

FAMILY SUPPORT HAWAII

ANNUAL REPORT
2015-2016



SUPPORTING FAMILIES AND COMMUNITIES IN PROVIDING LOVE AND CARE FOR OUR CHILDREN ... *since 1979*

Photo Credit: Lei Conrad Photography

Family Support Hawaii (FSH) is a private non-profit organization founded in 1979, with the mission *"to support families and communities in providing love and support for our children."* Our programs are found across West Hawaii and we have offices in Kailua-Kona, Waimea, Kealahou and Na'alehu. Over fifty FSH employees, numerous volunteers, and an array of collaborative community groups create the workforce necessary to carry out our mission. FSH is organized into four primary services: Child Welfare/Family Strengthening, Early Childhood Education, Child Development, and Youth Development. Each division has multiple programs that fall within our mission statement and serve to empower children, families and communities.

This past year has been filled with successes and new challenges for Family Support Hawaii. We have managed not only to improve our services to West Hawaii Families, but have done so in a fiscally prudent and responsible way. We have expanded Early Head Start services to include more children

and families, especially in Ka'u. We have greatly expanded program services in Early Intervention to meet community need. And now, we are delivering Fatherhood Initiative groups in three sites. FSH continues to lead the way in creating healthy environments to support families in raising healthy children. However, much more work lies ahead. We are particularly challenged by the impact of drugs on our community and families and are working with community groups to respond to this problem. Above all, we will continue our mission *"to support families and communities in providing love and care to our children"*

I invite you to continue to partner with us to make sure our children, families and communities continue to get the support they need. We could not do this without your continued support!

*Mahalo,
Ray Wofford, LSW, MBA
Executive Director*

FATHERHOOD INITIATIVE

Mike is a dedicated husband and father to three young children. Mike's parents live nearby and were able to spend time with the children, allowing Mike and his partner time to connect and be alone together from time to time. However, recently Mike's mother developed a degenerative condition, and she is no longer able to provide the support she did in the past.

As with so many families, that critical component of support had allowed Mike and his partner to stay connected and keep their relationship strong. At first, they were able manage, but as time passed, with their work schedules conflicting, they grew apart. Sometimes days would go by where they barely passed each other on the way to work or to take the kids to school.

With the support of his partner, Mike came to the Fatherhood Initiative group to learn how he could reclaim his relationship and provide the loving home for his children that they deserved. Mike went through a process of resetting his priorities and identifying a healthy balance between his family and his work life. He learned valuable new stress management skills and communication tools to reconnect with his partner and then to work with her to achieve clarity on how they could together achieve a happy family balance. They recently took a vacation together as a family and are planning to move to the mainland where their money will go further and they can dedicate more time to raising their family.

Mike's participation in the Fatherhood Initiative group provided him the mirror he needed to realize that the life he was leading would lead to burnout, dissatisfaction, disconnection, and possibly divorce. Unless the situation was turned around, there was a real risk of Mike's being alienated from his children, a devastating prospect for him and them. Now he is not only more focused and productive at work, but also is more available to his family. Providing men like Mike the opportunity and tools to work through these challenges to being an enthusiastic father, partner and employee makes our entire community safer and more productive.

CWS HOME VISITING SERVICES

CWS Home Visiting Services provides services to families, with children under the age of three, involved in the Child Welfare Services (Child Protection) system. We serve biological parents and also foster parents (the term used by Child Welfare Services is Resource Caregivers). We provide support, education, and other services to strengthen a parent or caregiver's ability to understand a child's needs and abilities, and to respond to them in a manner that promotes their healthy development. Our contract limits services for any one family to one year, but we have been able to request extensions for biological parents grappling with multiple challenges, and for Resource Caregivers struggling to care for children seriously traumatized by their early childhood environments.

Few of us as children considered ourselves fortunate to have a regular bedtime, with parents who expected us to cooperate with the rules, but we were lucky to know when and where we would sleep, and in whose company we would wake up. The children we serve in the Home Visiting Program often have had no bedtime and no bed to call their own, and the parents we serve often grew up the same way.

