

“E ‘Ike Hou iā Lāna‘i” (Embracing Lāna‘i’s History Through Language and Literacy)

**NATIVE HAWAIIAN EDUCATION PROGRAM
CRDA 84.362A**

PROJECT NARRATIVE

The proposed project, E ‘Ike Hou iā Lāna‘i (*Embracing Lāna‘i’s History Through Language and Literacy*), is an initiative that engages the community and school in a collaborative effort to improve literacy and academic outcomes. The objectives of the community-school partnership of Lāna‘i Culture & Heritage Center (Lāna‘i CHC) and Lāna‘i High and Elementary School (LHES) are as follows: (1) to utilize cultural curricula to improve academic outcomes for students in LHES; (2) to enhance early childhood and young adults literacy through the combined study of the Hawaiian language and English, cultural and natural history and outreach programs; and (3) to improve learning outcomes of young adults so that 100 percent of Lāna‘i seniors graduate within four years. The E ‘Ike Hou iā Lāna‘i project addresses these priorities:

Competitive Priority 1: Needs of At-risk Children and Youth—the inclusion of cultural curricula to assist At-risk Children and Youth in reconnecting to their heritage

Researchers studying the Native Hawaiian culture found when students actively practice their culture and traditions they exhibit a significantly higher ability to learn and retain their native language and culture (Leward, Takayama, & Kahumoku, 2009). Access to resources provided by the Lāna‘i Culture & Heritage Center will connect Hawaiian children to their native heritage and culture.

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Competitive Priority 3: Hawaiian Language Instruction -- enhancing beginning reading
and literacy in the Hawaiian language among Native Hawaiian students in kindergarten
through third grade.**

Multiple studies conducted on reading proficiency have shown that a child’s reading proficiency in their native language is a strong predictor of their reading proficiency in English (Slavin & Cheung, 2003). Furthermore, in 1978, to counter the loss of the Hawaiian language and culture, a state Constitutional Convention placed into the Constitution a clause recognizing Hawaiian (and English) as an official language of the state. As a result, special schools were created for the purpose of preserving the Hawaiian language taught daily in the public schools. According to McCarthy (2003), Hawaiian immersion schooling has produced significant academic benefits. Immersion schooling has succeeded in strengthening the Hawaiian maui, awakening consciousness and self-determination within the Native Hawaiian community, and has improved children’s academic success.

Unfortunately, due to a lack of qualified teachers, the Hawaiian language was often taught by those who themselves were not fluent in Hawaiian. To compensate for poor instruction in the Hawaiian language during the day, many parents in Kula Kaiapuni enrolled their children in additional language courses taught at night. Parents attended these courses because they believed their native children were the indigenous people of the land, they were the guiding force for the future and were entitled to a free, appropriate education in their homeland which would include culturally relevant information that kept students grounded in their

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heritage. Lāna‘i CHC supported the parents’ belief and in 2007 they established a center that focused on education, interpretive programs, field stewardship programs and community involvement to connect native Hawaiian children to their language and culture.

Competitive Priority 4: Beginning Reading and Literacy-- providing assistance in addressing the distinct features of combined English and Hawaiian literacy for Hawaiian speakers’ through sixth grade.

In January 2006, the Board of Education of the state of Hawai‘i adopted and approved the Hawaiian Language Immersion Program (HLIP) policy and acknowledged that the HLIP was an essential component to the revitalization and continuation of the Hawaiian language and culture. By acknowledging the importance of this program and the education of Hawai‘i’s youth through the Hawaiian language, the Board directed the Department of Education to develop any necessary rules, procedures, or strategic plan for the implementation of HLIP. **Lāna‘i CHC will work with LHES to implement programs addressing the following:**

- 1) Establish and support Hawaiian Language Immersion Programs to educate Hawai‘i’s youth in the Hawaiian language;
- 2) Enhance an academically challenging curriculum for Hawai‘i’s children which conforms to the Hawai‘i Content and Performance Standards through the Place-Based Education outdoor program;
- 3) Provide staff development and teacher training;
- 4) Increase and maintain parent participation in their children’s culture; and Native Hawaiian language education; and
- 5) Encourage communication, cooperation,

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and educational exchange between Lāna‘i CHC and the public schools for the purpose of reviving and revitalizing the Hawaiian language for future generations.

