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## Project Narrative

**A. Need for Project** (i) *The magnitude or severity of the problem to be addressed by the proposed project.* (ii) *The extent to which specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed by the project.*

The proposed project, *Ho'okahi Wa'a No Nā 'Ohana I Waimānalo - A Canoe for Every Family in Waimānalo* (HMK's 2012-2015 *Wa'a Project*), will comprehensively address the significant socio-emotional, health-quality and achievement gaps of Native Hawaiian students and families in the community of Waimānalo, Hawai'i through a culturally grounded, place-based, family-strengthening/parental-involvement project to be implemented alongside regular daily *Hui Mālama O Ke Kai* (HMK) after-school youth development programming.

Waimānalo contains one of the 34 sites in the State of Hawai'i designated as "Hawaiian Home Lands." Waimānalo currently comprises 640 Homestead lots and is increasing to approximately 980 by 2015 (Department of Hawaiian Home Lands, March 2012). Figures from the 2010 Census Data report Waimānalo as having the highest ratio of native Hawaiians on the island of O'ahu - approximately 80 percent. This large population of native Hawaiians presents multiple unique challenges in the areas of socio-emotional development, health, and achievement. State-wide:

- Native Hawaiians report being the second highest victims of violent crime (*Hawaii 2011: Our Quality of Life Report, Hawaii Business Magazine*)
- Native Hawaiian youth have the highest rates of drug and alcohol use (*City and County of Honolulu: Epidemiological Profile of Alcohol Related Behaviors Among Youth, Current Revision May, 2010*)
- The average life expectancy of native Hawaiians is the lowest of all ethnicities (*Park, Braun, Horiuchi, Tottori, & Onaka, 2009*)
- Native Hawaiians have the highest rates of obesity and asthma and the second highest rates of diabetes and high blood pressure (*State Department of Health, Hawaiian Health Survey, 2008*)
- Native Hawaiians have the highest high-school drop-out rate (*National Center for Educational Statistics, 2008*)

The most recent available Census figures specifically focusing on Waimānalo, with its large percentage of Native Hawaiians, are reflective of the above data:

- Percentage of children (ages 4-19) in Waimānalo who are "at risk" is more than twice that of the state figure
- Domestic Violence was nearly twice as common in Waimānalo as statewide
- Child abuse and neglect rates in Waimānalo are nearly twice that of the state average
- The crime rate in Waimānalo was more than 50% higher than the statewide rate

Additionally, of native Hawaiian youth in Hawai'i, the children within the Hawaiian Homestead community of Waimānalo are among those with the least amount of resources:

- Twice as many Waimānalo households receive public assistance as compared to other Hawaiian households
- Reliance on food stamps in Waimānalo is 70 % higher than the statewide average
- 75% of Waimānalo Elementary & Intermediate School students and 59% of Blanche Pope Elementary School students received free/reduced lunches as compared to the state average of 41%  
([www.publicschoolreview.com/school\\_ov\\_2009](http://www.publicschoolreview.com/school_ov_2009))

And the lowest academic performance:

State of Hawaii Public School	2010 Performance Ranking (Highest to Lowest)*
Waimānalo Elementary & Intermediate School	214 <sup>th</sup> out of 257
Blanche Pope Elementary School	166 <sup>th</sup> out of 257

\*Grading the Public Schools: 2010 Database, Honolulu Magazine

Although Waimānalo's schools have very high concentrations of Native Hawaiian children, the delivery of curriculum usually does not take into account the students' Native Hawaiian cultural background. Likewise, lack of parent involvement in school districts with high Native Hawaiian populations has been documented in individual Hawai'i State School Performance Reports as a contributing factor in overall poor student performance on tests and in the classroom. The only after-school programs in Waimānalo that address the holistic positive development of the Native Hawaiian child are the *Hui Mālama O Ke Kai* (HMK) programs. Likewise, there is no after-school family programming that addresses broad parent involvement, family-strengthening and socio-cultural empowerment with the exception of HMK's upcoming 2012-2015 *Wa'a Project*.

In 1998, inspired by the Federal Empowerment Zone Program, Waimānalo community stakeholders created a *Vision Waimānalo Empowerment Zone Strategic Plan* that provided an outline of the community's vision, values, prioritized problems, assets, resources, opportunities and goals. As a result, the following priority problems in the community were identified:

- Low value placed in getting an education
- Lack of parenting education
- No swimming pool ("no safe place for children to swim" and "children haven't learned water safety")
- Youth without hope of economic future

- No role model and valuing system
- Lack of knowledge of Hawaiian culture
- Many “at risk” students
- Ecological concerns (*e.g.* “dying reef” and “bay is fished out”)
- Too much demand on teachers

To address these priority problems, four goals for the community were created:

1. To create opportunities for native Hawaiian community members to learn and share knowledge
2. To develop activities and facilities that support the necessary experiences for good health, a safe and secure neighborhood, and affordable housing for native Hawaiian families
3. To promote artistic expression and participation and self esteem in cultural practices
4. To create meaningful jobs and business opportunities for all residents of Waimānalo

As a direct result of the above process, a grassroots all-volunteer prototype of the currently thriving *HMK Keiki* (child) *Program* was created in 1998 by community volunteers in direct response to the community's needs and lack of resources.

A 2011 Research and Evaluation article by Kamehameha Schools states that by 2050 the Native Hawaiian population will constitute more than one-quarter of the entire Hawai'i state population. Directing services to the Native Hawaiian child alone will not break the inter-generational cycle of low achievement, health issues, or fractured socio-emotional development, nor will delivery strategies that follow strictly western methodologies. It is critical that culturally grounded programs be developed specifically to address the needs and development of the entire Native Hawaiian family within a culturally affirming context.

Since its grassroots beginnings in 1998, *Hui Mālama O Ke Kai* has evolved into an innovative, ocean-based system of cultural after-school enrichment programs that have served over 500 children and families. A longitudinal report (see Quality of Project Evaluation - Section E) will be completed by August 2012 tracking program effectiveness over the last ten years. Although the program is purposefully designed NOT to be an “academic” program replicating school services wherein students were already experiencing lack of success, over the course of the last three years HMK evaluation data findings clearly show:

- 100% of program participants have maintained a 2.0 GPA or higher (or its equivalent) and have successfully advanced to the next grade level, compared to an 86% state-wide average.
- 100% of 2011 12<sup>th</sup> grade *‘Ōpio program* participants graduated from high-school and transitioned to college, compared to 31% statewide average (HI Databook).
- 93.5% of program participants increased their understanding of what being a *pono* (moral, fair, balanced, harmonious) person means.
- 94% of program participants received more than 100 hours of academic assistance each year.
- 73.5% of participants increased academic and conflict resolution skills and showed an increase in physical wellness.
- 89.5% of participants attended multiple cultural and/or community-based family activities with their parent or guardian.

In addition, HMK's 2012-2015 *Wa'a Project* specifically addresses NHEP competitive preference priorities 1, 3, and 6. It also addresses NHEP authorized activities: F, G (i), H (i, ii, iii, iv), I (i, ii, iii, iv, v), J, K, and L as well as the four required USDOE's GPRA measures.

Expanding existing programming to include a culturally grounded, comprehensive, place-based family-strengthening component through HMK's 2012-2015 *Wa'a Project* will help continue the success of regular daily after-school programming, address a critical need currently present in the Native Hawaiian community of Waimānalo, and, over time, show significant results in the areas of increased familial health, personal development, and academic achievement. With the continued support of Native Hawaiian Education Program funding, the needs of Native Hawaiian students and their families will continue to be addressed through HMK's comprehensive system of programming.