One of the young mothers in our program (we'll call her Emma) was herself placed in foster care long ago, along with her siblings. But they were able to run away to find and reunite with their mother. Emma was proud and happy to report that, though CWS found and returned her siblings to foster care, they were never able to find Emma. She thus grew up homeless on the streets with her mother, who was using drugs and doing what she needed to do to get her next dose. Emma was predictably not very old before she began



having children of her own, and despite her best intentions and her deep love for her children, was recreating much of this same lifestyle for them.

CWS intervened and placed the children in foster care, referring the now noncustodial young mother to our program. Partly due to the worker's dedication, and partly due to Emma's commitment to do her best for the children she loves, Emma is now in a long-term residential drug treatment program, secure in the knowledge that her children are safe in their foster home, and our program is available to continue to support her when she returns from treatment, ready to resume work to reunify with her children.

CHILD DEVELOPMENT

Early Intervention

Early Intervention Program works with children who have or are at biological risk for developmental delays. Licensed therapists work closely with the family through a coaching model that provides the family with strategies and information to work with their child. All services are delivered in the child's natural environment - in their home. The Early Intervention teams work collaboratively with other community partners, doctors, nursing services, and programs to ensure that family has all the support they need for their child.

One of our success stories regards a child named Baby Anne, who came to our program when she was two months old after being discharged from the hospital. At birth, she suffered from heart issues and feeding difficulties and had an NG feeding tube, unable to tolerate anything orally. At nine months, she was hospitalized again due to hypovolemic shock which caused her to suffer some brain injury and she regressed in her skills. Doctors did not expect her to walk or gain cognitive and social skills. But with the support of the Program and her family, at 2 1/2 years of age Anne has overcome so much. She conquered the skill of walking, which she loves to do, and has developed her own personality. Anne loves to talk story to people and enjoys anything with Disney princesses. She's such a sweet, spunky little girl with a one-of-a-kind smile!

EARLY HEAD START

Early Head Start program provides home-visiting and center-based services to pregnant women and children from birth to three who live in Kona, Ka'u, and North Hawaii, offering child development, family development, health, nutrition, and mental wellness services for enrolled families. Activities include home visits, socialization groups, parent-to-parent support, developmental screenings and assessments, health, safety, and nutrition education, as well as therapeutic support for those with special needs. Families are an instrumental part of the program and



have multiple opportunities to develop leadership skills by participating in parent trainings, Parent Committees, and Policy Council.

Families are supported with referrals and assistance with connecting to needed community resources such as prenatal care, well-child care, public assistance, job training services, family planning services, and child development programs.

One of our enrolled children, nick-named "Potato" or "Teo," has been enrolled in the Early Head Start Program for two years and just turned three years old on Thanksgiving Day. He is full of energy and yet is one of the most laid back kiddos we have ever met. Prior to a year ago he wasn't talking much, but once he started talking he hasn't stopped. He has also made a lot of progress with counting, as his mom works with him daily on it. Teo has always been ahead of the game physically, never stops moving, and is quite the dare devil at times. Some of his favorite things are swimming, Pokémon, cheese, super heroes and doing or wearing anything his big brother does or has. Mom hopes to enroll him in school later next year.

Matteo's mother, Marbella, has been a huge asset to our program as well. She has served on the EHS Policy Council for three years, and as the Chairperson for two of those years. She has also been an active member of the Family Support Hawaii Board of Directors, has helped out at numerous events, and is always a wonderful advocate for our program. They both will surely be missed as they transition out of the program, but we know that they both will do great things in their next adventures!

Section I. Sub-section C. Approach to School Readiness

Children are born ready to learn. Children are naturally curious beings who are motivated to make sense of the world around them. As seen in the Improving Head Start for School Readiness Act of 2007, Head Start programs must promote the school readiness of low-income children by enhancing their cognitive, social and emotional development in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills and approaches to learning.