Competitive Priority 5: Improving Early Learning Outcomes

The project will improve early learning outcomes among Hawaiian youth by refining cultural curricula that addresses the needs of Native Hawaiian children and young adults, including curriculum materials in the Hawaiian language, mathematics and science curricula incorporating Native Hawaiian tradition and culture. Ultimately, bilingual education with language instruction in the native language appears to be the best option for children with limited English (Cardenas, 1986). Lāna‘i CHC will conduct regularly scheduled language immersion classes for both students and their parents and will utilize the Native Hawaiian Language as the language of instruction for the Place-Based Education program.

Competitive Priority 6: Improving Achievement and High School Graduation Rates

In an article published by the National Center for Learning Disabilities (2009), Joseph Torgensen states: “Those students who struggle in elementary and are not on grade level by the end of third grade are less likely to catch up, stay in school, and become successful students.” It is documented that children who are destined to be poor readers in fourth grade almost invariably have difficulties in kindergarten and first grade with critical phonological skills. Read To Me International (RTMI), with support from various local organizations and the involvement of Native Hawaiian elders, will collaborate with Lāna‘i CHC to come to the island twice a month for two full days to read to the students and bring new and exciting reading materials for students

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of all ages. By encouraging students to get engaged in the reading process, **RTMI and Lāna‘i CHC will assist in preventing poor reading performance of children in their early years, thus increasing the likelihood that the academic achievement of high risk students and others will improve.**

NEED FOR PROJECT

(i) Magnitude or severity of the problem to be addressed by the proposed project.

Among the eight major Hawaiian Islands, the island of Lāna‘i is one of the smallest and most geographically isolated. Lāna‘i, once known as the “Pineapple Isle,” was home to the largest pineapple plantation in the world. Some twenty years ago, the pineapple industry went global, and pineapple cultivation moved to Brazil, the Philippines, Thailand, Costa Rica and Indonesia. In the 1990’s, Lāna‘i was able to compensate for the drop in job and revenue in a declining pineapple industry by an increase in tourism. Over the past five years, the flow of tourists to Lāna‘i has declined by 24 percent annually due to the remoteness of the location. In addition, unlike most communities dependent on tourism, the Lāna‘i tourist economy is poorly diversified. A single corporation, Castle and Cook, owns 98 percent of the island, including land, hotels, commercial property and the Lāna‘i Water Company. Since 2010, Castle and Cook have been forced to lay-off or furloughed some 20 percent of its workforce, and cut hours for the employees that chose to remain in the area. The resulting chronic under-employment and unemployment have made it impossible for residents to support their families. They have few

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housing options and those without a home, move in together or into government housing and become dependent upon government assistance to make up for lost wages.

Lāna‘i’s depressed economy has devastated its remaining businesses and the community’s ability to fund its educational system. As local revenue’s for education have dropped, LHES has been forced to spend very little time or no time at all on culturally relevant curriculum for its students and focused on drilling to perform on standardized testing as mandated by the No Child Left Behind Act (*NCLB*). The pressure to perform on standardized tests has decreased the amount of time teachers have for teaching traditional Hawaiian culture, an experience so vital to the children of the island.

Over the last three years, cuts in Hawai‘i’s educational system have forced a drastic reduction in the total number of contact days in the school year, shortening the school year by 17 days. The negative impact of the loss of those contact days and numerous cultural enrichment programs upon the children of Lāna‘i, is reflected in the alarmingly low test scores of the students. Test scores in reading for 2010 from Hawai‘i’s State Department of Education are shown in Table 1:

Table 1: Test scores in Reading

Grade	Well Below	Approaches	Meets	Exceeds	Total Count	Well Below	Approaches	Meets	Exceeds
3	10	9	18		37	27%	24%	49%	0%

4	7	6	24	2	39	18%	15%	62%	5%
5	12	12	19	5	48	25%	25%	40%	10%
6	6	4	18	6	34	18%	12%	53%	18%
7	5	7	20	6	38	13%	18%	53%	16%
8	5	7	23	6	41	12%	17%	56%	15%
10	10	8	17	16	51	20%	16%	33%	31%

Moreover, the 2010-2011 scores for 10th grade (latest scores available) show systemic problems in academic achievement. Tenth grade students received a 66 percent average in reading, a 39 percent average in math, and a 22 percent average in science.