**B. Quality of 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.* (ii) *The extent to which the design of the project reflects up-to-date knowledge from research and effective practice.* (iii) *The extent to which the project will be coordinated with similar or related efforts, and with other appropriate community, state, and Federal resources.*

***“E kukulu ka paia i ka pono.” - Build a strong foundation and they will thrive.***  
***~Earl Kawa‘a, HMK Educational Consultant/Cultural Advisor***

In traditional Hawaiian culture, *kalo* (cultivated taro) is the foundation of life - the core of Hawaiian culture from which everything else begins. From ancient times it was known that a strong food source is needed to build a vibrant and healthy people. As educators, we know

that nutrition contributes to a healthy, safe, stable lifestyle and has a direct effect on student academic performance as well as other critical areas of development. HMK's 2012-2015 *Wa'a Project - Ho'okahi Wa'a No Nā 'Ohana I Waimānalo - A Canoe for Every Family in Waimānalo* - begins with the planting of kalo (*taro*) at our newly acquired program land/facilities. Curriculum activities initially center around the traditional community cultivation process, and continue full circle as families hand-carve their own board for pounding the kalo (*taro*). Families then pound the *kalo* (*taro*) into the Native Hawaiian traditional staple – poi, as well as carve their own stone to pound the poi with. The curriculum capitalizes on skills learned through this process, which will be applied to *wa'a* (sailing canoe) carving and, finally, to the art of constructing a traditional *halau* (community shelter) to house the *wa'a* (community canoe). If families pound their own poi, made from *kalo* (*taro*) that they grow, on a pounding board that they carve themselves, not only will they eat more poi (which is significantly more nutritious than the current Native Hawaiian staple of white rice) they sustain and validate their own cultural roots. When families participate in carving the communal canoe, they will be actively engaged in a culturally significant, community strengthening, physically active, whole-family, ocean-connected activity on a regular basis. When families work side-by-side to design and build a *halau wa'a* (community canoe shelter) a holistic understanding of the fundamental principles of learning (math/science/language), community, cooperation, collaboration and effective communication will be obtained. The above may seem an unorthodox design-plan for family-strengthening programming that addresses socio-emotional, health-quality, and achievement gaps within Native Hawaiian families. However, the *Wa'a Project* is the ideal framework to clearly meet existing community needs. The program has an ambitious and innovative, clearly outlined design compiled by families, academics, programs managers and Native Hawaiian *Kupuna* (elder cultural leaders) with measurable goals,

objectives and attainable tasks which can be implemented within reasonable costs. There is a strong management plan and a consistent evaluation component. However, most importantly, it connects to Native Hawaiians families at their *na'au* (core/foundation) and speaks to them with dignity, respect, and cultural pride.

The HMK *Keiki* (child) and *'Ōpio* (adolescent) programs are currently primarily funded by a 2011-2014 Native Hawaiian Education Program (NHEP) grant awarded to the *Hui Mālama O Ke Kai Foundation* (HMKF) on August 1, 2011 (award #S326A110020). In the previous application for funding it was explained that the name of the programs, *Hui Mālama O Ke Kai* (the caring group of the ocean), was chosen by 5<sup>th</sup> and 6<sup>th</sup> grade *Keiki Program* students in 1998. The Native Hawaiian youth of HMK chose the word *mālama* (to take care of) because it was the concept that they embraced the most. The word *mālama* implies responsibility and is reciprocal. *Kai* is the ocean. With Waimānalo being a coastal community, the ocean is an integral part of its identity. Thus, *Hui Mālama O Ke Kai* (the group that stewards the ocean) is an ocean-based, after-school, youth development program. The mission of HMK is "...to develop community pride and foster leadership in Waimānalo's youth and families through the teaching of native Hawaiian culture and values." Building on the assets of Waimānalo, the HMK *Keiki Program* continues to facilitate daily ocean-and-culture-based after-school (and weekend) activities to teach 5<sup>th</sup> and 6<sup>th</sup> grade students and have them experience traditional Native Hawaiian cultural perspectives.

Today the HMK *Keiki Program* serves approximately fifty 5<sup>th</sup> and 6<sup>th</sup> grade students each year, and the *'Ōpio Leadership Program* serves up to thirty dedicated *Keiki Program* alumni in the 7<sup>th</sup> to 12<sup>th</sup> grades. The HMK *Keiki Program* utilizes specific teacher, counselor, and community referrals as well as general student/family interest to ensure enrollment of the highest need, most vulnerable youth. The *Keiki Program* follows the academic school year: Sept-June:

Monday	Tuesday	Wednesday	Thursday	Friday
<b>2:15 – 3:25</b> <ul style="list-style-type: none"> <li>• Healthy Snack 1</li> <li>• Journal Writing &amp; Reflection</li> <li>• Tutoring &amp; Homework Help<sup>1</sup></li> </ul>	<b>2:15 – 3:25</b> <ul style="list-style-type: none"> <li>• Healthy Snack 1</li> <li>• Tutoring/ Homework</li> </ul>	<b>1:15 – 2:25</b> <ul style="list-style-type: none"> <li>• Healthy Snack 1</li> <li>• Tutoring/ Homework</li> </ul>	<b>2:15 – 3:25</b> <ul style="list-style-type: none"> <li>• Healthy Snack 1</li> <li>• Tutoring/ Homework</li> </ul>	<b>2:15 – 3:25</b> <ul style="list-style-type: none"> <li>• Healthy Snack 1</li> <li>• Journal Writing &amp; Reflection</li> <li>• Tutoring/ Homework Help</li> </ul>
<b>3:30 – 6:00</b> <ul style="list-style-type: none"> <li>• Opening Circle</li> <li>• Hands-on activities</li> <li>• Closing Circle</li> <li>• Healthy Snack 2</li> </ul>	<b>3:30 – 6:00</b> <ul style="list-style-type: none"> <li>• Opening Circle</li> <li>• Ocean activities, leaning trips</li> <li>• Closing Circle</li> <li>• Healthy Snack 2</li> </ul>	<b>2:30 – 6:00</b> <ul style="list-style-type: none"> <li>• Opening Circle</li> <li>• Hands-on activities, ocean activities, leaning trips</li> <li>• Closing Circle</li> <li>• Healthy Snack 2</li> </ul>	<b>3:30 – 6:00</b> <ul style="list-style-type: none"> <li>• Opening Circle</li> <li>• Hands-on activities, ocean activities, leaning trips</li> <li>• Closing Circle</li> <li>• Healthy Snack 2</li> </ul>	<b>3:30 – 6:00</b> <ul style="list-style-type: none"> <li>• Opening Circle</li> <li>• Hands-on activities.</li> <li>• Closing Circle</li> <li>• Healthy Snack 2</li> </ul>

The *‘Ōpio Leadership Program* runs, in staggered sessions, five-six days each week, August to June. *‘Ōpio Hui* (group) 1, comprised of 7<sup>th</sup> and 8<sup>th</sup> graders, focuses on culture, leadership, and mentorship through peer mentoring and team/trust building activities. *‘Ōpio Hui* 2, comprised of 9<sup>th</sup> and 10<sup>th</sup> graders, focuses on culture and civic responsibility through community service projects. *‘Ōpio Hui* 3, comprised of 11<sup>th</sup> and 12<sup>th</sup> graders, focuses on culture, leadership, careers and higher education/vocation advancement through professional internships.

HMK's after-school programming, although containing educational components, is not an academic program or a primary extension of regular school day activities (although positive academic outcomes are the usually produced). Instead, core results are delivered through a culture-based, experiential-educational methodology building a foundation of self-confidence while developing the complex thinking skills that will support personal development, academic achievement and overall health. Expanding current *‘ohana* (family) activities by further developing and implementing a comprehensive, culturally relevant parent education/family-strengthening component through HMK's 2012-2015 *Wa'a Project* will strengthen core

<sup>1</sup> The after-school program day for both the Keiki and *‘Ōpio* programs always begins with a light but healthy snack that includes a daily fruit or vegetable (funded by Kamehameha Schools through to 2014) and is followed by a full hour of academic, school-based tutoring assistance. The HMK "homework help" program follows widely accepted best practices in after-school academic assistance.

programming while addressing critical-need areas of HMK's children and families as well as the community of Waimānalo as a whole through dissemination of participant accomplishments.

It has long been proven that high-quality after-school programs work. In a 2010 report from the Afterschool Alliance: *Afterschool Programs: Making a Difference in America's Communities by Improving Academic Achievement, Keeping Kids Safe and Helping Working Families*, it is noted that:

- Researchers found that as little as 45 minutes of focused academic instruction after-school...resulted in a statistically significant increase in students' math scores
- Elementary students attending after-school programs improved their regular school day attendance and reported higher aspirations regarding finishing school and going to college
- Participation in after-school programs reduces initiating drug use among youth by nearly 50 % and reduces likelihood of skipping school by half
- Effective after-school programs save between \$1.87 to \$5.29 for every \$1 spent because participants commit fewer crimes
- The prevalence for obesity was significantly lower for after-school program participants as compared to non-participants.