The Family Support Hawaii Early Head Start program will focus on five school readiness areas based on the Essential Domains of School Readiness by the National Education goals/panel and Head Start Child Development Early Learning Framework (CDEL). These five areas are: Language and Literacy, Cognition and General Knowledge, Social and Emotional Development, Positive Approaches to Learning, and Physical Development and Health. These focus areas have been aligned with the EHS Child Development Outcomes for Birth-Three, the Hawaii State Early Learning Guidelines, and the Hawaii State School Readiness Assessments (HSSRA). During the initial development of the school readiness goals, input from parents, community members and the FSH Board of Directors was solicited and added to the school readiness goals. The school readiness goals are reviewed annually. No changes have been made to the goals, but measurable outcomes have been added.

Research-based curricula that are utilized by the program are *The Creative Curriculum for Infants, Toddlers and Twos* and *Partners For A Healthy Baby*. Activities and experiences are individualized for each child based on child development screenings and assessments, family observations, parent concerns and needs, program staff observations, suggestions and the comprehensive goals of the program. This way the infants have a "say" in selecting what they learn. The individualized curriculum planning process is based on the knowledge that the foundations for all human development are established in the first few years of life. This begins with social and emotional development, rooted in parent-infant attachment, a major focus in the first year. Language and verbal understanding are important areas related to cognitive development in the first and second years. Parents are the child's first teachers during this important period, and their competence in responding to the child's needs and fostering development are strong determining factors in the child's early development and future functioning. The earliest attachments or bonds that babies form with significant adult caregivers are viewed as crucial to the child's social-emotional development and the ability to form subsequent relationships (Ainsworth, 1973; Bowlby, 1969). Attachment is a process characterized by several developmental phases, and West Hawaii Early Head Start has structured its parent-child interaction activities to support and enhance these phases.

Home Visitors will continue to be trained in the PIWI (Parents Interacting With Infants) philosophy and will be utilizing the PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes), which is an observational parenting measure developed

for practitioners. This tool measures items in affection, responsiveness, encouragement, and teaching. The PIWI and the PICCOLO will be used to support positive caregiver-child interaction. The Home-based Supervisor will be utilizing the HOVRS tool in order to observe and support the Home Visitor-family interaction. The Child Development Supervisor (who is also the Center Supervisor) and the Mentor Coach will be utilizing infant or toddler CLASS tool in the classroom to observe and support Teacher-child interactions. The Program Director, Child Development Supervisor, Home-based Supervisor, and Data Coordinator will meet quarterly to analyze the results of these tools and use these results as part of the program's planning process.

The screening tool used by the program is the Ages and Stages Questionnaire (ASQ-3) and the Ages and Stages Social-Emotional Questionnaire (ASQ-SE). These questionnaires are administered within 45 days of entry into the program and at multiple times during enrollment in the program, depending upon the child's age. The ASQ-3 is administered at age two (2) months, four (4) months, eight (8) months, 12 months, 18 months, 24 months and 33 months.

The ASQ-SE is administered at six (6) months, 12 months, 18 months, 24 months, 30 months and 36 months. After each completed screening, they are submitted for entry into the ChildPlus data tracking system. Screenings are forwarded to the Disabilities Specialist for review and follow-up if any of the scores fall in a "needs review" or "fail" category. If the score is in the "fail" category, the Home Visitor/Teacher and/or Disabilities Specialist will talk to the family about Early Intervention services that are available in the community and assist in the referral process as appropriate.

Early Head Start Teachers and Home Visitors will use the Teaching Strategies GOLD assessment tool as part of their on-going assessment process which happens individually for each child/family that they serve. The Teaching Strategies GOLD Assessment is completed three times per year, in June, October and February for the home-based program and in October, February and May for the classrooms. Aggregation of the data is conducted by the Child Development Supervisor and the Data Coordinator. Analysis of the data is conducted by the Program Director, Child Development Supervisor, Home-based Supervisor and the Data Coordinator. Results of the assessments are used to guide individualized plans for the child, training/professional development plans, and program improvement plans. Analysis of data collected through the TS Gold assessments will also be an area of review during supervisory and mentor coaching sessions for both center-based and home-based options. Families are engaged in the assessment process and are provided specific information on individual child and program progress towards meeting school readiness goals. Home Visitors, Teachers and Supervisors are in the process of gaining "Inter-rater Reliability".

