

PROPOSAL NARRATIVE

A. Need for Project: Studies have shown that there are complex issues ranging from poverty to diabetes and obesity, which detrimentally affect the educational performance of Native Hawaiian people. Native Hawaiian physician, Dr. Jerem Nohea Kaawaloa, who grew up in Puna, Hawaii knows firsthand the plight of the Native Hawaiians. Dr. Kaawaloa states, “The disparities in Native Hawaiian health with in the general population – including heart disease, diabetes and cancer – are very real.”

Moreover, Native Hawaiians are underrepresented in the fields of medicine, dentistry, and nursing and allied health professions. Among the 3,148 physicians in Hawaii, .0001% is of Native Hawaiian background. The majority of licensed health care providers are on Oahu (HMSA, 2000). As mentioned earlier, low socioeconomic status, culturally and linguistic differences that limit Native Hawaiian participation in public school effect the achievement of future academic success and entry into a healthcare career. Very few Hawaiians in the state serve as healthcare practitioners (less than 700, census 2010 estimate) and in technical occupations.

Living Life Source Foundation will address the inequity in the complex issues of diabetes and obesity in Native Hawaiians throughout Hawaii by closing the gap and weaknesses by providing project-based learning activities of cultural practices focused on health and wellness to the project’s target population. The purpose is to provide effective community based interventions aimed at eliminating obesity in Native Hawaiians to reduce their risk for diabetes and obesity and other associated factors due to their condition and create access to Native Hawaiian healthcare providers and practitioners. The Kukui Malama project plans to address the following needs: 1) to create opportunities for Native Hawaiians to engage

in building self-worth and build self-efficacy by engaging in cultural and project based activities that integrate healing the body, mind and spirit; 2) to for project and culturally based educational programs based on health and wellness; and 3) to increase access to Native Hawaiian healthcare providers and practitioners. In response to these needs, the Living Life Source Foundation has created a rigorous academic and culture-based program utilizing partnerships throughout the community.

Native Hawaiians comprise approximately 21% of the State's population and are the largest group of all ethnic minorities in Hawaii's public school system at both the statewide level (27.6%) and for each school type: conventional public school (26.9%), conversion charter (44.2%), and start-up charter (49.1%) (Kamehameha Schools, 2009). Forecasted growth rates show that the Native Hawaiian population will increase at a faster rate than most other ethnic groups in the State of Hawai'i (Hsu & Nielson, 2010) with *keiki* (0-4 years) and *'ōpio* (5-19 years) comprising the largest age groups.

Native Hawaiians represent the highest percentage of economically disadvantaged youth in Hawaii's public school system. In 2010, 43.9% of all public school students in Hawai'i were eligible for the free and reduced cost lunch program. Among NH students in the public school system, more than half participated in the subsidized school lunch program (52%), which is 14% higher than their non-Hawaiian peers. In predominantly NH schools, the average participation rate in the subsidized school lunch program in 2010 was 13% higher than the State average.

The proposed project sites are the County of Kauai, which consists of the islands of Kauai and Niihau, with an extension to the project to the County of Honolulu, Oahu. The U.S. Census Bureau divides Kauai into three school districts that include Eastside, Central, and

Westside. The NH population represents 25.9% (17,374 Native residents) of the Kauai population (estimate at 67,091, Census, 2010).

Seventy-nine percent of the schools in which Native Hawaiians are predominantly enrolled are lower quality schools with less fully credentialed teachers and are more often in corrective action (Kaniaiapuni and Ishibashi, 2008). Hawaiians' lower socioeconomic status, cultural, and linguistic differences are frequently not well accommodated by the public school systems. Consequently, NH student performance is often compromised in such school settings. Teacher inexperience with cultural differences, differing teaching and learning styles and lack of teacher training have contributed to higher than average referral rates of NH students to special education classes.

Native Hawaiian students are found to score the lowest on standardized tests of any ethnic group in the public school system statewide (Native HI Educational Assessment, 2005; Kaniaiapuni and Ishibashi, 2003). School absenteeism is the highest among NH public school students, which is a contributing factor to the high Native Hawaiian dropout rate and low academic performance levels. Obstacles within the school as well as problems at home can negatively impact NH student interest in pursuing future training or education. A substantial number of students are not prepared to find employment or pursue additional education after high school (Will, 1986, Lipsky and Gartner, 1992, Cooke, 2001, SEDL, 1995). Hawaii has the highest percentage (38%) of students who fail the military's entrance exam (the Armed Forces Qualification Test, comprised of four academic subtests of the ASVAB (Education Trust, 2010)).