According to Kamehameha Schools (the leading authority on research related to Native Hawaiian educational attainment), Native Hawaiian students with culturally-based self-esteem and support regularly score above Native Hawaiian students (in standardized testing) who receive no similar cultural support (*Culture-Based Education and Its Relationship to Student Outcomes*, KS 2010). Furthermore, according to recent research on effective practice in Native Hawaiian education, the Kamehameha Schools' report states, "...culture-based education positively impacts student identity, self-efficacy, and social relationships. Enhanced socio-emotional well-being, in turn, positively affects math and reading test scores". By providing high quality after-school enrichment programming in a cultural context, HMK programs adhere to a methodology that brings together the best of after-school programming, culture-based education, and progressive educational research, theory and practice. However, there is more that the HMK programs can do to increase the positive, documented impact of its current programming. The 2010 Harvard Family Research Project states, "Numerous studies show that,

regardless of the economic, ethnic or cultural background of the family, parent involvement in a child's education is a major factor in determining the child's success in school." Parent involvement in a child's life can also change the tenor of a whole community, and HMK's 2012-2015 *Wa'a Project* is the catalyst for such change.

Over the last four years, the HMK programs have aligned their goals and objectives to support the Hawaii State Department of Education's General Learner Objectives (DOE - GLOs) as well as the State Department of Health's (DOH) Priority Goals. All goals, objectives, and supporting activities listed in the project design flow chart below directly speak to the 2012 NHEP competitive preference priorities #1 - The needs of "at-risk" children and youth; #3 - Hawaiian language instruction (addressed through activity set #6); #6 - Improving achievement and high-school graduation rates (directly addressed by HMK goals 3 & 4 and objectives 8-11). In the flow chart below, regular HMK after-school programming is divided into the following five activity sets. HMK's 2012-2015 *Wa'a Project* is represented by Activity Set # 6.

**Activity Set #1 - Ocean/Outdoor Recreation/Education:** swimming, body boarding, surfing, stand up paddling, canoe paddling, canoe sailing, canoe surfing, snorkeling, tide pooling, fishing, work in *lo'i* (taro patch), work in *loko i'a* (fish pond), Hawaiian poi farming, hiking, gym/field sports/activities.

**Activity Set # 2 - Cultural Activities/Environmental Stewardship:** values training, visits to *wahi pana* (significant cultural and historic sites) and museums, practicing cultural protocol, beach/stream clean-ups, invasive species removal, water quality testing, public speaking/presentations, traditional arts & crafts (feather work, weaving, wood work, etc), traditional performing arts, traditional food preparation, *la'au lapa'au* (traditional medicine).

**Activity Set # 3 - Community Involvement/Service:** youth driven community service projects, involvement in community events (presentations and exhibits), visits to the state capitol and Iolani palace, visits to Lunalilo home, public speaking/presentations, activities with local senior citizen groups, peer mentoring, hula and community event performances.

**Activity Set # 4 - Academic Support/Career Planning:** after school homework help, 1:1 academic assistance and tutoring, internships, apprenticeships, independent study projects, attending college fairs, guest speakers and visits with professionals, planning meetings with school staff and parents.

**Activity Set # 5 – Family-Based Activities:** health/culture fair, family retreat, orientation camps, monthly 'ohana activities, adult/child mentoring, nutrition education/healthy snack program.

**Activity Set # 6 – HMK's 2012-2015 Wa'a Project:** A place-based, culturally grounded, parent education/family-strengthening project design (*see page 15 for details*).

<b><u>HMK GOAL 1</u></b>		<b><u>Activity</u></b>	<b><u>Measurement Tool</u></b>	<b><u>Timeline of Measurement</u></b>
<b><u>STRENGTHEN PERSONAL DEVELOPMENT</u></b>				
<i>In alignment with HAWAII DOE GENERAL LEARNER OUTCOME #2:</i>	<b><u>Objective 1:</u></b> By the end of Year 1, Year 2 and Year 3, at least 70% of participating HMK Keiki &	<b><u>Activities in Support of Objective 1:</u></b> Activity Sets	<b><u>Tool 1:</u></b> Rubrics 1A: Values (Keiki) 1B: Leadership ('Ōpio) 1D: GLO Rubric #2	1) Three times each program year: Oct/Dec/May 2) Weekly Entries

<b><u>Community Contributor</u></b> (The understanding that is it essential for human beings to work together).	‘Ōpio students will <b>improve their social skills</b> as evidenced by Tools 1, 2, 3, 4, and 5.	2, 3, 5, & 6 (please see above).	<b>Tool 2:</b> Keiki Journals <b>Tool 3:</b> ‘Ōpio Photo Journals <b>Tool 4:</b> Parent Interviews and Surveys <b>Tool 5:</b> Portfolio Assessment	3) Monthly Entries 4) Twice each program year: Oct/May 5) As needed.
In alignment with <b>HAWAII DOE GENERAL LEARNER OUTCOME #2:</b> <b><u>Community Contributor</u></b> (The understanding that is it essential for human beings to work together).	<b>Objective 2:</b> By the end of Year 1, Year 2 and Year 3, at least 70% of participating HMK Keiki & ‘Ōpio students will <b>develop their leadership skills</b> as evidenced by Tools 1, 2, 3, 4, and 5.	<b>Activities in Support of Objective 2:</b> Activity Set 3 & 6 (please see above).	<b>Tool 1:</b> Rubrics 1A: Values (Keiki) 1B: Leadership (‘Ōpio) 1D: GLO Rubric #2 <b>Tool 2:</b> Keiki Journals <b>Tool 3:</b> ‘Ōpio Photo Journals <b>Tool 4:</b> Parent Interviews and Surveys <b>Tool 5:</b> Portfolio Assessment	1) Three times each program year: Oct/Dec/May 2) Weekly Entries 3) Monthly Entries 4) Twice each program year: Oct/May 5) As needed.
In alignment with <b>HAWAII DOE GENERAL LEARNER OUTCOME #2:</b> <b><u>Community Contributor</u></b> (The understanding that is it essential for human beings to work together).	<b>HMK Objective 3:</b> By the end of Year 1, Year 2 and Year 3, at least 70% of participating HMK Keiki & ‘Ōpio students will <b>increase their sense of civic/social responsibility</b> evidenced by Tools 1, 2, 3, 4, and 5.	<b>Activities in Support of Objective 3:</b> Activity Sets 2, 3, 5, & 6 (please see above).	<b>Tool 1:</b> Rubrics 1A: Values (Keiki) 1B: Leadership (‘Ōpio) 1D: GLO Rubric #2 <b>Tool 2:</b> Keiki Journals <b>Tool 3:</b> ‘Ōpio Photo Journals <b>Tool 4:</b> Parent Interviews and Surveys <b>Tool 5:</b> Portfolio Assessment	1) Three times each program year: Oct/Dec/May 2) Weekly Entries 3) Monthly Entries 4) Twice each program year: Oct/May 5) As needed.
In alignment with <b>HAWAII DOE GENERAL LEARNER OUTCOME #2:</b> <b><u>Community Contributor</u></b> (The understanding that is it essential for human beings to work together).	<b>HMK Objective 4:</b> By the end of Year 1/2 /3, at least 70% of participating HMK Keiki & ‘Ōpio students will <b>show an increase in their self-efficacy</b> evidenced by Tools 1, 2, 3, 4, and 5.	<b>Activities in Support of Objective 4:</b> Activity Sets 2, 3, 4, 5 & 6 (please see above).	<b>Tool 1:</b> Rubrics 1A: Values (Keiki) 1B: Leadership (‘Ōpio) 1D: GLO Rubric #2 <b>Tool 2:</b> Keiki Journals <b>Tool 3:</b> ‘Ōpio Photo Journals <b>Tool 4:</b> Parent Interviews and Surveys <b>Tool 5:</b> Portfolio Assessment	1) Three times each program year: Oct/Dec/May 2) Weekly Entries 3) Monthly Entries 4) Twice each program year: Oct/May 5) As needed.
<b>HMK GOAL 2</b> <b><u>IMPROVE HEALTH OUTCOMES</u></b>				
In alignment with <b>HAWAII DOH PRIORITY GOALS #1: Promote Health and Well-being &amp; #2: Prevent Disease and Injury.</b>	<b>HMK Objective 5:</b> By the end of Year 1/2/3, at least 70% of participating HMK Keiki & ‘Ōpio students and their families will <b>increase their physical activity</b> evidenced by Tools 4 & 6.	<b>Activities in Support of Objective 5:</b> Activity Set 1, 5 & 6 (please see above).	<b>Tool 4:</b> Parent Interviews and Surveys <b>Tool 6:</b> Physical Wellness Surveys	1) Twice each program year: Oct/May 2) Twice each program year: Oct/May
In alignment with <b>HAWAII DOH PRIORITY GOALS #1 Promote Health and Well-being &amp; #2: Prevent Disease and Injury.</b>	<b>HMK Objective 6:</b> By the end of Year 1/2 /3, at least 70% of participating HMK Keiki & ‘Ōpio students and their families will <b>increase their awareness of the importance of nutrition and healthy eating habits</b> evidenced by Tools 4 & 6.	<b>Activities in Support of Objective 6:</b> Activity Set 5 & 6 (please see above).	<b>Tool 4:</b> Parent Interviews and Surveys <b>Tool 6:</b> Physical Wellness Surveys	1) Twice each program year: Oct/May 2) Twice each program year: Oct/May