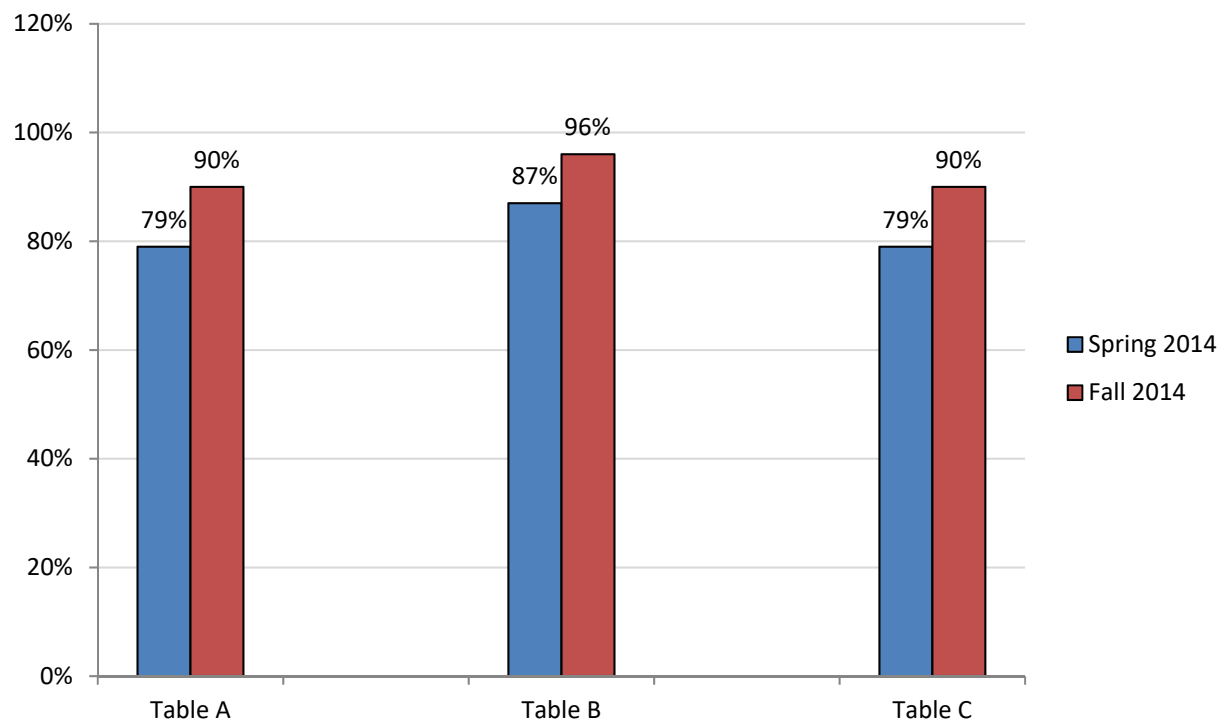
Teaching Strategies GOLD data has been aggregated and analyzed for the May/June (Spring) 2014 and October (Fall) 2014 checkpoints. Following the Spring checkpoint, it was seen that

our Early Head Start children were not meeting the expected outcome measures. In June of 2014, a trainer was brought in from the Teaching Strategies company to conduct training for Home Visitors, Teachers and Supervisors on the Creative Curriculum, the Creative Curriculum Learning Games and the Teaching Strategies GOLD online child assessment system. Staff members used this training to implement the curriculum more intentionally, to utilize the Creative Curriculum Learning Games component with EHS families and to effectively utilize the Teaching Strategies GOLD assessment system not just for assessing children, but to increase individualized learning experiences for infants and toddlers. In our analysis, we also saw a huge increase in scores from the Spring 2014 checkpoint to the Fall 2014 checkpoint. The increases were so significant that we need to look at the reliability and validity of the assessment data that is being input to the TSG system. It is for this reason that we have added Inter-rater reliability certification a requirement for all of our education staff to meet by the end of Year Two of the grant project, which will be in April of 2016. This requirement is part of our program's Program Goal #3.

