Family and Child Interactive Play days
- conduct evaluation, draft and submit report

Third Quarter

We will:

- serve 100 families
- administer 100 ASQ's
- hold one workshop
- send out third of four newsletters
- hearing and vision screenings as needed
- hold one Group Leader Training for up to eleven leaders
- conduct evaluation, draft and submit report

Fourth Quarter

We will:

- serve 100 families
- administer 100 ASQ's
- hold one workshop
- send out fourth of four newsletters
- hearing and vision screenings as needed
- hold one Group Leader Training for up to eleven leaders
- provide second of two Family and Child Interactive Play days
- conduct evaluation, draft and submit report

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

Each Family Hui parenting group encounters a combination of recurring and unique parenting issues. Several sources provide information linked to assuring the quality of services provided by The Family Hui. First, the Participant Coordinators is continuously engaged with her assigned Leaders (facilitators) in assessing group member's needs and the group's responses. Second, when a group encounters and deals with a unique problem, The Family Hui Participant Coordinators revise and update procedural norms for all groups. Third, when families enter the program, they take a pre-survey and at the end of the 12-week program, they take an exit survey to enable us to measure acquired knowledge and applied skills. These surveys and evaluations assesses the effectiveness of the program and materials,

as well as the effectiveness of the facilitator. The Family Hui uses the participant feedback to revise its program, update the materials and amend the services as needed.

Outcomes of The Family Hui's services are measured and evaluated using the following tools:

Hui Participant Pre and Post Surveys: Data and information on individual participants' levels of knowledge acquired, skills applied and program satisfaction is gathered through these surveys. The surveys also provide measured feedback about the Facilitator, The Family Hui Notebook, quality of discussions, and quality of relationships built during the twelve weeks. Results are evaluated by the board and staff every 3 months.

Event Questionnaires: Attendees and Volunteers of all events hosted by The Family Hui are asked to complete this questionnaire, providing feedback on satisfaction with topics covered, activities provided, childcare and convenience of date, time and location. Events such as Family Workshops and Play Days are sponsored six times a year, and data and information collected from these questionnaires is used to measure how effectively The Family Hui volunteers are facilitating discussion at events, providing referrals to other resources in the community, and fostering peer relationships. The Family Hui Board and Staff analyze the results after every event.

Training Evaluations: All trainees complete an evaluation of their training session. These are distributed and collected at the close of each training session and measure trainees' satisfaction with the Facilitator Manual, Training supervisor's effectiveness and feelings of readiness to lead a group.

Formal Observations: The Family Hui’s Participant Coordinator maintains close contact with both participants and their facilitators. Facilitators contact the Participant Coordinator weekly for the first three meetings to report on participant attendance, response and to receive advice on potential problems or obstacles in their group’s communication. In addition, participants are encouraged to call the Participant Coordinator anytime during the twelve weeks to ask questions, request referrals or receive further support. The Family Hui’s Participant Coordinator will also maintain contact with facilitators through group visits at the end of the twelve weeks, quarterly trainings and through Facilitator Support Days. Observations are recorded in our Participant Database and will be analyzed at quarterly program meetings.

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

Family Hui’s measures of effectiveness are based on intended outcomes.

Performance measures include:

1) 400-800 parents and caregivers with children ages 0-5 will:

- be placed in parenting peer groups in 2013-2014. *Estimations account for one or two parents/caregivers per family attending
- have opportunities to participate in two parent education workshops and two interactive play days
- acquire knowledge of at least five new healthy food choices (fruits, vegetables, protein)

- receive the FH newsletters that will be electronically and manually delivered to all participating families, partner agencies and funders
- At least 50% of Hui participants will “pay it forward” at the end of their 12-week program by making a tax deductible contribution to support another family

2) Family Hui staff will:

- train 40 peer leaders in group facilitation and positive parenting
- complete 400 developmental screening assessments
- provide referrals to community supports 100% of the time as developmental delays or health needs are discovered through ASQ, hearing and vision screenings
- train Hui families and school personnel in effective communication and basic conflict resolution strategies
- train peer facilitators on how to report suspected and/or confirmed cases of abuse and neglect to Child Protective Services.