In order for this community to succeed in educating the next generation this project will focus on exposure to its unique and relevant language and cultural history. Cultural awareness is foundational to education in all core subjects such as science, technology, engineering, math (STEM), computers and communication. The residents of Lāna‘i realize their economic future, history, language, and culture depends on providing their children and youth with a first class education. Although considerable improvement has been made in reading and math, there is a need to improve academic achievement in grades K-3 and maintain programs that will increase literacy and facilitate a knowledge-based economy is crucial to the next generation of Lanaians.

(ii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project including

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the nature and magnitude of those gaps of weaknesses.

- **GAP 1--SERVICES:** The greatest gap or weakness in services is one of insufficient funding. Beginning as early as 2004, changes to school funding formulas have reduced resources badly needed for LHES. LHES suffered a severe financial setback in 2004, with the introduction of the weighted formula (WSF) a new method of school funding that bases allocations on individual student characteristics. With this formula, some schools gained funds while others remain the same except they had fewer funds to operate their schools. Consequently, the schools, with a projected enrollment of 542 students, suffered an estimated \$37,656 in state budget cuts. Hawai‘i has reduced per student funding to K-12 schools by more than 22.2 percent. Although State-level K-12 spending cuts have had serious consequences for the nation, the magnitude of those cuts have forced LHES to scale back the educational services the school provides. Cuts in state aid have been especially difficult for Lāna‘i as it affect school districts with high concentrations of children in poverty. States typically distribute general education aid through formulas that target additional funds to school districts with large shares of low-income and other high-need children and/or with lower levels of taxable wealth. This has resulted in deep cuts in general state aid for this district.

LHES has undertaken important school reform initiatives to better prepare children for the future. However, deep funding cuts impede their ability to implement many of these reforms, particularly in areas associated with teacher training and early

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childhood education. Reducing the available time by nearly 10 percent was a huge blow to learning in Hawai‘i. On the other hand, having no school for 170,000 students saved an estimated \$5 million per day and monetary considerations outweighed the need for instructional time (Oliff, Phil, & Lackney, 2011). Lāna‘i CHC will provide stewardship and interpretive activities at cultural and natural sites in three areas containing a wide range of Native Hawaiian sites, as well as historic structures built during the ranching, sugar plantation and pineapple era, collaborate with RTMI and Native Associations, and provide state of the art technology.

- **GAP 2—INFRASTRUCTURE:** The isolation of Lāna‘i and lack of funding have resulted in an insufficient infrastructure on the island including communication (broad band) and all forms of transportation, specifically air. There are limited modes of travel to and from the island with only a ferry or plane providing reliable transportation. Many of the roads on the island require four wheel vehicles and are essentially inaccessible. The food for school breakfast and lunch programs comes in by barge or air and results in a very high cost for the food program. According to Slavin (2009), Hawai‘i depends on fossil fuels to meet over 90% of its energy needs. Lāna‘i has the highest cost for gasoline and electricity in the state. Electricity accounts for 30 percent of usage; the balance is primarily for transportation. The State’s goal, as stated in the Hawai‘i Clean Energy Initiative, is 70 percent of Hawai‘i’s energy needs come from renewable sources by 2030. While there continues to be a major effort to develop wind energy as a means of reducing

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the high cost of electricity, to date that effort has not been successful. Many Lanaians strongly oppose destroying culturally and environmentally sensitive lands on Lāna‘i in order to build an industrial wind power plant that would send power to O‘ahu. The combined challenges of insufficient funding and cultural concerns leave this island struggling for survival and its student suffering as a result. The “pull” between the “old ways of knowing” and the new, more modern approach to living leaves the island struggling for an identity and its students lacking a clear vision for the future that lies ahead. **Through Lāna‘i CHC developing programs to educate the community in regard to the importance of retaining the heritage and cultural knowledge of the past while embracing the modernization of the island through building a more adequate infrastructure, the students of Lāna‘i will be better prepared for the future.**

- **GAP 3—OPPORTUNITIES:** Because of its remoteness, it is difficult for children and youth at risk on Lāna‘i to take advantage of new opportunities beyond the area. For many students and families travel is too expensive to other islands or other areas of the U.S. While technology is available on other islands and in other school districts, Lāna‘i has lacked the connectivity for interactive video and other technological equipment to lessen the isolation of the students and expose them to a world beyond their small island.