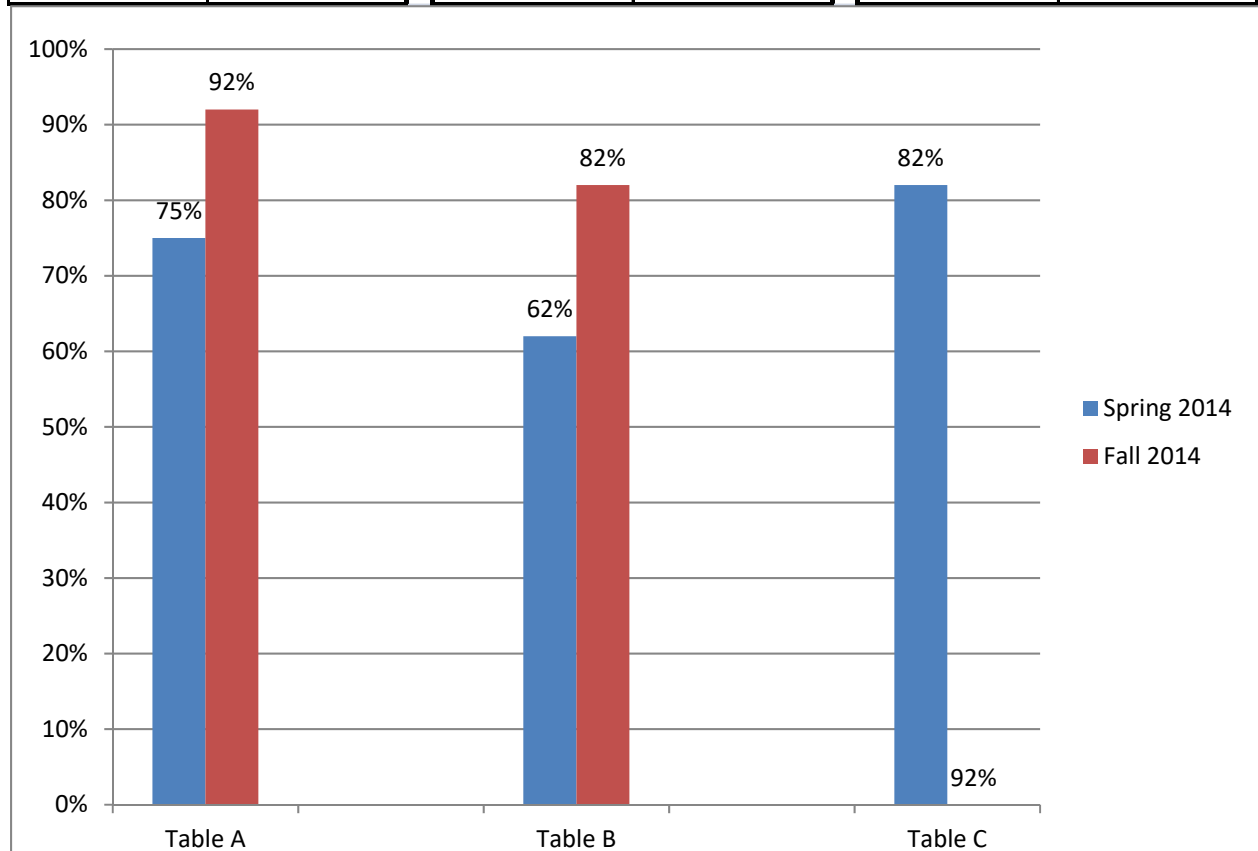
TSG Assesment Scores

Social Emotional Development

Table A		Table B		Table C	
90% of EHS Children will regulate emotions and demonstrate skills in following limits and expectations		90% of EHS Children will engage in positive adult / child and peer relationships		90% of EHS Children will participate and engage positively and cooperatively in group situations	
Spring 2014	79%	Spring 2014	87%	Spring 2014	79%
Fall 2014	90%	Fall 2014	96%	Fall 2014	90%



TSG Assesment Scores					
Language and Literacy Development					
Table A		Table B		Table C	
90% of EHS Children will demonstrate improved expressive communication by using language to express thoughts and needs limits and expectations		80% of EHS Children will demonstrate improved receptive language by listening to and understanding increasingly complex and varied language adult / child and peer relationships		85% of EHS Children will demonstrate increased appreciation and comprehension of books and print in their environment	
Spring 2014	75%	Spring 2014	62%	Spring 2014	82%
Fall 2014	92%	Fall 2014	82%	Fall 2014	92%