<i>In alignment with HAWAII DOH PRIORITY GOAL #3: Promote Healthy Lifestyles and Workplaces.</i>	<b>HMK Objective 7:</b> Longitudinally, by the end of Year 3, at least 70% of participating HMK Keiki & 'Ōpio students and their families will <b>show documentable proof of living a healthier lifestyle (increased physical activity and nutrition awareness)</b> evidenced by Tools 4 & 6.	<b>Activities in Support of Objective 7:</b> Activity Sets 1, 5, & 6 (please see above).	<b>Tool 4:</b> Parent Interviews and Surveys  <b>Tool 6:</b> Physical Wellness Surveys	1) Twice each program year: Oct/May 2) Twice each program year: Oct/May
<b>GOAL 3</b> <b>SUPPORT ACADEMIC DEVELOPMENT</b>				
<i>In alignment with HAWAII DOE GENERAL LEARNER OUTCOME #3: <b>Complex Thinker</b> (The ability to demonstrate critical thinking and problem solving).</i>	<b>HMK Objective 8:</b> By the end of Year 1/2/3, at least 70% of participating HMK 'Ōpio students will show an <b>increase in their complex thinking ability</b> evidenced by Tools 1 & 7.	<b>Activities in Support of Objective 8:</b> Activity Sets 3, 4, and 6 (please see above).	<b>Tool 1:</b> Rubrics 1E: GLO Rubric #3  <b>Tool 7:</b> DOE Report Cards/Grade Checks	1) Three times each program year: Oct/Dec/May 2) Collected quarterly
<i>In alignment with HAWAII DOE GENERAL LEARNER OUTCOME #5: <b>Effective Communicator</b> (The ability to communicate effectively).</i>	<b>HMK Objective 9:</b> By the end of Year 1/2/3, at least 70% of participating HMK 'Ōpio students will show an <b>increase in their ability to be an effective communicator</b> evidenced by Tools 1, 5, and 7.	<b>Activities in Support of Objective 9:</b> Activity Sets 2, 3, 4, 5, and 6 (please see above).	<b>Tool 1:</b> Rubrics 1F: GLO Rubric #5  <b>Tool 5:</b> Portfolio Assessment  <b>Tool 7:</b> DOE Report Cards/Grade Checks	1) Three times each program year: Oct/Dec/May 2) As needed. 3) Collected quarterly.
<b>GOAL 4</b> <b>PROVIDE CAREER DEVELOPMENT</b>				
<i>In alignment with HAWAII DOE GENERAL LEARNER OUTCOME #1: <b>Self-Directed Learner</b> (The ability to be responsible for one's own learning).</i>	<b>HMK Objective 10:</b> By the end of Year 1/2/3, at least 70% of participating HMK 'Ōpio students will show an <b>increase in their awareness of career options</b> evidenced by Tools 5 & 8.	<b>Activities in Support of Objective 10:</b> Activity Set 4 and 6 (please see above).	<b>Tool 5:</b> Portfolio Assessment  <b>Tool 8:</b> 'Ōpio Career Awareness Survey	1) As needed. 2) Twice each program year: Oct/May.
<i>In alignment with HAWAII DOE GENERAL LEARNER OUTCOME #1: <b>Self-Directed Learner</b> (The ability to be responsible for one's own learning).</i>	<b>HMK Objective 11:</b> By the end of Year 1/2/3, at least 70% of participating HMK Keiki & 'Ōpio students will show an <b>increase in self-directed learning (managing time, setting goals, etc.)</b> evidenced by Tools 1, 5, and 7.	<b>Activities in Support of Objective 11:</b> Activity Sets 3, 4, and 6 (please see above).	<b>Tool 1:</b> Rubrics: 1C: GLO Rubric #1  <b>Tool 5:</b> Portfolio Assessment  <b>Tool 7:</b> DOE Report Cards /Grade Checks/Attendance	1) Three times each program year: Oct/Dec/May 2) As needed. 3) Collected quarterly.

As reported in the 2011-2012 HMK Risk Factor Survey, 58% of HMK's *Keiki Program* families and 18% of *'Ōpio Program* families are low income, 58% of Keiki and 50% of 'Ōpio families receive some form of financial assistance, and 33% of Keiki and 60% of 'Ōpio live in a

single family household. In the past, participating families in the HMK programs have been required to attend regular monthly weekend and evening *'ohana* (family) activities that incorporate the cultural lessons and values shared with the students during after-school programming. These regular communal gatherings have helped to create a safe and close-knit environment, strengthen community ties, and allow for supportive networking between families, and allow for the staff to build professional and culturally appropriate rapport with the families.

Understanding the vital importance of increased parental investment, HMKF's Executive Director, with full support of the HMKF Board of Directors, has also made it a priority to identify and help to develop parent leaders from within the organization's collective parent group (*Hui Makua*)<sup>2</sup>. Identifying and training parent leaders is best way for engaged parents to serve as peer mentors to less-engaged parents, to facilitate structured communication between parents and staff, and to foster increased parent involvement in both their child's lives and education and the decision making process that guides the organization. In 2010, two well-trained parent leaders transitioned to voting members of the organization's BOD – strengthening the individual and family's capacity as community stakeholders.

**Specific Project Design and Coordination:** HMK's 2012-2015 *Wa'a Project* will cyclically span the course of three years and will take participants through traditional cultural cycles from *kalo* (taro) planting through the creation of a traditional *halau wa'a* (canoe shelter). Planning for and implementation of each project component will cross project years and execution will be multi-disciplined. A truly culturally grounded project, HMK's 2012-2015 *Wa'a Project* supports attainment of all of the goals and objectives listed in the chart above.

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<sup>2</sup> The Hui Makua is a culturally appropriate forum in which the voices of the parents are utilized to address needs, resolve concerns, guide program planning and evolution, give feedback on desired parent education programming, and coordinate work committees for special occasions (ho'ike, Dec parade, family-based retreats, etc).

In the spring of 2012, *Hui Mālama O Ke Kai* (HMK) initiated the first event in the 'ohana (family) workshop series, entitled *Kālai Papa Ku'i 'Ai* (poi board making class). HMK was honored to have Earl Kawa'a, Native Hawaiian Cultural Specialist, as its guest *kumu* (teacher) for this 10-week class for the whole family. Class objectives were to:

- *Ho'oikaika i ka 'ohana* - strengthen the ties of our 'ohana through Hawaiian cultural activity.
- *Hana no'eau* - practice traditional protocol and simulate the work of our kūpuna.
- *Ho'okahua iā Waimānalo* - cultivate a safe and cohesive community.