Lāna‘i CHC will address this isolation by providing access to the technology that will increase communication and enhance instruction through various activities. Those

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activities include the following: (a) interactive distance learning; (b) virtual field trips; (c) video conferencing; (d) podcasts and staff development programs; and (e) the use of computers.

QUALITY OF THE PROJECT DESIGN

(i) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. There is urgency within the community to share the legacy and history of their native homeland, develop supportive networks, implement programs to increase literacy and facilitate a knowledge-based economy to make the next generation less dependent on one employer. Therefore, the community-school partnership of Lāna‘i CHC and LHES identify the following project objectives to address these needs: **(1)** to utilize cultural curricula to improve academic outcomes for students in LHES; **(2)** to enhance early childhood and young adults literacy through the combined study of the Hawaiian language and English, cultural and natural history and outreach programs; and **(3)** to improve learning outcomes of young adults and meet the goal of 100 percent graduation rates for Lāna‘i students. Listed below are the aligning project competitive priorities, objectives, performance measures, and outcomes:

Competitive Priority 1: Needs of At-risk Children and Youth – the inclusion of cultural curricula to assist At-Risk Children and Youth in reconnecting to their heritage.

OBJECTIVE 1: The Lāna‘i CHC proposed project in collaboration with LHES and volunteers from the community will utilize cultural curricula to improve academic outcomes for at-risk

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children and young adults. Through their Stewardship program Lāna‘i CHC will provide opportunities for children and young adults to participate in educational and leadership activities in Archeology, Marine Biology and Poetry. Cynthia Webb, an archeologist and award winning educator will team with Hawaiian anthropologists and introduce students to historic sites on Lāna‘i. Jack Kittinger, Ph.D. a marine biologist offers students the opportunity to learn about marine life in the surrounding ocean on the island. Robert Hobdy (in the company of Poet Laureate William S. Merwin) will teach students about the indigenous and endangered palms from Hawai‘i, specifically the island of Lāna‘i.

Performance Measures:

- (1) Develop a questionnaire on Native Hawaiian history and culture for students and families participating at Lāna‘i CHC;
- (2) Administer survey to students in grades 5 through 12 participating in Place-Based education activities; and
- (3) Require students in grades 5-12 participating in the Place-Based educational activities to journal their experiences with the program.

Project Outcomes:

- Improve reading and literacy skills of elementary students at LHES by 15 percent over three years.
- Enhance students, families and community involvement in Lāna‘i CHC activities by 30 percent over three years.

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- Every student will graduate from high school within four years.

Competitive Priorities 3 and 4: Hawaiian Language Instruction and Beginning Reading and Literacy.

OBJECTIVE 2: Enhance early childhood and young adult literacy through the combined study of the Hawaiian language and English, cultural and natural history and outreach program.

Performance Measures:

- (1) Lāna‘i CHC Project Manager will team with elder (s) to offer basic language and literacy classes in Hawaiian to students and their families;
- (2) Implement a Stewardship and Interpretive program focusing on Native Hawaiian culture and natural history; and
- (3) Enhanced collaborative relationships with the elders in the community.

Project Outcomes:

- Improve Native Hawaiian language skills by 30 percent over three years
- Increase students’ participation in Stewardship and Interpretive program by 75 percent in three years.
- Improve social and emotional development between elders and students as well as between students and peers by 30 percent in three years.

Competitive Priorities 5 and 6: Improve learning outcomes of young adults and meet the goal of 100 percent of Lāna‘i students graduating within four years.

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OBJECTIVE 3: Learning outcomes for young adults will improve and 100 percent of Lāna‘i seniors will graduate within four years.

Performance Measures:

- (1) Standardized test scores (*pre* and *post*)
- (2) Graduation rates; and
- (3) Book reading and oral content discussions

Project Outcomes:

- Increase test scores overall by 15 percent over three years
- Improve reading and literacy skills of students attending LHES by 15 percent in three years
- 100 percent of Lāna‘i seniors graduate within four years

According to Zelezny, (1999), “In-depth school-based interventions were more likely to change environmental stewardship behavior than single exposures and informal environmental education programs help to change students’ environmental attitudes and knowledge and strengthen their intent to act in responsible ways...but long-term partnerships inspire lasting stewardship behaviors.” **The Lāna‘i CHC will become an outdoor learning facility with Place-Based education as a model for teaching students to become productive citizens of their community.** Collaborative initiatives include the following:

