



Institute for Educational Leadership  
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# Tūtū and Me: A Model for Enhancing Children's School Readiness

Results from a Longitudinal Study

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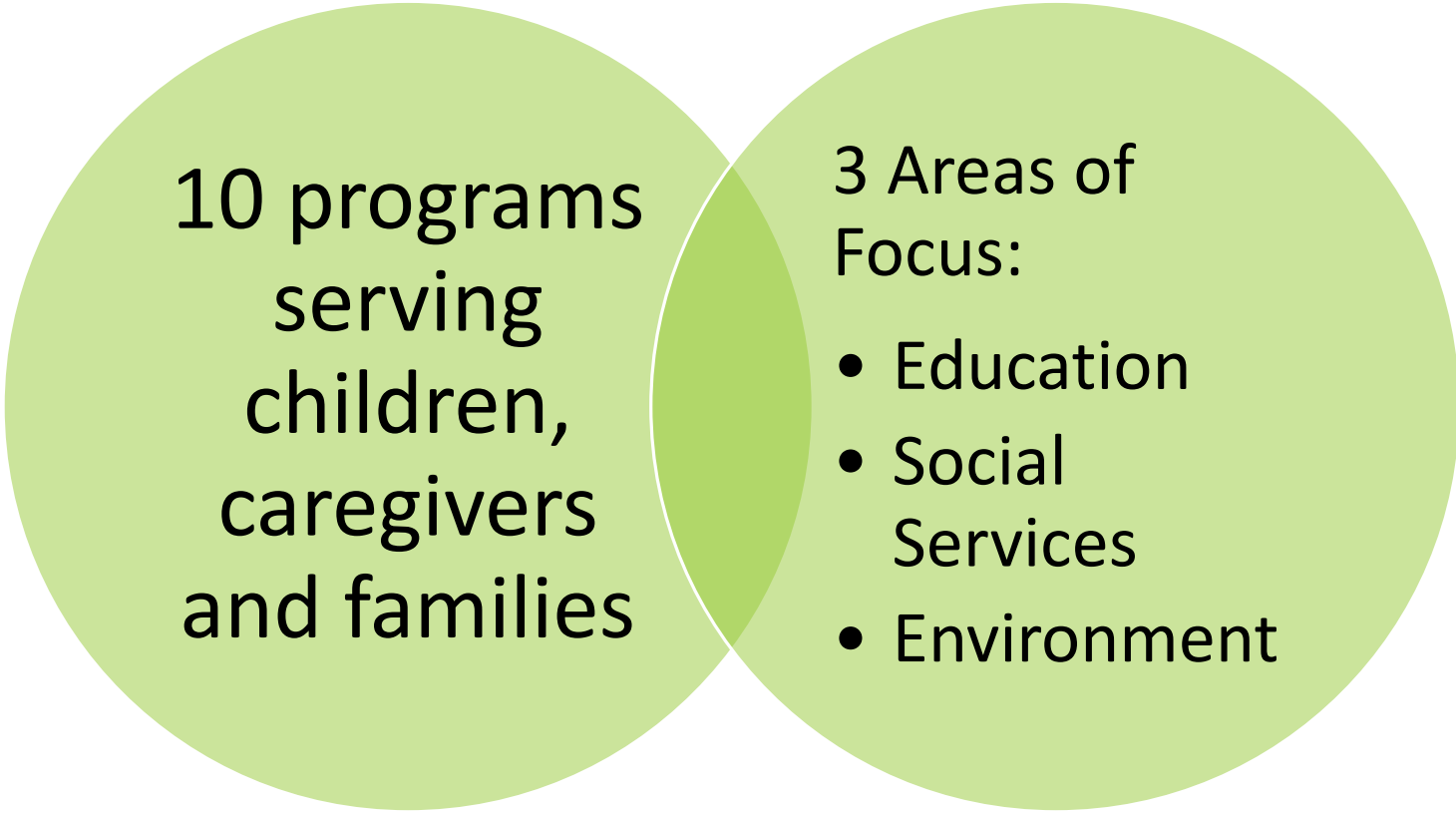
**Why Tūtū and Me?**