TSG Assesment Scores

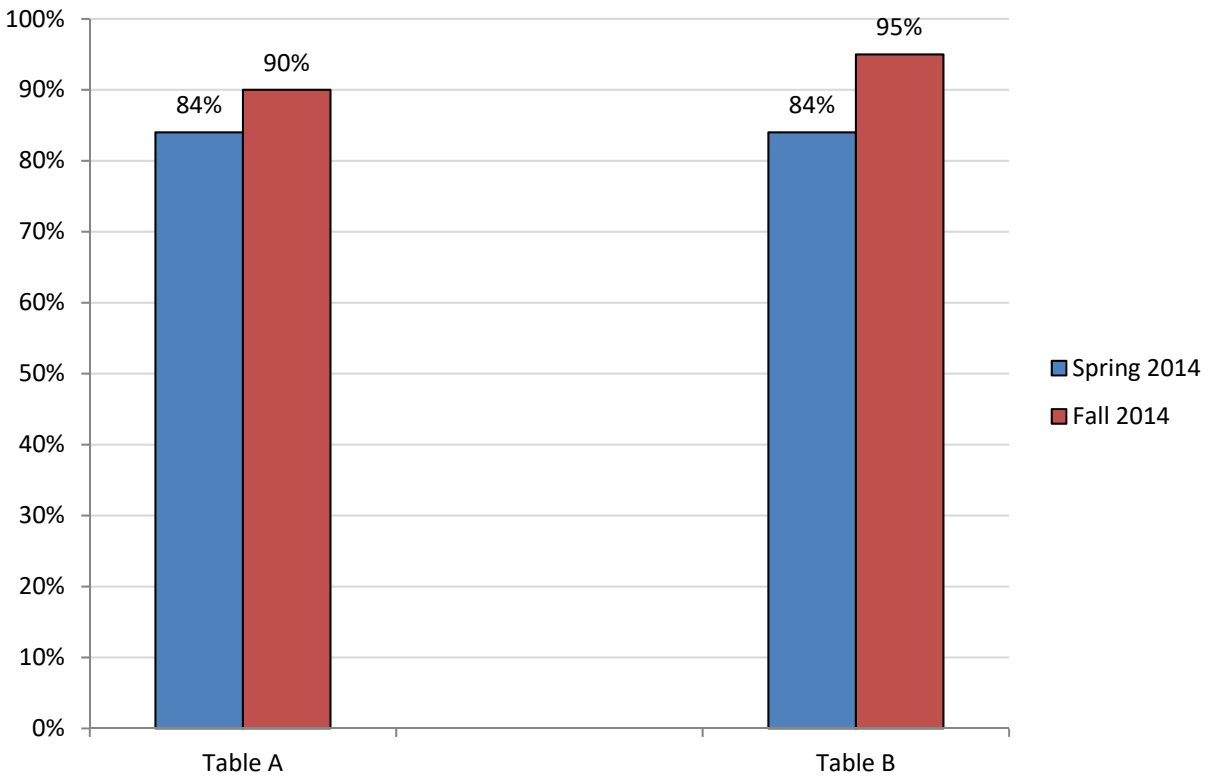
Approaches to Learning

Table A

90% of EHS Children will demonstrate persistence, sustained attention and engagement when working with materials and activities	
Spring 2014	84%
Fall 2014	90%

Table B

90% of EHS Children will demonstrate interest, curiosity, creativity and independence in varied topics, activities and materials	
Spring 2014	84%
Fall 2014	95%