- **Literacy:** Lāna‘i CHC will collaborate with LHES School and Read To Me International to incorporate literacy programs that will improve literacy skills. RTMI will replace a

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- similar reading program (Read Aloud) that was eliminated due to lack of state funds.
RTMI has shown great success on other islands in Hawai‘i and integrating this program into the school will assist in raising the achievement level.
- **State the Art Tools:** Lāna‘i CHC’s involvement will strengthen the educational system on the island by offering interactions with outside experts, mentoring and tutoring support, access to resources beyond Hawai‘i, and providing teachers with resources to enhance their knowledge, skills and pedagogy. The isolation and remoteness from the larger islands prevents the inhabitants from obtaining knowledge and the necessary skills needed to survive in a culture whose traditions, language, and history are in jeopardy of disappearing. To address this isolation, the project will provide access to the technology that could increase communication and enhance instruction through activities such as **(a)** interactive distance learning, **(b)** virtual field trips, **(c)** video conferencing, **(d)** podcasts and staff development programs, and **(e)** use of computers. Working with elders and others, the students will write their own cultural content, film and edit video, and develop virtual field trips that document the rich cultural history of the island. This will allow students and other participants to strengthen their knowledge of the language through the reading, writing and filming process. It will instill a sense of pride in Native Hawaiian students and members of the community.

(ii) The extent to which the design of the proposed project reflects up-to-date

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knowledge from research and effective practice. “Hawai‘i’s largest populations of at-risk youth include those youth who have dropped out of school, are at-risk of not completing high school and youth who have completed school but are still not prepared for the workforce.

Silloway, Connors-Tardos and Dahlin, (2012), indicated that between 20 and 25 percent of Hawaiian youth are at risk of dropping out of school. Twenty-eight percent of 16 to 19 year-olds and 14 percent of 20 to 24 year-olds are unemployed and not enrolled in school. Efforts to address the needs of at-risk youth are critical to future success and stability of Hawai‘i’s economy. The costs incurred by high school dropouts from one year alone (2008) is estimated to cost Hawai‘i \$1.4 billion over their lifetime in lost wages and other costs.” In Table 2 below, Silloway, Connors-Tardos and Dahlin, (2012), report the following:

Table 2: Estimating the Size of the At-Risk Youth Population in Hawai‘i

Risk Factors	Population in Hawai‘i	Data Source
High School Dropouts	--35 percent of youth do not complete high school within 4 years with a regular diploma. --13,637 youth ages 15-24 have not completed high school or attained an equivalency certificate and are not enrolled in school.	U.S. Bureau of the Census, American Community Survey (Washington, D.C.)
At Risk of Dropping Out of High School	--Approximately 12,643 (20%) to 15,842 (25%) of youth are “struggling” to complete high school	Hawai‘i Content and Performance Standards Assessment, Grade 10, 2009, mathematics and English language arts results.

Not Completing Higher Education on Time	Of all Hawai‘i youth below age 25 only 40.7% have a high school diploma and 45.4% have had some college education or have received an associate degree; and --6.5% have a bachelor’s degree. Of Hawai‘i youth attending postsecondary education only 19% received an associate degree within 3 years; and only 42% received a bachelor’s degree within 6 years.	Alliance for Excellent Education, “Hawai‘i State Profile” (Washington, D.C. Alliance for Excellent Education, October, 2010)
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Extensive and repeated research clearly shows that the best approach to education is one that deliberately connects and coordinate activities and learning between communities and schools. The Lāna‘i CHC Place Based Education approach utilizes local resources to teach concepts in language arts, math, social studies, science, and other subjects across the curriculum. By providing the interactive video which connects the Lāna‘i CHC to the School, and to the other islands of Hawai‘i as well as to the nation, students will have vital connections to long-term outcomes.

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- **Professional Development and Training:** The project will provide professional development for teachers and community members regarding the history and culture of the island. A survey on cultural knowledge and practices among Hawaiian students found that those students who had a teachers with a high cultural-based education scored higher in areas where cultural relevancy and place-based learning was emphasized. By training students, teachers, elders, and members of the community Lāna‘i CHC will address an important gap in cultural and historical opportunities for the students and the community of Lāna‘i.