**What does Tūtū and Me look like?**

**What did we find in the longitudinal study?**

**What are the implications for engaging families in your community?**

# Partners In Development Foundation



10 programs  
serving  
children,  
caregivers  
and families

3 Areas of  
Focus:

- Education
- Social  
Services
- Environment





# Why ?

Native Hawaiian  
families are in Crisis

## **GENERATIONAL POVERTY**



## **UNEMPLOYMENT OR UNDEREMPLOYMENT**



## **LOW LEVELS OF EDUCATION**



## **INCARCERATION**



## **UNSTABLE HOUSING**



2001: 40% not ready  
for kindergarten,  
some two years  
behind

More than half did  
not have formal  
preschool exposure



## Tutu and Me Traveling Preschool

- Family Child Interaction Learning Program
- Teaching team members are local to the area served
- Curricula is sensitive to NH culture; uses songs, language, stories
- Teaching strategies incorporate NH values; e.g. no placing blame on families for children's failures, engaging families in children's education, individualizing instruction



# Tūtū and Me Traveling Preschool:

- ❖ 4 member teaching teams across 5 islands;
- ❖ Targets Native Hawaiian parents and grandparents in low income/high risk communities;
- ❖ Program is two hours/day, two days/week for 10 months;
- ❖ Vans carry teaching materials and transform community centers, schools, churches into rich learning environments with 20 activity centers;
- ❖ Children and caregivers engage in learning activities, staff model interactions;
- ❖ 2 minute Tūtū Talks and Caregiver Resource Center for additional information, individual consultations; take-home activities;
- ❖ Model is able to serve 50 children and 50 caregivers at a time. 4,377 children and their caregivers served in the 2015-2016 school year.



# Tūtū and Me Traveling Preschool Components

First Circle  
Activity  
Centers  
Clean-up  
Second  
Circle

Curriculum  
organized  
around  
learning  
themes and  
monthly  
Hawaiian  
values

Book Bags  
Backpacks  
Monthly  
Activity  
Calendar  
Caregiver  
Resources

Child  
Assessments  
and Referrals

Tūtū Talks  
Tūtū  
Resource  
Center

















# *Hawaiian Values*

*aloha*

*mālama*

*po'okela*

*lōkahi*

*pono*



“I remember her saying, ‘Hey, that’s what my daddy says. We have one of those at my house, or my tūtū says that.’ They’re so shocked when they can identify with something close to their own life. It made her feel important as part of the community and relevant to what’s going on. She dances hula now and wants to play the ukulele. It really was exciting for her.”

“We live in Hawai‘i and it’s a beautiful culture, and the way of life here and culture is different, especially in the rural area where we are, and it’s a very important thing. Social integration, especially for somebody like us—we have no Hawaiian and not that much exposure to it.”



## From the caregivers:

**“I loved [the Hawaiian culture]. I grew up here and I didn’t have that in school. It’s a great foundation for any kind of growing up and cultural interaction here. Those values are really promoted and explained in a way that it’s not only Hawaiian if we speak about responsibility or harmony it goes beyond the Hawaiian culture. It’s beneficial for kids of all backgrounds—the best of Hawaiian culture and in sensory ways, the things we eat. The language emphasis also is interesting—the kids need that understanding that there’s different ways to say things that was really positive.”**

## Longitudinal Study Research Questions

What are the characteristics of the children, parents, and caregivers who participate in Tūtū and Me?

What effects, if any, does participation in Tūtū and Me have on children's school readiness?

Are these effects sustained in the early elementary years?