While families carve their poi boards each night (well beyond the original timeframe of the class - they don't want to leave), the *kumu* (teacher) conveys real-life lessons and experiences to the families as well as historical and cultural knowledge. Parenting skills such as positive discipline techniques are introduced and discussed with real-life examples given. Team work and cooperation are facilitated as *kupuna* (elders/grandparents) work alongside the *makua* (parents); HMK students work alongside their toddling siblings and cousins. The *kumu* (teacher) requires both writing and public speaking assignments to be accomplished through written and spoken protocol as well as *mo'olelo* (stories) describing individual experiences in the class. The *kumu* also speaks of the mathematical and scientific properties of selecting the right wood, the right angles for carving, and understanding natural insecticides, etc. while introducing critical thinking problems and facilitating the collective finding of the solution. As all this occurs, the *kumu* is transitioning from the English language to the Hawaiian language and back again exposing all participants to Hawaiian language instruction within an easily understandable context. Within this first, extraordinary, experimental workshop, HMK is tapping the potential of expanded family programming with a concise place-based/project-based curriculum, expert leadership, skilled teachers, and materials and supplies to support project implementation.

HMK's 2012-2015 *Wa'a Project* will require several key additions to current programming. First, the place-based nature of the project requires substantial land for

agricultural projects, buildings, space for the hands-on projects, and a facility for on-going workshops/events. Beginning in the summer of 2012, through a long-term partnership with the *Waimānalo Teen Project* (WTP), HMK will be occupying a permanent 11 acre site with facilities (leased at only ██████ a year from the Department of Land and Natural Resources). With that land base, HMK has the necessary infrastructure to implement all aspects of the *Wa'a Project* as well as move regular programming to its first land-based home-site (see letter of intent from the President of the WTP as addenda). Secondly, the implementation of the *Wa'a Project* requires a cultural consultant with an expertise in Hawaiian methodology. HMKF will contract with Earl Kawa'a (at minimal cost) to serve as the consultant on the 2012-2015 *Wa'a Project* (see letter of intent from Mr. Kawa'a as addenda). Expanded and specialized place-based family programming also requires two additions to the organization's personnel. First and foremost, a full-time 'Ohana, Culture & Community Specialist will be hired to work closely with HMK's 2012-2015 *Wa'a Project* Consultant, as well as HMK's teachers and administrators to develop a comprehensive, multi-year, cyclical curriculum based upon the project outline below. The 'Ohana, Culture & Community Specialist will also coordinate and implement family programming, revitalize and help coordinate the organization's *Hui Makua* (parent group), teach courses/workshops as applicable, serve as a vital social services and educational resource to HMK families, serve as the organization's liaison to the community at-large, track progress of families within the *Wa'a Project*, and help coordinate project activities and events (see tasks, timelines, and milestones as well as specific requirements in Section D – Quality of Management Plan). The second addition to HMK personnel will be a part-time Facility/Site Manager to oversee and implement security measures, land/facility maintenance and repairs, coordination of activities in collaboration with the 'Ohana, Culture & Community Specialist, and to be responsible for on-site logistics of use of the grounds/facility by HMK and other community

groups (see tasks, timelines, and milestones as well as specific requirements in Section D – Quality of Management Plan). Finally, specialists in varying fields will be identified and brought in to support, build, and implement the curriculum.

### **Project Implementation and Work Chart Outline – HMK's 2012-2015 Wa'a Project**

<b><u>PROJECT AREA OF FOCUS</u></b>	<b><u>TIMEFRAME AND TOPICS TO BE EXPLORED (including but not limited to...)</u></b>	<b><u>POSITION(S) RESPONSIBLE</u></b>
~ <b>Planting of Kalo (taro) and associated workshops, events and activities.</b>	<p>- <u>Year 1</u>: Initial planting of kalo, study of farming practices, soil analysis, study of fertilization, irrigation, insecticides, planting methods, etc., nutrition education and exercise, healthy lifestyles discussion and practice, cooperation, teamwork, parenting skills/education, traditional Hawaiian practices, language, techniques and principals, etc. Planting would be staggered to ensure multiple harvests every nine months (on-going through Years 2 &amp; 3).</p> <p>- <u>Year 1</u>: Participant development of a theoretical economic business plan which would include financial education/literacy as well as basic budgeting, accounting, marketing, public relations and design (on-going through Years 2 &amp; 3).</p> <p>- <u>Year 1</u>: Educational journals which document process from participants' point of view and which will be used both for evaluation, the creation of papers, pamphlets, presentations and public speaking events, etc. (on-going through Years 2 &amp; 3).</p>	<p>- Project Consultant - 'Ohana, Culture &amp; Community Specialist - Facility/Site Manager - Additional Contracted Specialists - Project Director</p>
~ <b>Carving of Poi Board and Stone Pounder and associated workshops, events and activities.</b>	<p>- <u>Year 1</u>: Completion of poi board carving project from previous year and carving of the poi pounding stone which will include study of history of Hawaiian culture, language, traditional cultural protocol, practices and techniques, cooperation, teamwork, parenting skills, and will lay down the foundation of participants' skill development from board to canoe to traditional storage house (to be repeated in next multi-year cycle).</p> <p>- <u>Year 2</u>: Finalize development of a theoretical economic business plan which would include financial education/literacy as well as basic budgeting, accounting, marketing, public relations and design (on-going through Year 3).</p> <p>- <u>Year 2</u>: Continue educational journals, share written and verbal mo'olelo (stories) publically.</p>	<p>- Project Consultant - 'Ohana, Culture &amp; Community Specialist - Facility/Site Manager - Additional Contracted Specialists - Project Director</p>
~ <b>Building of Wa'a (canoe) and associated workshops, events and activities.</b>	<p>- <u>Year 1</u>: Cut tree and cure, which will include the study of tree species, terrain and ecosystems as well as applicable laws regarding permits and retrieval, transportation and cultural protocol. Begin canoe design and planning (to be repeated in next multi-year cycle).</p> <p>- <u>Year 2</u>: Begin building the canoe which will include the study of the history of Hawaiian culture, language, traditional cultural protocol, practices and techniques, cooperation, teamwork, parenting skills, and will continue participants' skill development from board to canoe to traditional storage house (to be repeated in next multi-year cycle).</p> <p>- <u>Year 2</u>: Continue educational journals, share written and verbal mo'olelo (stories) publically.</p> <p>- <u>Year 3</u>: Complete and launch the canoe (to be stored in the halau wa'a) in all its pageantry and ceremony which will include the development of community relation/public speaking skills as well as the study of Hawaiian culture, history and protocol not only to launch the wa'a but to sail it. This will require a full understanding of canoe rigging, preparation, navigation, weather, tides, currents, etc. (to be repeated next multi-year cycle).</p>	<p>- Project Consultant - 'Ohana, Culture &amp; Community Specialist - Facility/Site Manager - Additional Contracted Specialists - Project Director</p>

<p>~ <b>Building of Halau Wa'a (traditional canoe house) and associated workshops, events and activities.</b></p>	<p>- <u>Year 1</u>: Create design plan for the halau wa'a which will include planning, organization, budgeting, collaboration and cooperation, as well as an understanding of traditional architecture (to be repeated next multi-year cycle).                  - <u>Year 2</u>: Assemble materials and labor to build the halau wa'a which will include planning, organization, budgeting, collaboration and cooperation (to be repeated next multi-year cycle).                  - <u>Year 3</u>: Build the halau wa'a which will include the development of community relation/public speaking skills as well as the study of Hawaiian culture, language, history and protocol not only to receive the wa'a for storage but to develop the necessary carpentry and problem solving skills to build a traditional halau from the ground up. Continue study of cooperation, teamwork, parenting skills, etc. (to be repeated next multi-year cycle).                  - <u>Year 3</u>: Test-launch farm-based economic business plan which would include financial education/literacy as well as basic budgeting, accounting, marketing, public relations and design (on-going).                  - <u>Year 3</u>: Continue educational journals, plan upcoming events.                  - <u>Year 3</u>: Through a public (community and state-wide) on-site presentation, demonstrate an exceptional family-strengthening/community empowerment model showcasing the full experience from Year 1 to Year 3 in preparation for the next cycle and the next and next. Perpetuate a new, positive intergenerational cycle for both Waimānalo's and Hawaii's families.</p>	<p>- Project Consultant                  - 'Ohana, Culture &amp; Community Specialist                  - Facility/Site Manager                  - Additional Contracted Specialists                  - Project Director</p>
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When the mind is engaged, excited, and has a sense of place extraordinary learning can take place. With extraordinary learning whole paradigms can shift. The HMK 2012-2015 *Wa'a Project's* ultimate and underlying goal is simple – to change attitudes and behaviors. By expanding existing HMK programming to include a comprehensive, culturally grounded, and multi-year family-strengthening component, someday there will be...*Ho'okahi Wa'a No Nā 'Ohana I Waimānalo - A Canoe for Every Family in Waimānalo.*

