***Native Hawaiian Education Program***

***2015 Project Abstracts***

***S36A150055***

***Kai Loa, Inc.***

The Hoopaepae project proposes to increase student achievement through curriculum development and Hawaiian language attainment. The objectives are designed to align Hawaiian language content-specific patterns and vocabulary to the stair-cased curriculum and assess for student growth, focus staff professional development around quality curriculum implementation and, provide family support and guidance needed to support their child in the Hawaiian Language. The project will provide Hawaiian language immersion instruction, focused on improving student achievement as a result of improving Hawaiian proficiency for staff and parents. The project will serve 74 staff, 435 families and 495 students.

***S362A150073***

***Institute for Native Pacific Education and Culture (INPEACE)***

Project Keiki Steps 4 Successwill meet the school readiness needs of at-risk Native Hawaiian young children and their families through increasing their participation in a high-quality early education program that is culturally responsive, standards-based, and literacy-focused. The following five objectives will be implemented: 1) recruiting children, families, and teachers from 12 Native Hawaiian communities, 2) improving literacy and school readiness skills through implementing the research-based Creative Curriculum for Preschool and culturally relevant literacy instruction, 3) increasing knowledge of child development by emphasizing a strong family involvement and evidence-based parent training component, 4) increasing the capacity and competency in early childhood educators by providing job-embedded professional development that incorporates college coursework, dynamic coaching, collaborative learning teams, and training in Mind in the Making: Seven Essential Life Skills,and 5) assisting 12 elementary schools in rural, high-poverty communities with their school readiness activities by offering a Keiki Steps to Kindergartentransition program in the summer.

***S362A150011***

***University of Hawaii***

Project Ka Waihona o ka Ka’auao KWONproposes to improve the academic achievement of at-risk children through a standards-aligned place-based cultural project (PBCP) approach to student learning, teacher professional development, and community involvement. Four goals are planned: (1) increase the proportion of students achieving proficiency in reading, math and science, (2) enhance student engagement in school, (3) enhance teacher understanding of PBCP pedagogy and curriculum, and (4) nurture community involvement in the school. PBCP coaches plan to co-developing projects with teachers to allow for multiple opportunities to connect learning to students’ lives. Institutions of higher education along with community resources and partners will be strategically incorporated into the project design. Project will serve one rural (K-8 ) school with approximately 450 students in grades 3-8, 40 teachers and curriculum coaches and 15 community partners on the island of O`ahu.

***S362A150013***

***University of Hawaii***

Place-based Learning and Community Engagement in School (PLACES) at Nanakuli Intermediate and High School (NIHS)Project proposes to improve the academicachievement and high school graduation rate of students from NIHS using a place-basedcultural project (PBCP) approach to student learning, teacher professional development, andcommunity involvement. The project proposes five goals: 1) increase the proportion of studentsachieving proficiency in reading, math and science; 2) increase the proportion of studentsengaged in school, 3) create college/career internships in high school, 4) enhance teacherunderstanding of the pedagogy and curriculum associated with PBCPs, and 5) nurturecommunity involvement in the school. One rural multi-level intermediate – high school grades 7-12, 952 students, 73 teachers and curriculum coaches, and approximately 15 community partners will be served by the project on the island of O'ahu.

***S362A150028***

***Boys and Girls Club of America***

The Boys & Girls Club of Hawaii (BGCH) along with our sister organizations, BGC of Maui and BGC of the Big Island, have partnered with Sylvan Learning to create Hawaii AIM, a K-12 program designed to remediate skill gaps and move students forward academically. Hawaii AIM will include different levels (tiers) of interventions based on students’ individual academic needs. Sylvan’s Ace it! program will be used for the highest level of intervention needed in order to gain results in proficiency on state standardized test. Participants will receive daily high yield learning activities (HYLAs) during the school year and summer that reinforce classroom learning for 30 hours/year. Participants will achieve on-time grade level progression, as measured by classroom teacher reports, each program year. Areas of weakness will be identified by GRADE and/or GMADE pre and post-assessments. Each program year will serve 2,025 students in grades K-12.

***S362A150030***

***Aha Punana Leo***

The Aukukui Project seeks to improve school readiness among incoming Native Hawaiian kindergarten students. Three strategies will guide our efforts: ongoing and embedded professional development for preschool teachers; structured family engagement such as online support resources for literacy and Hawaiian language, support and resources, and consistent and accurate assessment of preschoolers with specific outcome indicators. These indicators include Hawaiian language use and literacy, motor skills, socio-emotional development and cognition, in an indigenous framework. Proposed sites include islands of Kaua`i, Wai`anae, Ko‘olau, Loa; Ko‘olau, Poko, Honolulu, Kona, Molokai, Mānoa, Maui, Hilo,Waimea and will serve 244 students and 90 teachers and staff.