3) Nurturing and Attachment:

- 75% of families will respond to their children’s crying with empathy and nonviolent approaches
- 75% of parents will demonstrate an increase in knowledge and understanding of the importance of helping their child to establish strong emotional attachments with others by providing love, affection, comfort, and by responding sensitively to the needs of their child

- 75% of families will respond to challenging behaviors with nonviolent use of language and actions

4) Social Connections:

- 30% of families have agreed to lead a group upon completion of their first 12-week involvement
- 75% of families report feeling less isolated and more connected to their community of families with young children
- 90% of families intend on staying with their Hui beyond the 12 weeks
- 75% of parents who will demonstrate an increased understanding of the importance of having a support network of friends, family members, or neighbors
- 75% of parents who will demonstrate an increased knowledge of resources of their community who can provide emotional support or information

5) Knowledge of Child Development:

- 75% of families will have a more realistic expectation of “family life” and new strategies for working together as a team
- 75% of parents who will demonstrate an increased understanding of age appropriate development
- 75% of families will have more age appropriate expectations of their children based on their acquired child development knowledge

- 75% of parents will demonstrate an increased knowledge and understanding of non-punitive disciplinary techniques, such as setting limits, redirecting attention or behavior, and logical consequences for action

Concrete Supports:

- 75% of parents who will demonstrate an increased knowledge of resources and sources of support in the community that can provide assistance with managing their home and family
- 90% of families report having greater access to community services and programs
- 75% of families will change their living environments to ensure the ultimate safety of their children

Resilience:

- 75% of parents who will demonstrate an increase in knowledge of strategies to prevent or decrease stress by anticipating difficulties, accessing resources and support, or by using other stress management techniques

75% of parents who will participate in opportunities to practice leadership skills and participate in developmental activities, program planning, and decision making

- 75% of families will implement new and responsive strategies for helping their children get enough sleep
- 75% of families will know the signs of sexual abuse and effective intervention strategies to protect a child

- 90% of families report an increase of knowledge in all areas of the Family Hui curriculum
- 75% of families will report and demonstrate changes to their parenting strategies after the program
- 75% of families will create healthier options for their families' meals

School Readiness:

- 75% of parents of 3-4 year olds will demonstrate an increase in knowledge and commitment to supporting their children as they transition to kindergarten. Families will commit to family engagement in their child's education at home by providing homework assistance, meeting their nutrition needs to promote best learning, establishing a trusted relationship with their child's teacher and establishing home routines that support a child's readiness and eagerness to learn
- Every Hui will have an opportunity to connect to their neighborhood elementary school through kindergarten teachers, counselors, behavioral health specialists and literacy staff
- Kindergarten teachers will have an opportunity to visit their neighborhood Hui.
- 75% of families are applying school readiness tools to help their children prepare for school
- families of 3-4 year olds will implement school readiness strategies in their homes

III. Financial

Budget

1. **The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.**

***Please see attached pages 4 and 5 of application.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2014.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$63,788	\$63,788	\$63,788	\$63,788	\$255,152

3. **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2014.**

Consuelo Foundation, HMSA Foundation, The Learning Coalition, Women's Fund, Bank of Hawai'i Foundation and Hawaii Community Foundation

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.

Not applicable

IV. Experience and Capability

A. 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.

Leadership

Three women, all parents who have overlapped with the Hui in varying capacities, lead Family Hui. Kerrie Urosevich a 10-year hui participant, peer facilitator and past Board Vice-President and Treasurer, has been in nonprofit management for over 18 years. She recently completed her Ph.D. in 2012 in Political Science with a focus on peacebuilding and public policy. Karen Cross, Family Hui's Assistant Director has over 20 years of program management experience as the former program manager of the Matsunaga Institute for Peace at the University of Hawai'i. Michele Wilson, Family Hui's Program Coordinator has worked intimately with families with young children for over 20 years as a doula and yoga instructor, in partnership with midwives and Hawai'i hospitals. The Family Hui Board of Directors are diverse in experience with conflict resolution expertise, fundraising, nonprofit management, nursing and business leadership. The Family Hui Advisory Council is comprised of professionals in the local island community, many whom have participated in hui groups themselves. Expertise on the Council includes family law, pediatric medicine, curriculum development, fundraising, social work, nursing, early learning, and research.