# Study Design

Multi-method, multi-source

4 intervals:

- T1: fall 2008
- T2: spring 2009
- T3: spring 2010
- T4: spring 2011

K, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, 3<sup>rd</sup> grade

Child assessments:

- PPVT (T1-4)
- WJ-R Tests 4 and 10 (T1-4)
- CBCL (T1-4)
- DECA (T1-4)

Report card data (K, 1, 2 3)

Parent survey (T1), Family life changes survey (T 2-4)

Parent interview (K)

# Sample

Cohort:

All children born between January 1 and December 31, 2005

Time 1: October/November 2008: 137

Time 2: May/June 2009: 93

Time 3: May/June 2010: 73

Time 4: May/June, 2011: 42

K-2: 27

K-3: 13\*

\* Preliminary data

# Child Characteristics: T1

40 Native Hawaiian

Hawaiian spoken at home:

- Keiki at home: 10% (n=51)
- Adult to keiki: 20% (n=51)
- Keiki to adult: 10% (n=51)

Mean Duration in Tūtū and Me: 15.7 months

# Caregiver Characteristics (T1)

Relationship to child: 74% parents, 19% tūtū, 8% other

Age: 45% between 30 and 39; 22% between 40 and 49 (n=92)

Gender: 82% female (n=92)

Ethnicity: 35% Native Hawaiian; 31% Caucasian; 13% Filipino (n=91)

Education: 23% 4-year college degree; 22% some college; 22% high school degree (n=91)

Income: 16% between \$60,000 and \$69,000; 13% between \$50,000 and \$59,000; 38.6% less than \$50,000 (n=88)

# T1-T4 Findings

PPVT: improvements in receptive language T1-T3 (stanine)

WJR: improvements in language comprehension and math T1-T4 (age equivalent/grade equivalent)

CBCL: decreases in developmental problems T1-T2, T1-T3, T1-T4, ADHD and oppositional behaviors T1-T3

DECA: improvements in self control T1-T3,T1-T4, decreases in behavioral concerns T1-T4

# Findings: T1-T3: Native Hawaiian Keiki (n=40)

PPVT-III: Significant improvements in receptive language abilities: (Stanine & Percentile)

WJR-R: Significant improvements in math abilities: Sec. 4 Age & Grade Equivalent; Sec. 10 Age Equivalent & Grade Equivalent

CBCL: Significant decrease in anxiety, developmental and behavioral problems

DECA: Significant improvements in self-control; significant decrease in behavioral concerns



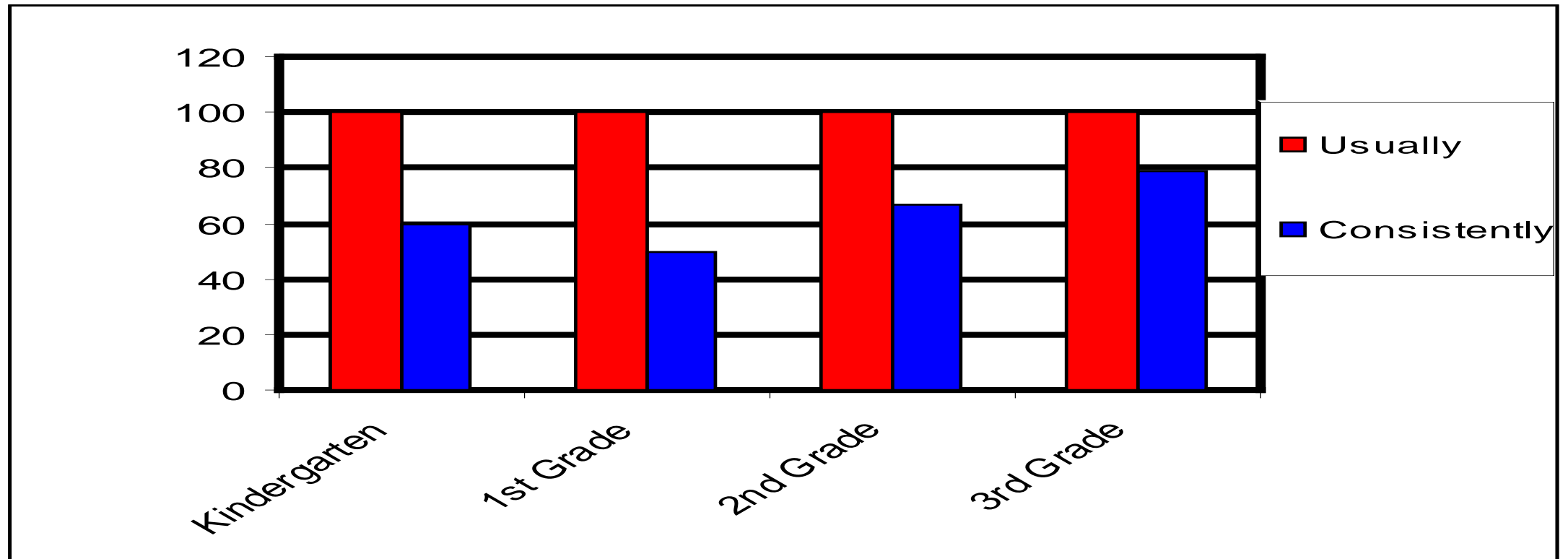
## General Learning Outcomes: Definitions