**E. Adequacy of Resources** (i) *The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.* (ii) *The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.* (iii) *The extent to which the budget is adequate to support the proposed project.*

Throughout the past nine years, HMKF has successfully managed and implemented over twenty-five separate private, state and federal grants or contracts with an approximate value of over [REDACTED] dollars. Since 2008, HMKF has contracted with external auditors to assure top quality, fully transparent accounting practices and to ensure total compliance with Generally Accepted Accounting Principles. HMKF is committed to the best possible use of the resources it is given and the projects it manages. HMKF's Executive Director conducts a cost assessment annually to ensure the programs deliver the best value for every dollar invested. In 2008, the *Hui*

*Mālama O Ke Kai Foundation (HMKF)*, a Waimānalo community-based 501(c)3 non-profit organization, assumed full responsibility for HMK through a transition of programs from the University of Hawaii (UH) to the foundation. This further enabled the community's influence on program design and content. Since the transition, and with the support of the BOD and community, the HMK programs have significantly evolved to meet the community's needs by:

- Increasing overall student programs participation by approximately 100% (from approximately 40 students and families annually to 80).
- Designing and implementing in 2008 the '*Ōpio* (adolescent) Leadership Program serving 7<sup>th</sup>- 12<sup>th</sup> grade *Keiki Program* alumni. Following best educational practices, this program has been divided into age-appropriate cohorts (*hui*).
- Developing and implementing a unique place-based Hawaiian cultural curriculum: *Huaka'i Ko'olaupoko* for regular after-school programming.
- Further developing a comprehensive evaluation system that attributed to the HMK programs being selected to participate in a culturally appropriate indicators evaluation study conducted by the Pacific Resource for Education and Learning (contracted by the Native Hawaiian Education Council) which validated significant program success.
- Building local capacity by doubling our already extensive official collaboration and partnership with community and state-wide organizations.

HMK's 2012-2015 *Wa'a Project* will serve approximately 80 HMK program participants and their families. With a very conservative range of 160 - 240 individuals receiving significant program services, HMK's *Wa'a Project* has, at the most, an annual cost-per-participant ratio at the low range of █████ per participant. An extraordinarily low cost for the services offered and benefits gained.

Collaboration with community partners and government agencies strengthens the community as a whole. In order for the HMK after-school programs to operate at their current level of quality and intensity, by design HMK must work seamlessly with numerous community and state-wide partners. HMK has built and will continue to develop local capacity by strengthening critical partnerships with:

*Blanche Pope Elementary School, Waimānalo Elementary & Intermediate School, Hawai'i State DOE, Nā Pono No Nā 'Ohana Waimānalo Family Literacy Program, PID Cultural Team, Asian Pacific Islander Youth Violence Prevention Center, Waimānalo Health Center, Kamehameha Schools Enrichment Department, Cultural Surveys Hawai'i, City and County of Honolulu Parks and Recreation*

& Ocean Safety Lifeguard Division, Waimānalo Homestead Association, American Red Cross – Hawai'i Chapter, Waimānalo Hawaiian Civic Club, Bellows Airforce Station, National Oceanic and Atmospheric Administration, Kualoa Ranch, Queen Lili'uokalani Children's Center, Hawai'i National Guard, Windward Community College, Lunalilo Home for Elders, Waimānalo Senior Citizens Group, Waimānalo Canoe Club, Polynesian Voyaging Society, Paepae O He'eia Cultural Center, Waimānalo Youth and Families Collaborative, and multiple, highly respected and highly skilled "kupuna/kumu" or culturally knowledgeable guest speakers/presenters who are considered experts in their respective fields (see multiple standing letters of support as addenda).

In addition, clearly seeing the promise of the innovative *Wa'a Project*, Kamehameha Schools, the Harold K. L. Castle Foundation, and other similar foundations and donors will join with the Native Hawaiian Education Program to offer support for this critical project.

HMK's overall operating budget is adequate to support HMK services based on HMKF's decade-plus of experience in developing and administering successful programs. The proposed budget for HMK's 2012-2015 *Wa'a Project* is sufficient to support both expert guidance and place-based programming. Annually, the HMK after-school programs continue to provide intensive youth development after-school programming at over 10% less cost per child than the most basic after-school childcare in Hawai'i (National Association of Childcare Resource and Referral Agencies - NACCRR). With the implementation of HMK's 2012-2015 *Wa'a Project*, comprehensive family-strengthening programming will be included with minimal increase in overall costs. This application includes a funding request of ██████ in Year 1 and ██████ in Year 2 to implement the first two years of HMK's 2012-2015 *Wa'a Project*. In Year 3, the requested budget increases in funding to ██████. This increase will support continuous, uninterrupted *Hui Mālama O Ke Kai's Keiki* and 'Ōpio after-school program services, as well as continue the third year of funding for HMK's 2012-2015 *Wa'a Project*. Current USDOE funding for the HMK *Keiki* and 'Ōpio after-school programs is due to expire on July 31, 2014.

**F. Quality of Management Plan** (i) *The adequacy of the 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.* (ii) *The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed*

*project. (iii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.*

This proposal is being submitted by the *Hui Mālama O Ke Kai Foundation (HMKF)*, a grassroots, community-based non-profit organization, incorporated in 2002 and receiving 501(c)3 status in 2004, created to sustain the HMK programs. On July 1, 2008, after nine years of being a project of the University of Hawai'i, HMKF took full responsibility for the HMK programs and embarked on a three-year mentoring partnership with the Partners in Development Foundation (PIDF) to assist HMKF in becoming a completely community-driven-and-serving organization capable of long-term self sustainability. From 2008-2011, HMKF:

- Developed a competent governing BOD with a majority of members who are of native Hawaiian ancestry and are respected residents, parents, professionals and leaders of Waimānalo.
- Maintained high quality, fully transparent, and fully accountable organizational systems (HR, payroll, finance and accounting, etc.).
- Provided a highly successful after-school keiki youth development program.
- Developed and implemented a leadership and mentoring program offering a continuation of services to the organization's youth.
- Strengthened and further developed an effective and recognized evaluation component.

HMKF has gained substantial experience in the design, development, and implementation of programs benefiting Native Hawaiian peoples in the areas of culture, health, education, community empowerment, and positive youth and family development. HMKF is now an independent organization with far sighted vision that administers grant funding responsibly and frugally with significant BOD/community oversight.

Several new key positions (listed below) will specifically support the family-focused aspect of all goals and objectives through HMK's 2012 *Wa'a Project*:

HMK's 2012-2015 Wa'a Project Director (25% FTE to be supported by NHEP funding under HMK's 2012-2015 *Wa'a Project*, 50%FTE supported by NHEP funding under current NHEP project grant): Katherine A. Morris, full-time Executive Director of HMKF, currently serves as Project Director for the *Hui Mālama O Ke Kai (HMK) After-school Programs* project and will serve as the Project Director for HMK's 2012-2015 *Wa'a Project*. Ms. Morris has an

exceptional track record of success in directing educational projects including implementing a family literacy system for “migrant workers” from inception in rural Oregon. Ms. Morris has also spent a decade teaching elementary education overseas living in Zimbabwe, Micronesia, Indonesia, Singapore and Bosnia & Herzegovina while serving the children of American diplomats, business people, and the international aide community (see Ms. Morris' resume and qualifications in addenda).

- Tasks: The Project Director will oversee all 2012 Wa'a Project operations, manage and administer all USDOE funding, meet USDOE timelines in regards to required reporting, and oversee and work closely with Project Consultant, 'Ohana, Culture, & Community Specialist, Site/Facility Manager, project evaluators and contracted specialists to ensure effective implementation.
- Timeline: The Project Director's tasks are completed on an on-going basis.
- Milestones: The Wa'a Project will be implemented at the highest quality level and will experience continued improvement and growth, all project goals and objectives will be met, all organizational departments will operate beyond reproach, and financial systems will be meticulously maintained.