Recent Accomplishments

Family Hui staff have taken the former Baby Hui materials and expanded the curriculum out to age 5, to include family transitions from home to preschool and preschool to kindergarten. We have partnered with the YMCA of Honolulu, the largest nonprofit

organization in the State of Hawai'i to provide parent interaction learning programming to complement our focused positive parenting curriculum through our Hui to School program. Kerrie Urosevich was appointed to the Governor's Office of Early Learning Advisory Board and the Office of Early Learning Strategic Planning Core Team. Family Hui was invited to assist in the creation and implementation of P-20 family engagement standards and objectives, to be considered by the early learning community and the K-12 continuum. Staff have reestablished and formed new and innovative partnerships that include Department of Health, Department of Education, College of Education at UH Manoa, Head Start, Good Beginnings Alliance, Healthy Mothers Healthy Babies, The Parent Line, PATCH, principals throughout Castle Complex, YMCA of Honolulu, Kapiolani Culinary Arts Institute, Kalihi Palama Health Center, Parents and Children Together and Kamalapua o Ko'olau.

Organization Capacity

Family Hui has highly professional human capital, as reflected in our staff, Board of Directors and Advisory Council members. Our greatest challenge is re-establishing foundational funding for the Hui, traditionally funded by the Hawai'i Department of Health and Hawai'i Department of Human Services. Family Hui is making every effort to secure State of Hawai'i funding through Office of Early Learning, Department of Health and the Department of Human Services. In addition to seeking foundational funding, we are applying for several foundation grants to supplement for specialized programming such as teen hui, single parent hui and serving Native Hawaiians more broadly. We are currently rolling out our programming throughout Castle Complex and Kalihi with the intention of serving 64-80 families in elementary school neighborhoods with the purpose of bridging families with their neighborhood school. As funding is secured, our goal is to serve 400-500 families statewide by the fall of 2013.

B. 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. The applicant shall also describe how the facilities meet ADA requirements, as applicable.

The Family Hui has no permanent facilities. Staff and contractors all work from their homes. The parenting groups meet in the homes of group leaders and/or participants, at area parks and at City and County recreation facilities. Teen Family Hui groups will be held on site at area high school campuses during regular school hours. Quarterly Workshops will be held at partner organization facilities. Bi-annual Play Days are held at various area parks.

V. Personnel: Project Organization and Staffing

A. 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.

Executive Director

Kerrie Urosevich, Ph.D.

Over the last 18 years, Kerrie's work has been rooted in local and international community mobilization and peace building. Before co-founding Lead4Tomorrow and Family Hui she ran her own mediation and facilitation consultancy, working with communities around complex public policy issues. She is Affiliate Faculty at the Matsunaga Institute for Peace at the University of Hawai'i (UH) Manoa teaching an array of peace and conflict resolution courses. Kerrie received her Ph.D. in Political Science, specializing in peacebuilding and public policy, from the University of Hawai'i Manoa. She received her Master's Degree in International Policy from the Monterey Institute of International Studies and a Graduate Certificate in Nonprofit Management. Kerrie has traveled extensively and lived in East Asia. She has extensive experience with the Hui model as a parent of three young children, was a participant and leader in the program and served on the former Baby Hui's Board of Directors as Treasurer and Vice-President for four years between 2004-2008.