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GLO	Definition
1: Self-directed learner	The ability to be responsible for one's own learning
2: Community contributor	The understanding that it is essential for human beings to work together
3: Complex thinker	The ability to demonstrate critical thinking and problem-solving strategies
4: Quality producer	The ability to recognize and produce quality performance and products
5: Effective communicator	The ability to communicate effectively
6: Effective and ethical technology user	The ability to use a variety of technologies effectively and ethically.

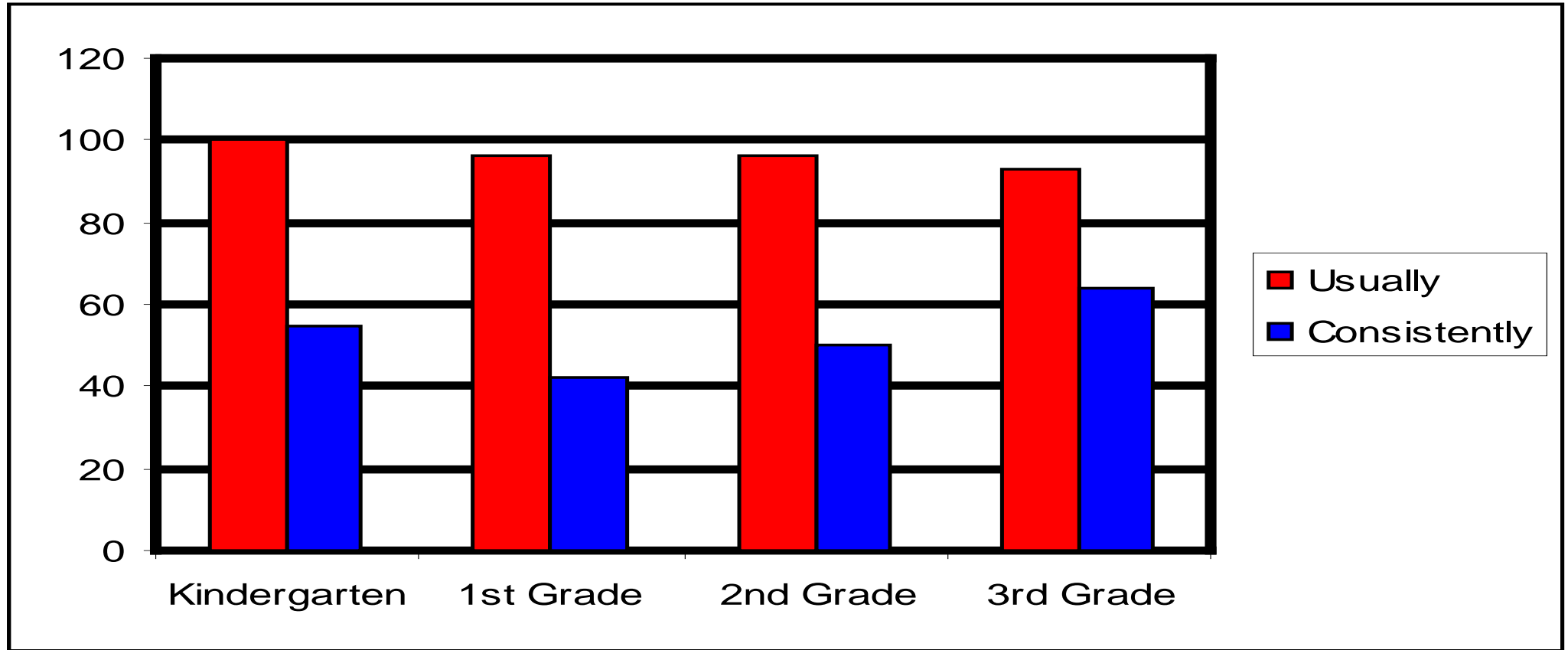
## GLO 2: Community Contributor

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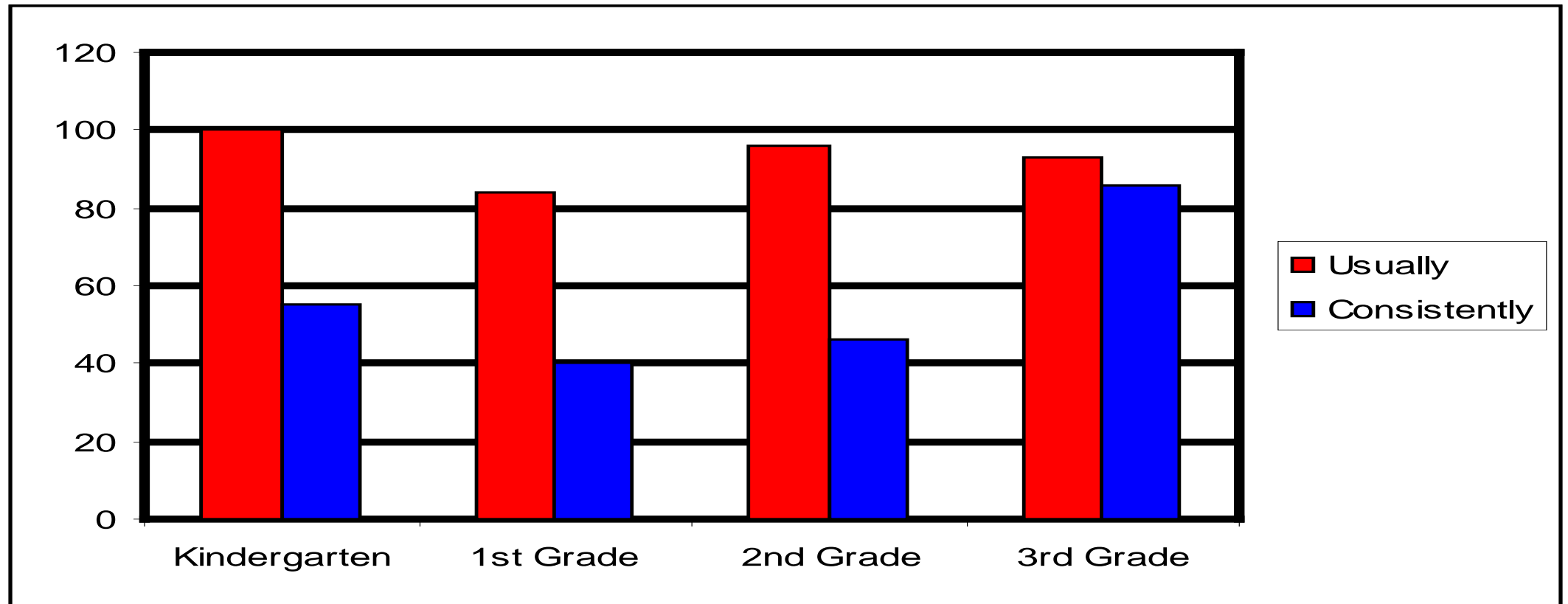
## GLO 4: Quality Producer

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## GLO 5: Effective Communicator