***S362A150035***

***Partner’s in Development***

The Ka Pa‘alana Homeless Family Education Program (Ka Pa‘alana) goal is to prepare homeless Native Hawaiian families for success by breaking the “cycle of generational poverty” and empowering the family through a high-quality, culturally-relevant family education program. Ka Pa‘alana proposes to expand to Hawai‘i Island beaches and beach parks by providing essential educational services and life necessities through an innovative mobile preschool outreach called the Mālama Mobile. The program also proposes to increase family literacy and enhance family dynamics at-risk Native Hawaiians living in generational poverty in the Keaukaha and King’s Landing Hawaiian Homestead emergency shelter by creating a two-day-a-week, two-hour-a-day traveling family education program preparing homeless Native Hawaiian preschool-aged children for success in formal education. As well as equip their caregivers with skill sets to be their child’s first and foremost influential educator. Ka Pa‘alana will serve approximately 900 at-risk/homeless Native Hawaiians (by preparing 415 at-risk/homeless children for formal education and equipping 485 at-risk/homeless adults with effective care giving skills through Parent Education and workforce readiness through Adult Education).

***S362A150061***

***Kula no na Po’e Hawaii***

The Kukalahale Learning Project (KLP) proposes to establish a Papakōlea community-centered model that enhances student (and parent) school involvement and satisfaction by applying the Complementary Learning Systems Theory and Social-Ecological Theory, framed within the Logic Model, to organize, coordinate and integrate both school and non-school supports within the school and community environment to ensure student and parent success. Participantsserved by KLP are high needs and Native Hawaiian students and their parents among the 2,752 students enrolled within a complex of 4 schools: Lincoln and Pauoa Elementary (Pre-K to grade 5), Stevenson Middle (grade 6-8) and Roosevelt High Schools (grade 9-12). The common thread running through these 4 “Kukalahale Schools” is that they have/will educate most of the nearly 2,000 residents who live in three Hawaiian Homes land tracts collectively known as Papakōlea.

***S362A150002***

***University of Hawaii***

Hawaii Positive Engagement Project (H-PEP) Project proposes toaddress: 1) professional development (PD) needs of Native Hawaiian early educators (preschool teachers, aides, administrators) to build knowledge and increase effective, research- based, culturally appropriate strategies to strengthen early learning outcomes for at- risk Native Hawaiian preschool students; 2) H-PEP proposes to facilitate positive parent engagement and early literacy skills through the use of culturally appropriate research-based strategies; and 3) create and disseminate an accessible. In order to address the needs there are 3 components of the project which include: Developing in –person, web-based, and mixed PD content and structure with stakeholders; and provide mentoring, goal setting support to educators; Creating professional learning communities repository of hard copy and online materials for continued use post-grant, to increase the sustained use of effective strategies; and financial support to access continuing education opportunities; Facilitating parent groups; and disseminate information. A menu culturally relevant training support will be provided steeped inNative Hawaiian language and culture, leadership/change management, effective communication/ problem solving, and self- care. The project will serve 350 preschool educators, 3,500 at-risk preschool students, and 300 parents for a total of 4, 150 participants in 3 years.

***S362A150042***

***Partners in Development***

Project Ka Hana Noʻeau is a community-based program comprised of mentorships and an academic support program. Data strongly indicate that Native Hawaiian performance lags behind their peers in both in Hawai‘i and across the nation. The project will address two prevailing needs in these communities that serve Native Hawaiian youth: the need to improve student achievement in reading, math, and science and; the need to foster higher expectations within Native Hawaiian youth and their families The target population is estimated at 345 students each year enrolled in mentorships and/or Advancement Via Individual Determination (AVID) in grades 6-12 in year one with an additional 75-100 additional students in Years Two and Three. A modest estimate of 500 students will be served. At least sixty-five percent of the participant group will be of Native Hawaiian ancestry. The project will serve six school sites as listed below: North Kohala: Kohala High School, Kohala Middle School; Hāmākua: Honokaʻa High and Intermediate School, Pa‘auilo Elem. and Inter. South Kona: Konawaena High School, Konawaena Middle School.

***S362A150026***

***Ho`okako`o Corporation***

The Ke Au Na`auao Project aims to positively impact early literacy development of students in grades K-3, through a unique cross-school collaboration by addressing academic needs through 1) more effective peer learning opportunities, through in-school and cross-school professional learning communities and classroom observations 2) more robust coaching support for K-3 teachers in both the English and Hawaiian Immersion Language programs and 3) more culturally relevant literacy material in their core curricula. Expected outcomes are improved teacher support, more relevant curricular content, and improved instructional practices for high-needs, Native Hawaiian students.