(iii) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. The Lāna‘i CHC is a 501 c (3) non-profit charitable organization with a supportive membership base donating their time to assist in the preservation of the island’s history, traditions, culture and language to pass a legacy on to the next generation. The Lāna‘i CHC will use their model program to involve, train, and teach at-risk children and youth to collect artifacts, interview elders and record oral histories, participate in archaeological digs, and native ecosystem. The integration of education and stewardship with LHES will strengthen the ties of the community. RTMI will strengthen literacy among students of all ages as well as engage the parents in use and preservation of the Hawaiian Native Language. The Lāna‘i CHC programs continue to create opportunities for Native Hawaiian youth to develop interpretive and cultural and natural resource site restoration, as well as hospitality industry related career skills. The center has partnered

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closely with OHA, Hui Mālama Pono o Lāna‘i; Lāna‘i Archaeological Committee; Kupa‘a no Lāna‘i; Bernice Pauahi Bishop Museum; and the Hawaiian Historical Society. These partnerships perpetuate and honors Lāna‘i’s Native Hawaiian cultural legacy.

ADEQUACY OF RESOURCES

(i) The extent to which the costs are reasonable in relation to the number of persons served and to the anticipated results and benefits. The combined resources of the Lāna‘i CHC, RTMI, and the Stewardship project and the partnership with LHES provide a wealth of resources for the project. The project will serve 2800 residents, including children and their parents and other community members on the island. The cost per student for the project is [REDACTED]. If one includes the residents of the island, all who will have the opportunity to participate, then cost is [REDACTED] per person.

(ii) Relevance and Commitment of each partner. Lāna‘i CHC is a locally established entity whose mission is to maintain and sustain the culture and the heritage of this unique culture through education and interaction with Native Hawaiians of all ages. Lāna‘i CHC, established in 2007, has grown from a fledgling effort which was inadequately funded, to the well-established organization it is today. RTMI has a presence on four of the eight Hawaiian Islands. During 2011, RTMI provided two volunteers for two full days per month in each of the schools where RTMI has a presence. The LHES is literally the hub of all social and educational activity on the island and serves as a critical provider of information to residents of all ages. The Stewardship program connects the school and Lāna‘i CHC by taking students into the field for authentic field research experiences embedded with the history and culture of the island. The school serves as

the major formal source of learning for any resident of the island. The project connects students to one another, to other Native Hawaiian speaking students, and to the nation as a whole.

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(iii) The Extent to which the budget is adequate to support the proposed project.

The budget has been designed to adequately support the project while at the same time utilizing the resources of partners in the grant. The manner in which the partnerships are being formed, the availability of technology which is a one-time purchase, and the training of participating volunteers will allow the project to be sustained following end of the funding period.

QUALITY OF MANAGEMENT PLAN

(i) Adequacy of management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (See Table 3).

Table 3: Defined Responsibilities

Activity	Responsible Party	Timeline	Milestones
Implement Stewardship Program	Lāna‘i CHC Project Director	6/2012-8/2012	Students are participating in field experiences through the Stewardship program
Implement Read to Me International	School staff with volunteers	9/2012	The RTMI program has been initiated at Lāna‘i
Recruit volunteers for Stewardship program	Lāna‘i CHC Project Director	6/2012	Volunteers have been recruited and have begun work
Prepare classrooms for interactive distance learning	School Principal, Lāna‘i CHC Project Coordinator, Technician	Immediately upon funding	Classrooms are prepared for use of distance learning

Acquire Distance Equipment	Lāna‘i CHC Project Coordinator with School Principal	6/2012-8/2012	Equipment ordered and on site
Install and Test Videoconferencing Equipment	Within 60 days following funding	6/2012-8/2012	Equipment has been installed, tested and ready for use in training
Train local personnel to use equipment	Within ten days following installation of equipment	8/2012-8/2012	Trainers have received training
Train-the-Trainer technical Assistance Training	Within ten days following completion of training of trainer	8/2012-12/2012	100% of faculty have been trained, students are trained on a selective basis

(ii) The extent to which the time commitments of the project director and principal investigator and other key personnel are appropriate and adequate to meet the objectives of the proposed project. The Project Director will spend 25 percent of his time directing the project, including supervising personnel, providing content, organizing volunteers, coordinating program activities and other tasks of the project. The Project Coordinator is a full time employee and will spend 100 percent of his/her time on the project. RTMI personnel will meet with the students at LHES two times per month and will spend 25 percent of their time with the project. The administration of the Lāna‘i project will be available as needed to assure a smooth implementation of the project. Following the implementation of the project, the administration and teachers will meet as needed to coordinate efforts with Lāna‘i CHC.