Responsibilities of the **Executive Director** include but are not limited to the following:

- ✓ Assist the governing Board of Directors in implementing and evaluating its programs and recommendations

- ✓ Oversee and submit written reports on statewide activities
- ✓ Advise and work with the Board of Directors regarding fundraising and budgeting
- ✓ Draft fundraising requests
- ✓ Act as liaison between The Family Hui and other funding sources
- ✓ Support and supervise staff and contractors
- ✓ create and maintain relationships with partner community agencies
- ✓ Oversee development and operation of special needs groups.
- ✓ Ensure effective monitoring and evaluation procedures are followed
- ✓ Draft and follow policy recommendations to be considered by the Hawai'i Legislature that affect children and families.

The qualifications for the position of **Executive Director** include the following:

- 1) A graduate level degree in human services, education, public policy, health or equivalent.
- 2) Strong verbal and written communication skills.
- 3) Five years of staff support and supervision experience.
- 4) Five years experience in resource networking.
- 5) Strong management and collaborative leadership.

Assistant Director

Karen Cross, MSW

Karen served as the Program Manager for the University of Hawai'i Program on Conflict Resolution and Spark M. Matsunaga Institute for Peace from 1987 to 2010. She provided culturally appropriate process design, facilitation, mediation, and a range of conflict

resolution training to schools, communities, and organizations throughout Hawai`i, the Pacific region and internationally. She has an extensive background in program development and fundraising. Recently she served as a founding Co-Director of the Center for Global Nonkilling. Her undergraduate psychology degree work was at the University of Redlands and San Jose State and her graduate work was in social work at UCLA. She has travelled extensively internationally, pursuing peace-building efforts in Africa and South Asia, among other locales.

Responsibilities of the **Assistant Director** include but are not limited to the following:

- ✓ working closely with Family Hui's accountant to ensure administrative responsibilities are met
- ✓ ensure program materials are current and properly distributed
- ✓ coordinate general volunteer identification and assignment
- ✓ ensure The Family Hui program records and database are current
- ✓ Ensure the design, creation and publication of The Family Hui's quarterly newsletter *The Family Hui News*
- ✓ Provide written articles as needed, collect advertisements, coordinate labeling and bulk mail delivery. Organize quarterly workshops.

The qualifications for the position of **Assistant Director**:

- 1) A college degree in human services, education, public policy, health or equivalent.
- 2) Experience with parent organizations and parent groups.
- 3) Experience with peer-to-peer community based models.

- 4) Three years experience with nonprofit administration.
- 5) Experience in resource networking.

Participant Coordinator

Michele Wilson, CYT certified

Michele is a 10 year professional Doula, 18 year CYT certified Yoga instructor and second degree Reiki practitioner who uses a holistic approach to personal growth and peace building. Through her doula work, she utilizes the principles of Yoga and mindfulness to assist families and babies through the transition of birth and beyond. She works closely with many Hui families planting the seeds of compassionate and mindful parenting. Michele is studying political science at the University of Hawai'i Manoa, focusing on combining mindfulness, spirituality and conflict resolution.

Responsibilities of the **Participant Coordinator** include but are not limited to the following:

- ✓ Receive all telephone inquiries regarding The Family Hui
- ✓ Provide information about The Family Hui and other related community resources
- ✓ Provide appropriate referrals to health and family agencies
- ✓ Create and maintain a database of membership information
- ✓ Organize and coordinate The Family Hui groups and assign and supervise group leaders
- ✓ Recruit and train group leaders
- ✓ Organize training workshops on Oahu and neighbor islands
- ✓ Maintain contact with group leaders
- ✓ visit groups and provide additional information regarding the notebook

- ✓ Distribute copies and assist with the administration of the ASQ surveys as needed
- ✓ Update and distribute group leader manuals and participant notebooks.

The qualifications for the positions of **Participant Coordinator** include:

- 1) A college degree in human services, education, health or equivalent, experience with parent organizations and parent groups,
- 2) Experience as a participant in a peer-to-peer education and support group.
- 3) Experience as a volunteer group facilitator for parent groups,
- 4) Experience in resource networking.