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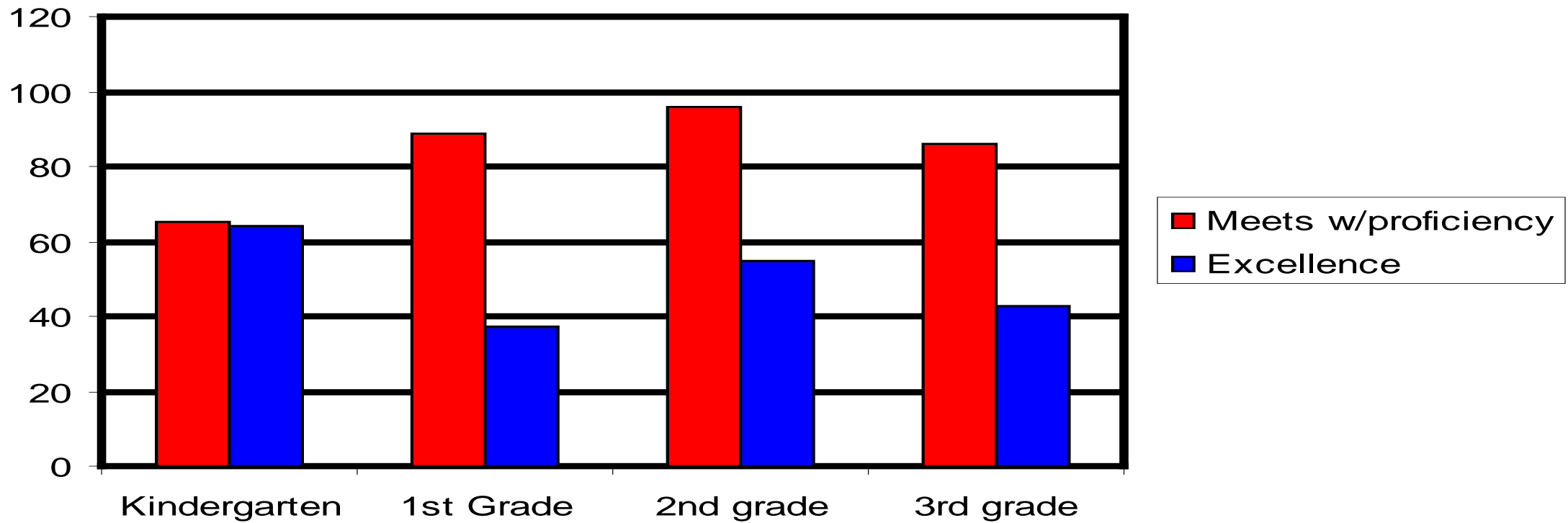