TSG Assessment Scores

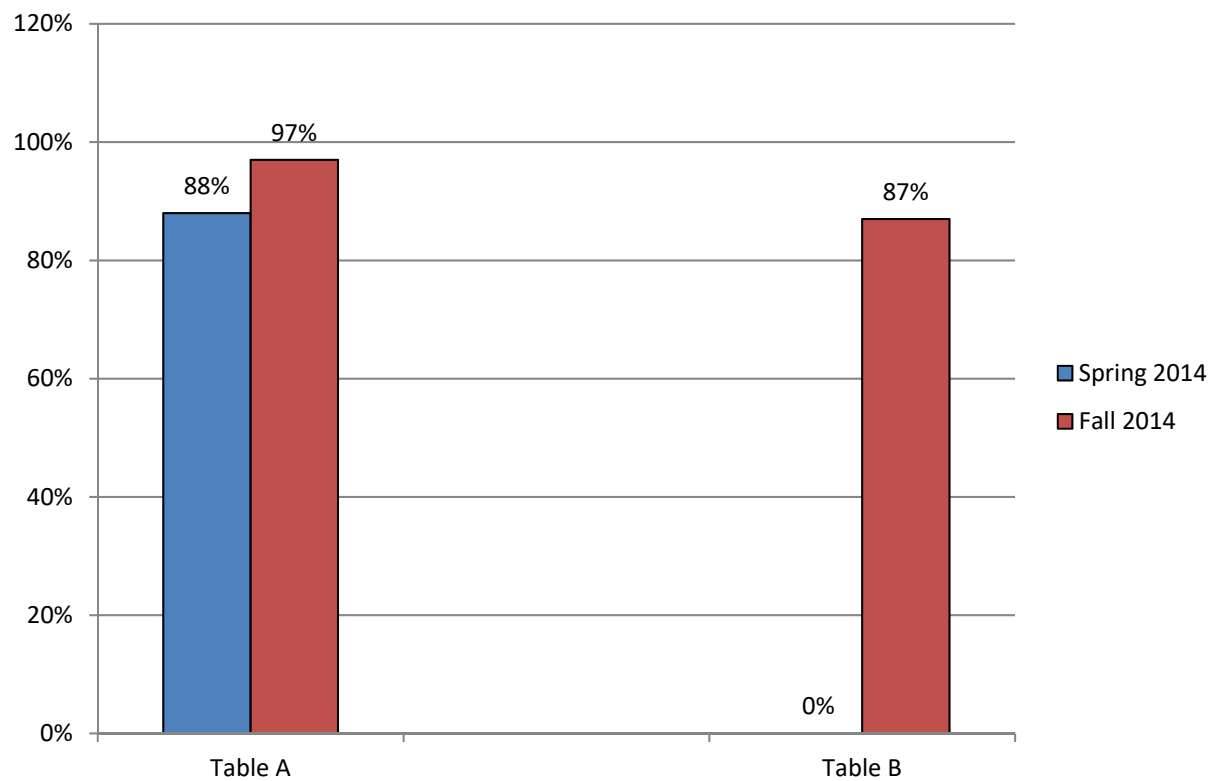
Cognitive and General Knowledge

Table A

90% of EHS Children will increase skills in recognizing, remembering and connecting experiences and people	
Spring 2014	88%
Fall 2014	97%

Table B

85% of EHS Children will use math skills regularly and in daily routines to count, compare, classify, measure, identify patterns, problem solve, and explore spatial relationships and shapes	
Spring 2014	74%
Fall 2014	87%