HMK's 2012-2015 Wa'a Project Consultant - Key Consultant (*approx. 15% FTE supported by*

*NHEP funding under HMK's 2012-2015 Wa'a Project*): A native of Moloka'i, Hawai'i, Earl Kawa'a is the son of two *mahi'ai kalo* (taro farmers) from Hālawā. Formerly the Family Education Specialist/Site Coordinator for the Hi'ilani Project in Waimānalo as well as former Director of Social Services for the Waimānalo Health Center, Mr. Kawa'a is presently the Hawaiian Cultural Specialist with the Curriculum Development and Dissemination Branch at Kamehameha Schools. Mr. Kawa'a holds a Master Degree in Social Work from the University of Hawai'i, served in the domestic Peace Corps as well as Vietnam, is fluent in the Hawaiian language, and is considered one the foremost experts in cultural education in Hawai'i implementing the first land-based cultural education program in Hawai'i in 1975.

- Tasks: The Wa'a Project Consultant will work closely with the 'Ohana, Culture & Community Specialist and will oversee, in conjunction with teachers, admin and staff, the development of a comprehensive, multi-year, cyclical curriculum based upon the project outline above. The Wa'a Project Consultant will also provide applicable cultural, educational and social-services oversight to the Wa'a Project. In addition, the tasks of the Wa'a Project Consultant will include but not be limited to teaching, advising, and training HMK staff, contracted consultants and HMK program participants and families throughout this initial multi-year project.
- Timeline: The Project Consultant's tasks are completed on an immediate and on-going basis.
- Milestones: The Wa'a Project will be implemented at the highest quality level and will experience continued improvement and growth, all project goals and objectives will be met.

**HMK's 2012 Wa'a Project – Direct Staff**

<b>Responsible Personnel</b>	<b>Project Tasks</b>	<b>Timelines</b>	<b>Milestones</b>
<p><b><u>New Position: 'Ohana (family), Culture &amp; Community Specialist</u></b> : To be hired – MSW and/or Master Degree in Education w/ a BA in social work required; minimum of 5 years relevant experience; significant and in-depth cultural knowledge/training required.</p> <p><b><u>KEY PERSONNEL</u></b>: 100% FTE effort towards project, 100% FTE supported by 2012-2015 NHEP funding.</p>	<p><b><u>Project Tasks</u></b></p> <p>1) Work closely with HMK's 2012-2015 Wa'a Project Consultant to develop a comprehensive, multi-year, cyclical curriculum based upon the project outline above.</p> <p>The 'Ohana, Culture &amp; Community Specialist will also:</p> <p>2) Coordinate and implement family programming.</p> <p>3) Revitalize and help coordinate the organization's Hui Makua (<i>parent group</i>).</p> <p>4) Teach courses/workshops as applicable.</p> <p>5) Serve as a vital social services and educational resource to HMK families.</p> <p>6) Serve as the organization's liaison to the community at-large.</p> <p>7) Track progress of families within the Wa'a Project.</p> <p>8) Coordinate project activities and events</p>	<p><b><u>Timelines</u></b></p> <p>1) Immediate and on-going.</p> <p>2) Immediate and on-going.</p> <p>3) Hui Makua leadership meetings to be held once per month; full Hui Makua meetings to be held once each quarter.</p> <p>4) Immediate and on-going.</p> <p>5) On-going.</p> <p>6) On-going.</p> <p>7) As needed and as applicable.</p> <p>8) On-going.</p>	<p><b><u>Milestones</u></b></p> <p>1) A comprehensive and bound curriculum will be completed by June 2013 with detailed plans, activities and strategies being created, outlined and implemented within the first month of hire.</p> <p>2, 3, 4, &amp; 8) A strong and vital family programming component and revitalized Hui Makua will be evident and in-place by June 2013.</p> <p>5 &amp; 6) Family and community needs and responsibilities will be met on an on-going basis.</p> <p>7) All project goals and objectives will be met.</p>
<p><b><u>New Position: Site/Facility Manager: To be hired – A minimum of 5 years of documentable relevant experience required.</u></b></p> <p>25% FTE effort towards project, 25% FTE supported by 2012-2015 NHEP funding.</p>	<p><b><u>Project Tasks</u></b></p> <p>1) Oversee and implement:</p> <ul style="list-style-type: none"> <li>- security measures</li> <li>- maintenance and repairs</li> <li>- coordination of activities in collaboration with the 'Ohana, Culture &amp; Community Specialist</li> </ul> <p>2) Responsible for oversight of all on-site logistics regarding use of the grounds/facility by HMK and other community groups, in partnership, when applicable</p>	<p><b><u>Timelines</u></b></p> <p>1) Immediate and on-going.</p> <p>2) On-going throughout program year.</p>	<p><b><u>Milestones</u></b></p> <p>1 &amp; 2) All logistical tasks and requirements will be met to ensure smooth programming and the safety and securing of program participants. Activities will be coordinated in a systemic and timely fashion.</p> <p>Performance evaluation conducted in Dec &amp; May.</p>

**HMK Keiki and 'Ōpio Current Direct-Program Staff to be Supported by Year 3 of 2012-2015 NHEP Funding Only**

<p><b><u>Program Manager : Lani Eckart-Dodd, BA</u></b></p> <p><b><u>KEY PERSONNEL</u></b>: 100% FTE effort towards project, 80% FTE supported by Year 3 of 2012-2015 NHEP funding only. <i>Please see resume and qualifications as addenda to this proposal.</i></p>
<p><b><u>Lead Keiki Program Specialist: Charnay Kalama, BA</u></b></p> <p><b><u>KEY PERSONNEL</u></b>: 100% FTE effort, 100% FTE supported by Year 3 of 2012-2015 NHEP funding only. <i>Please see resume and qualifications as addenda to this proposal.</i></p>
<p><b><u>Lead 'Ōpio Program Specialist: LeShay Keliiholokai, BA</u></b></p> <p><b><u>KEY PERSONNEL</u></b>: 100% FTE effort, 100% FTE supported by Year 3 of 2012-2015 NHEP funding only. <i>Please see resume and qualifications as addenda to this proposal.</i></p>
<p><b><u>General Assistant: JoAnn Marks, AA</u></b></p> <p>100%FTE effort, 100% FTE supported Year 3 of 2012-2015 by NHEP funding only.</p>
<p><b><u>Lead Keiki Program Assistant: Tina Young, BA</u></b></p> <p>100% FTE effort, 100% FTE supported by Year 3 of 2012-2015 NHEP funding only.</p>
<p><b><u>Keiki Academic Support Staff: Mark Kawakami</u></b></p> <p>80% FTE effort, 80% FTE supported by Year 3 of 2012-2015 NHEP funding only.</p>

<b>Lead 'Ōpio Program Assistant: Laurie-Jean Martin, AA</b> 75% FTE effort, 75% FTE supported by supported by Year 3 of 2012-2015 NHEP funding only.
<b>'Ōpio Academic Support Staff: Ka'ipo Maikai-Kahanaoi, BA (near to completion)</b> 70% FTE effort, 70% FTE supported by supported by Year 3 of 2012-2015 NHEP funding only.
<b>'Ōpio Advisor: Liz Torres, MA (completion in May 2012)</b> 25% FTE effort, 25% FTE supported by supported by Year 3 of 2012-2015 NHEP funding only.
<b>Lead Life-guards: John Silberstein, AA</b> 25% FTE effort, 25% FTE supported by supported by Year 3 of 2012-2015 NHEP funding only.