Neighbor Island Program Coordinators

Responsibilities of **Neighbor Island Program Coordinators** include the following:

- ✓ Perform the combined tasks of the Participant Coordinator with guidance and support from O`ahu based staff
- ✓ Establish and maintain relations with other community agencies and services as needed.
- ✓ Institutes program modifications to better suit Neighbor Island communities that are dealing with a smaller and more diversified group of parents.

The qualifications for the position of **Neighbor Island Coordinator**:

- 1) A college degree in human services, education, health or equivalent, experience with parent organizations and parent groups,

- 2) Experience as a participant in a peer-to-peer education and support group.
- 3) Experience as a volunteer group facilitator for parent groups,
- 4) experience in resource networking.

Board of Directors and Advisory Council

Board of Directors

Jane Shivers

Director, Ketchum Communication (Ret.)

Board Position: Chair

Email: jane@janeshivers.com

Rowin Floth

Fundraising Program Manager, World Vision, (Ret.)

Board Position: Vice-Chair

Email: rowin@equalworldcoffee.com

Fiona Kennedy

Registered OBGYN Nurse and Researcher

Board Position: Secretary

Email: fanddkennedy@hotmail.com

David Washburn

Founder, Common Good Consultants

Board Position: Treasurer

dave@commongoodconsultants.com

Mirciny Moliviatis

Entrepreneur, Philanthropist and Professional Chef

Email: mishamoliviatis@gmail.com

Greg Bourne

COO Lead4Tomorrow

Board Position: Director

Email: gbourne14t@gmail.com

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2013 to June 30, 2014)

Applicant Family Hui

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	115,000			
2. Payroll Taxes & Assessments	7,601			
TOTAL PERSONNEL COST	122,601			
B. OTHER CURRENT EXPENSES				
3. Air/Car/Meal Inter-Island	3,000			
4. Oahu travel costs	1,000			
5. Insurance	3,000			
6 Translation and Interpretation	2,000			
7. Legal Services	1,500			
8. Recruiting and Outreach	3,000			
9. Facilitator Training	800			
10. Facilitator Stipends (100 x 40 facilitators)	4,000			
11. Conferences and professional developm	1,500			
12. Equipment and Supplies	2,800			
13. Printing and Postage	7,000			
14. Bank fees	200			
15. Internet Services	450			
16. P.O. Box	150			
17. idrive and iconacts	360			
18. Telecommunication and phones	6,200			
19. Government filing fees	75			
20. Leader Appreciation Event (3 islands)	1,500			
21. Effective Communication Workshops	600			
22. Grant Writing Contractor	10,800			
23. Admin and Program Support Contractor	30,000			
24. External Evaluation and Social Media	10,000			
25. Volunteer Coordinator	7,000			
26. Molokai Coordinator	8,544			
27. Kauai Coordinator	8,544			
28. Accountanting Services	2,740			
29. GET @ 4.7%	3,638			
30. Overhead expenses @ 5%	12,150			
TOTAL OTHER CURRENT EXPENSES	132,551			
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	255,152			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	255,152	Kerrie Urosevich	808-381-9635	
(b) Foundations	45,000		Phone	
© Individual Donations	5,000		01.29.13	
(d) Participant Materials fees	8,000		Date	
TOTAL BUDGET	313,152	Kerrie Urosevich, Executive Director Name and Title (Please type or print)		

Family Hui Hawai'i Advisory Council

Michelle Bartell

Development Director, Montessori Community School

Todd Bartell

Vice President, BB Embroidery

Nancy Delamarter

Social Worker, Hospice Hawai'i Professional Doula & Yoga Instructor

Christina Gallagher

Homeschool Global Educator

Paraluman Stice-Durkin

Teacher, Punahou Academy

Jenny Leung

Historical Preservation Research and Consulting

Daniel Leung

Health and Wellness Coordinator, Culinary Arts Institute, Kapiolani Community College

Brit Reis, MD (pending)

Pediatrician

Kristy Sakai

Lead Teacher 3-6 year olds, Montessori Community School

Maya Soetoro- Ng, Ph.D.