TSG Assessment Scores

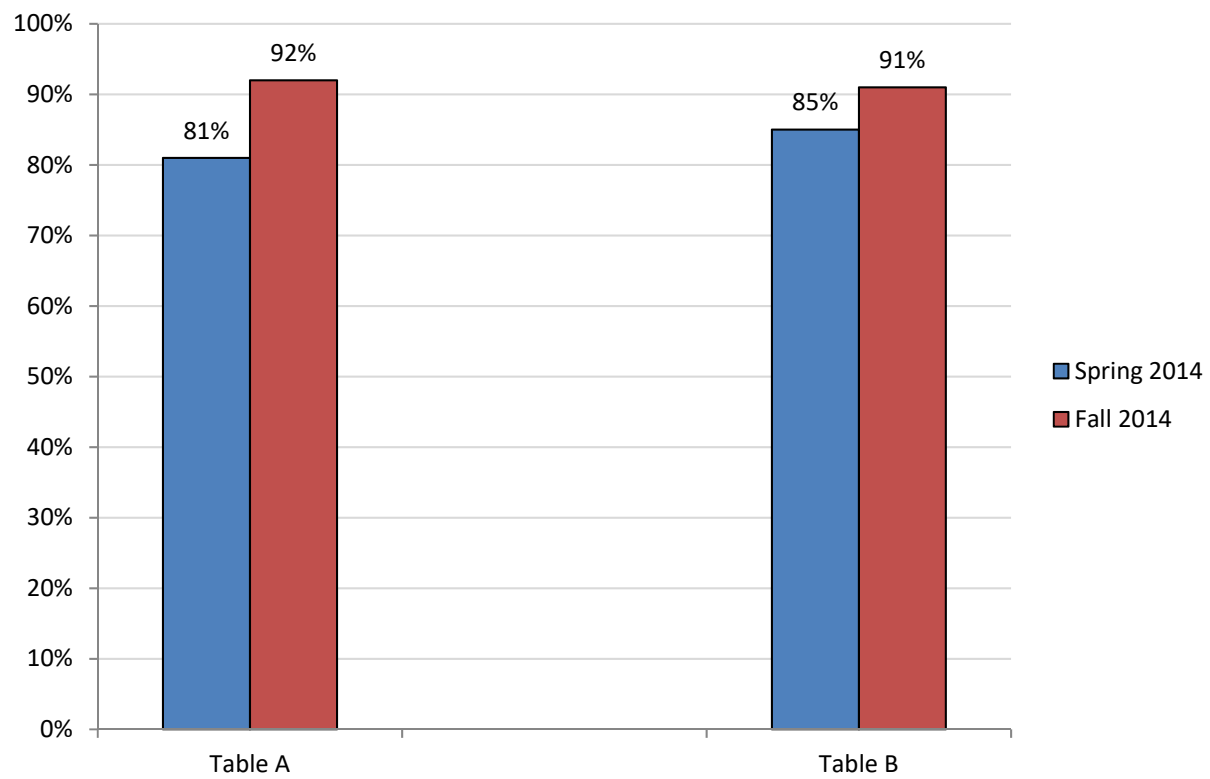
Physical Development and Health

Table A

90% of EHS Children will demonstrate control of large muscles for traveling, balancing and object manipulation	
Spring 2014	81%
Fall 2014	92%

Table B

90% of EHS Children will demonstrate control of small muscles for manipulation and exploring objects such as utensils, pencils, drawing tools, clay and blocks	
Spring 2014	85%
Fall 2014	91%





Family Support Hawaii

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FAMILY SUPPORT HAWAII
SERVE IT FORWARD
3RD ANNUAL TENNIS TOURNAMENT

REGISTER ONLINE
[HTTP://SERVEITFORWARD.TENNIS](http://SERVEITFORWARD.TENNIS)
Players are asked to bring non-perishable goods for THE FOOD BASKET.

Family Support Hawai'i will hold its third annual "SERVE IT FORWARD" tennis tournament at the Holua Tennis Center on **January 7th and 8th, 2017.**

With your kind support, we hope to meet or exceed our success from last year. The funds generated through our partnership with sponsors like you will enable us to continue and expand our services to families on the Big Island. Last year, many families and children were able to get support and their needs met: our Early Head Start preschool was able to receive much needed school supplies; in Early Intervention program, a mobile stander allows young children who are not yet walking or standing to experience the joy of being able to move independently in a standing position; and our Fatherhood program was able to provide support groups to fathers on the big island.

Donation opportunities such as court sponsorship will have your name and/or company logo on a court. Monetary donations will be used to supply the tournament with tennis balls, T-Shirts for players, and prizes. Donation items such as your product(s), gift certificates, or your company service(s) will be in a silent auction with a marketing piece.

We respectfully request that donations be submitted no later than January 4, 2017. All donations are tax deductible. All funds generated will benefit children and families on the big island.

Mahalo for considering our request. For more information about our organization or the tournament, please call **Catherine Abellera** at 808-895-1051 (cell) or 808-334-4120 (office). Mahalo!