**E. Quality of Project Evaluation** (i) *The extent to which the methods of evaluation are appropriate to the context within which the project operates.* (ii) *The extent to which the methods of evaluation will provide timely guidance for quality assurances.* (iii) *The extent to which the methods of evaluations include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.*

**Quantitative Evaluation:** University of Hawai'i (UH) based evaluators, along with private evaluators and program staff, developed rubrics that serve to quantify concepts such as Hawaiian values (e.g. *ha'aha'a* [humility], and *laulima* [cooperation]) by measuring exhibited behaviors conducive to conflict resolution, resilience, self-control, leadership, etc. HMK *Keiki Program* students complete a Hawaiian Value/Youth Development Rubric three times each year. The *'Ōpio Program* Students complete a Leadership Rubric within the same timeframe. These are instruments used to gather formative data for the program and are tested for validity/reliability scores. The rubrics were developed to quantify student behavioral change using a culturally responsive method to capture student learning with respect to Hawaiian values. UH based evaluators have also designed rubrics to measure gains in support of the Hawai'i DOE GLOs. At the end of trimester, two staff "raters" independently rate each student and come to agreement on scores based on concrete examples from student observations, portfolios, etc. This assures inter-rater reliability and increases the validity of the method. The objectives of HMK's 2012-2015 *Wa'a Project* will predominantly be captured by HMK's existing evaluation tools. However, a baseline will be established and activity-specific measurement tools will be developed and implemented in order to specifically capture changes in attitude and behavior experienced

through the different components of the *Wa'a Project*. Below is a full list of HMK's quantitative instruments, when they are administered, and what goals and objectives they impact.

Quantitative Instrument	When Administered	Objectives Impacted
<b>Tool 1A:</b> Keiki Values Rubric	Yearly in Sept/Dec/May	HMK Obj 1, 2, 3, 4; DOE GLO 2
<b>Tool 1B:</b> 'Ōpio Leadership Rubric	Yearly in Sept/Dec/May	HMK Obj 1, 2, 3, 4; DOE GLO 2
<b>Tool 1C:</b> GLO Rubric 1	Yearly in Sept/Dec/May	HMK Obj 11; DOE GLO 1
<b>Tool 1D:</b> GLO Rubric 2	Yearly in Sept/Dec/May	HMK Obj ,1, 2, 3, 4; DOE GLO 2
<b>Tool 1E:</b> GLO Rubric 3	Yearly in Sept/Dec/May	HMK Obj 8; DOE GLO 3
<b>Tool 1F:</b> GLO Rubric 5	Yearly in Sept/Dec/May	HMK Obj 9; DOE GLO 5
<b>Tool 4:</b> Parent Survey	Yearly in Sept/Dec/May	HMK Obj 1-7; DOE GLO 2; DOH Goal 1-3
<b>Tool 6:</b> Wellness Survey- Normed and Validated	Yearly in Sept/Dec/May	HMK Obj 5, 6 and 7; DOH Goal 1, 2, and 3
<b>Tool 8:</b> 'Ōpio Career Survey – Normed and Validated	Yearly in Sept & May	HMK Obj 10, DOE GLO 1
Student Data System/Database	To be completed by Dec 2012	GPRA 1 & 3
Wa'a Project Activity-Specific Surveys/Interviews/Questionnaires	Continuously throughout project period (August 2012-July 2015)	HMK Obj 1-10; DOE GLO 1-4, and 5; DOH Goal 1-3

For the 2012-2015 *Wa'a Project*, an additional measure will be included – *collective participant completion of the entire curriculum cycle*.

**Qualitative Evaluation:** Evaluators developed an evaluation component for the program that consists of qualitative analysis of: 1) Journal Writing, 2) Parent Interviews, 3) Photo Journaling, and 4) Portfolios. Descriptions of these qualitative measures are described in the following grid:

Qualitative Measure	Description	Objective Impacted
<b>Tool 2:</b> Journal Writing	Journal writing is an effective method for eliciting reflections. Not only is it a powerful catalyst for thinking, but writing (as opposed to verbal expression) <ul style="list-style-type: none"> <li>helps to clarify and organize one's thinking</li> <li>can create ideas that did not previously exist</li> <li>provides opportunity to express thoughts &amp; feelings that they might not share verbally</li> </ul>	HMK Obj 1-4; DOE GLO 2
<b>Tool 3:</b> 'Ōpio Photo Journaling	Photo journaling was included for the 'Ōpio students to help increase their understanding/knowledge/practice of Hawaiian Values/Culture and serve as a means of positive self-expression.	HMK Obj 1-4; DOE GLO 2
<b>Tool 4:</b> Parent Interviews	Parent interviews are conducted upon intake into the program and upon exit/completion of the program year. 50% of the time, both parents are interviewed. Activity and project specific parent interviews will also be conducted continuously throughout the program year/project period in order to capture changes in behavior gained through the Wa'a Project.	HMK Obj 1-7; DOE GLO 2; DOH Goal 1, 2, and 3
<b>Tool 5:</b> Keiki & 'Ōpio Portfolios	HMK staff collects samples of the students work, reflections, photos to document their activities and growth over the program year. Portfolios are submitted to HMK evaluators at the end of the program year to support qualitative and quantitative data.	HMK Obj 1-4 & 9-11; DOE GLO 1, 2, & 5

The qualitative component of the evaluation serves to provide HMKF with a more robust picture of how students and families are impacted by HMK programs. This information can be

corroborated with quantitative data to confirm program effects, or to elucidate on effects that may be missed by less sensitive methods. HMK's independent evaluators analyze the data for all items and furnish HMKF with reports periodically and at the end of the year. HMK program staff continually self-assess during the program year as the evaluator works with them quarterly to delineate findings and build strategies toward continued program improvement while creating professional development objectives (in conjunction with the Program Manager and Executive Director). To address the need for formative/process evaluation HMK staff, in partnership with Kamehameha Schools, are in the process of fully administering the Highscope Youth Program Quality Assessment this year. This is a validated instrument designed to evaluate the quality of youth programs and curriculum effectiveness, and then identify areas in need of improvement as well as staff training needs.

All of the above methods (surveys, interviews, observation, portfolios and demonstration) provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes for continuous quality improvement of programming. HMK obtains parent, staff, and student perspective (interviews, surveys, rubrics) to measure program impact on students, and in turn the community as a whole. HMK's various methods uniquely triangulate to verify the degree of impact. Years of testing and refining the HMK evaluation tools have developed effective strategies that can be applied and replicated with wide-spread application possibilities in cultural and after-school programs in other communities. To ensure continued program effectiveness, a database of current program participants and alumni is in the process of being created, a longitudinal report is currently being developed to analyze program effectiveness over the last ten years, and a complete review of the current HMK evaluation system is underway - the longitudinal report and complete review are scheduled to be completed by

August 1, 2012; the database is scheduled to be completed by December 31, 2012 (see resumes of contracted evaluators as addenda to this proposal).

The four GPRA performance indicators will also be reported annually:

- GPRA Performance Indicator #1: *The percentage of native Hawaiians students in schools served by the program that meet or exceed proficiency standards in reading, mathematics, and science on the Hawai'i state standardized assessments.* The 'Ohana, Culture, & Community Specialist alongside HMK staff will work with students, families, and schools to track academic performance of current participants as measured by grade checks, report cards, and the HMK student data system.
- GPRA Performance Indicator #2: *The percentage of native Hawaiian children participating in early education programs who consistently demonstrate school readiness in literacy as measured by the Hawaii School Readiness Assessment.* The 'Ohana, Culture, & Community Specialist alongside HMK staff will collaborate with Waimānalo's early childhood education programs via information sharing and referrals to encourage the enrollment of younger family members of HMK participants in early education programs as measured by collaborative meeting minutes and MOAs.
- GPRA Performance Indicator #3: *The percentage of students in schools served by the program who graduate from high school with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), within four years.* The 'Ohana, Culture, & Community Specialist alongside 'Ōpio Program staff will work with students, families, and schools to ensure graduation of 12<sup>th</sup> grade participants and track graduation rates as measured by grade checks, report cards, and the HMK student data system
- GPRA Performance Indicator #4: *The percentage of students participating in a Hawaiian language program who meet or exceed proficiency standards in reading on a test of the Hawaiian language.* The 'Ohana, Culture, & Community Specialist alongside the *Wa'a Project* Consultant, contracted specialists and HMKF's Hawaiian speaking staff work to integrate a basic Hawaiian language component into programs.

With the full implementation of HMK's 2012-2015 *Wa'a Project*, HMK will add a culturally grounded, comprehensive and vital component to its current programming and continue, even more, to help break negative inter-generational cycles that have plagued Native Hawaiians for years. The HMK programs, now to include the family-strengthen component of the *Wa'a Project*, effectively address the social-emotional, health, and achievement needs of this generation in the hope (*mana 'olana*) that such need for services will not exist for the next.