## Subject s: Content Areas

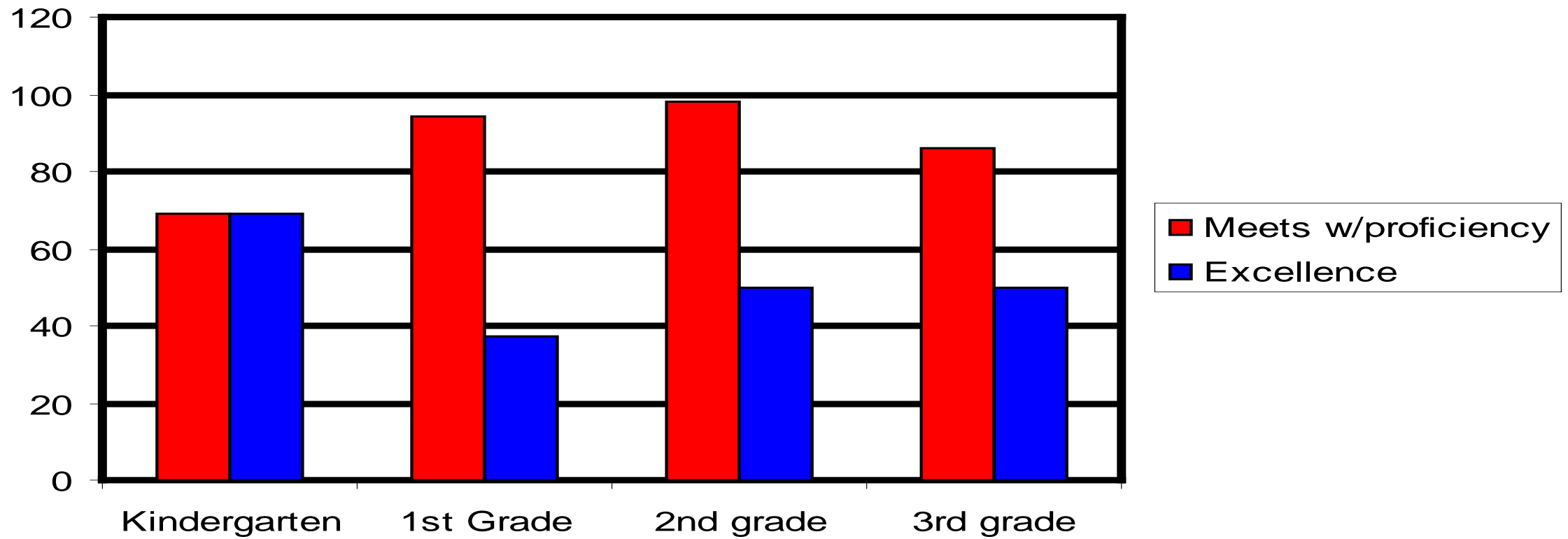
Subject	Content
Language Arts:	Reading, Writing, Speaking and Listening, Language
Mathematics:	Operations and algebraic thinking, Numbers and Operations in base 10, Measurement and data, Geometry, (3 <sup>rd</sup> grade: fractions
Science:	The scientific process, Life and environmental science, Physical, earth and space sciences
Social Studies:	History, Political science/civics, Cultural anthropology, Geography, Economics
Health:	
Physical Education	
World Languages	
Career and Technical Education	

## Subject : Language Arts

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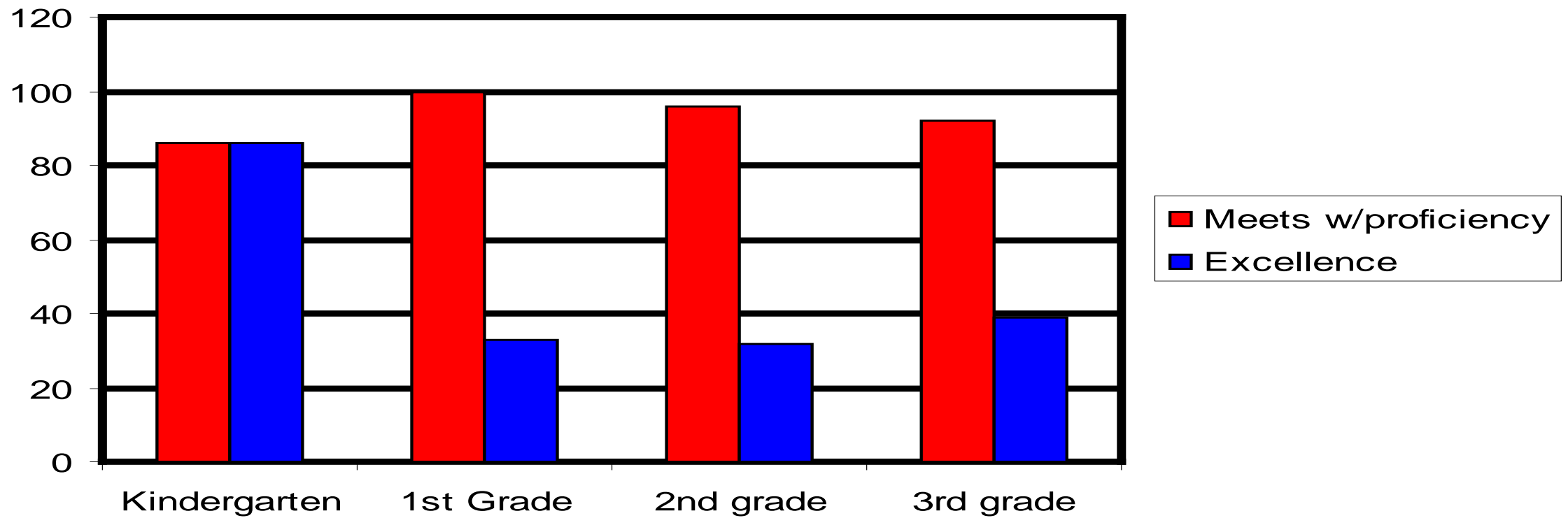