(iii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. Continuous, on-going monitoring of the project will assure a high-quality level of services. As detailed in the Evaluation Plan, participants in the project of all ages will be provided with a tool for immediate feedback regarding the extent to which the rated

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activities are of high value. Using a Likert scale, participants will be able to assess each session at formative points which allow for changes and improvements to the project as needed.

Community and participant surveys will also guide and inform the project. Ongoing feedback from partners will provide a continuous opportunity to make changes as needed so that project personnel are able to maximize the effectiveness of the project.

QUALITY OF THE PROJECT EVALUATION
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(i) The extent which the methods of evaluation are appropriate to the context within which the project operates. The evaluation ascertains a wide variety of data to provide substance and context for both formative and summative reports using both quantitative and qualitative data collection measures. Quantitative data (i.e. standardized test results, survey, questionnaire) will be used in conjunction with qualitative data (i.e. interviews, focus groups, curriculum materials) to ensure a thorough and balanced evaluation. The LEARN evaluation team will develop a complete set of data collection instruments (i.e. survey, questionnaire, interview and focus group protocol) designed to address project implementation.

(ii) The extent to which the methods of evaluation will provide timely guidance quality assurance. Formative Evaluation Reporting: The LEARN evaluation team will engage in the continuous improvement of the project through formative evaluation, an examination of implementation that returns information to LHES staff and the Lāna‘i CHC staff to help them improve program performance. Formative evaluation includes the study of program fidelity (the degree to which a program is implemented as designed) and reach (the proportion of the target

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group that participates). Based upon the objectives and supporting performance measures, data will be collected, analyzed, and submitted on a quarterly basis with consideration given to the program fidelity and its reach. Summative Evaluation Reporting: The LEARN evaluation team will determine the extent to which project objectives and performance measures are attained. The LEARN Team will collect and analyze the data, prepare quarterly reports and an annual performance report highlight key findings in relation to the project objectives. The reports will focus primarily on language and literacy development, specifically related to the implementation culturally relevant curriculum and its impact on academic outcomes.

(iii) The extent to which the methods of evaluation include the use of object performances that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative to the extent possible. The project objectives and assessments include the following:

- Objective 1: To utilize cultural curricula to improve academic outcomes for at-risk children and young adults.
- Assessment: A pre- and post-test will be conducted about the knowledge of native Hawaiian history and culture of students and their families participating with the Lāna‘i CHC. Staff members will use pre-test data to determine the pedagogical strategies needed to disseminate the curriculum. Post-test data will assess learning outcomes of students and families associated with the Hawaiian history and culture. A rubric will be created also to assess the quality of journal entries about the experiences of the participants with

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Place-based Educational Curriculum and its activities as developed and implemented by the Lāna‘i CHC. Findings from those journals will be analyzed, using correlations, to determine the significance of relationships between the journal assessments and the participating students’ standardized test scores. Participating students and families will also be included in interviews and focus groups to determine their experiences with the cultural curriculum. Analysis of *pre-* and *post-*test standardized scores, using a quasi-determine overall academic performance of the students involved with the Place-based Educational Curriculum. Using a quasi-experimental design, analysis of pre-and post-test standardized scores of those students not participating in the Place-based Educational Curriculum will be compared with those who are in the program.

- Objective 2: Enhance early childhood and young adult literacy through a combined study of English, Hawaiian language, cultural/natural history, and outreach programs.
- Assessment: Surveys will be administered to elders who have completed the language and literacy classes as well as stewardship and interpretive programs. The survey will determine the quality of their experiences with the classes and programs. A *pre-* and *post-test* will be used to assess the cultural knowledge of the elders. The social and emotional development of the collaborative relationship between the elders and youth will be assessed to determine the quality of its growth.
- Objective 3: Improve learning outcomes of young adults and graduation rates of Hawaiian students.

- Assessment: Pre and post-academic assessment of outcome data of students' involvement with the school-based and cultural center-based curriculum will be conducted. Standardized test scores will be analyzed of those students who are participating in the program.
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conducted. Standardized test scores will be analyzed of those students who are participating in the program.

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