Professor Secondary Ed. College of Education

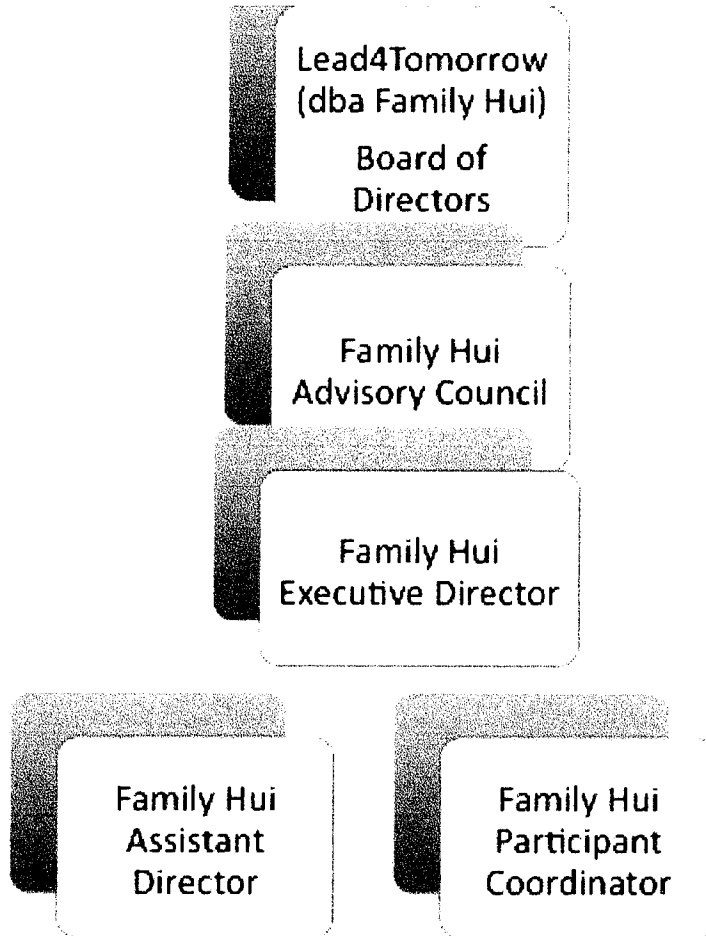
Sherri Tisza, MD

Medical Director, Aloha Care

Diana L. Warrington, Judge (Ret.)

Family Court

B. Organization Chart



VI. Other

A. Litigation

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

Not Applicable.

B. Licensure or Accreditation

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

Not Applicable.

Endnotes

ⁱ British Medical Journal, *Evaluation of a peer led parenting intervention for disruptive behaviour problems in children: community based randomized controlled trial*, BMJ 2012; 344:e1107, 13 March 2012.

ⁱⁱ Hawai'i Department of Health and Human Services, *Child Abuse and Neglect in Hawai'i* http://hawaii.gov/dhs/protection/social_services/child_welfare/ChildAbuse/2010%20CAN%20report.pdf, 2010.

ⁱⁱⁱ <http://hawaiichildrenstrustfund.org/content/facts-child-abuse>

^{iv} Jack P. Shonkoff and Deborah A. Phillips, eds, *From Neurons to Neighborhoods. The Science of Early Childhood Development*, (National Academy Press, Washington D.C., 2000)

^v Ann MacDonald, *Brain Development in Childhood- The Dana Guide*, November 2007. <https://www.dana.org/news/brainhealth/detail.aspx?id=10054>

^{vi} U.S. Department of Health and Human Services, Child Maltreatment Report 2010, <http://www.acf.hhs.gov/programs/cb/pubs/cm10/cm10.pdf>, pg. 23.

^{vii} Jack P. Shonkoff and Deborah A. Phillips, eds, *From Neurons to Neighborhoods. The Science of Early Childhood Development*, (National Academy Press, Washington D.C., 2000)