## Subject: Math



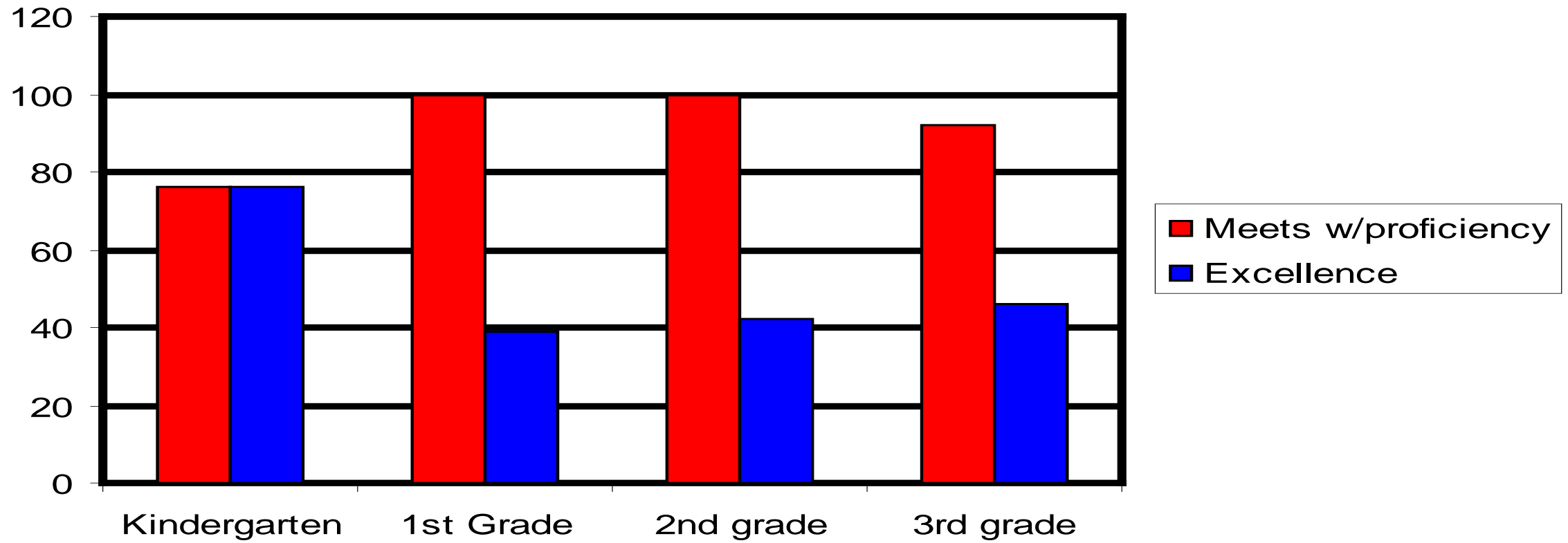
## Subject: Science

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## Subject: Social Studies



## Tutu and Me 3<sup>rd</sup> Grade Proficiency Comparisons

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	Tutu and Me % Proficient	Statewide Average 2013-2014	Tutu and Me Keiki School Average
Reading	86%	65%	69%
Math	86%	63%	73%
Science	92%	53%	66%

## **Tūtū and Me prepares children for school**

### The majority:

- Usually/consistently meet learning goals
- Demonstrate acceptable or excellent achievement of content area benchmarks



Native Hawaiian children generally perform at the same levels as their non-Native Hawaiian peers



# MAHALO!!!!

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