In contrast to the public school experience, NH immersion students perform better in standardized measures (e.g., SAT math and reading tests); have lower absenteeism rates and

experience little or no ethnic bias compared to their public school counterparts (Kanaiaupuni and Ishibashi, 2005). Immersion schools are based on cultural compatibility, in which schooling is found to be more effective when there is cultural congruence between students and the socio-cultural system of the school. The immersion schools provide learning environments with greater teacher involvement, social support and encourage each student's interest in the joy of learning (PASE, 2003). Since enrollment in Immersion Schools is voluntary, family expectations differ from parents whose children go to public school (Kanaiaupuni and Ishibashi, 2005, PASE, 2003).

A case in point as to the efficacy of the Hawaiian focused and immersion schools may be seen in evaluation data from previous years of a similar program that has been discontinued due to lack of funding; the Native Hawaiian Health Career and Education (NHHCE) program serviced 240 students from the various immersion and charter schools on Kauai. Within the most recent year of the program 55 students received post-secondary scholarships; all of those in the final year of high school demonstrated eligibility to graduate; 70% of participating students increased their reading skills as measured by test scores; 75% of students in the tutoring program demonstrated improved math skills as measured by test scores; and 85% of student participants reported improved self-esteem and commitment to school. The NHHCE program provided essential support to NH schools, and communities, as well as, contributed to preparing the next generation of NH healthcare providers. The existence of this type of program is imperative for the health, wellness, and education of the NH community. The Kukui Malama project will provide an extension to the NHHCE program, as additional program research and evaluation is needed to fully confirm the long-term impacts of these

improvements fostered through the learning environments on Kauai and will create an extension to Oahu Hawaiian focused schools.

Native Hawaiians continue to have serious health conditions, such as obesity and diabetes; requiring access to regular medical care. NH student absenteeism is linked to health problems, student behavioral issues, and conflict within the home. The combination of poverty, lack of parental supervision, low expectations and low levels of school commitment contribute to risky behaviors among adolescent students with involvement in substance abuse, early sexual activity, and possible juvenile delinquency (UH Center on the Family; Andrade, 2003, Kanaiaupuni, and Ishibashi, 2003; PASE, 2005, Census, 2000; PASE, 2004). Native Hawaiians' mortality and morbidity is the highest of any group in the state. Cancer, cardiovascular disease, COPD, stroke and diabetes are the leading causes of mortality among Native Hawaiians who have the worst health status of any group in the state of Hawaii (HMSA, 2007; Hawaii Health Information Corporation, 2007).

B. Project Design: The NHHCE program strived to increase the proportion of NH students on Kauai actively involved in healthcare career development and who pursue postsecondary healthcare training. Native Hawaiian students, especially Hawaiian focused charter and immersion students are the population intended to receive services. In addition, intended services will also target NH at-risk youth from broader Hawaiian community, and public schools. All six (6) priority areas to be addressed by the Kukui Malama project include: 1) the educational needs of at-risk children and youth including those in danger of not graduating; 2) needs in fields in which Native Hawaiians are underemployed which is health care; 3) the use of Hawaiian language in instruction; 4) beginning reading and literacy among students in grades K-3; 5) improving early learning outcomes in the areas of language and literacy development, cognition

and general knowledge, and approaches toward learning; and 6) improving achievement and high school graduation rates.

Tertiary and specialty medical care is located on Oahu. The Kauai healthcare system experiences regular health provider shortages and difficulty in recruiting appropriate health personnel. Native Hawaiians are in poorer health and less able to access critical care off island. Native Hawaiian Health Care System (NHHCS) is in need of highly trained Native Hawaiian health professionals who will be able to provide medical, dental, and healthcare services to Native Hawaiians in the future. The post-secondary component of this project shall offer medical, dental, health care, and allied health scholarships to eligible NH students which can lead to the establishment of a NH health professional base of medical, dental, and allied health professions statewide. This educational program has the potential to improve the delivery of NH education and health care services and ultimately aid in reducing disparities experienced among the NH community. In the past, the NHHCE program impacted important disparity areas and produced 15 qualified and credentialed health care providers including 2 medical doctors, 4 dental hygienists, 4 registered nurses, 2 social workers and 1 vascular technologist and other health professionals totaling nearly 30 scholarship recipients and providers.

The growth of a NH healthcare provider base to better serve Native Hawaiians requires a multi-level educational intervention that can stimulate student academic skills and an interest in health career development and training. To achieve this end, Kukui Malama Project will provide tutoring in math and reading in both English and Hawaiian language contexts, emergent literacy building activities incorporating NH practitioners and elders, college preparation, student health career development, mentoring and scholarships for healthcare education after high school completion, and community focused service activities that build cultural health and strengthen

cultural identity to cultivate health and wellness through the integration of traditional Hawaiian practices, farming, and a mixture of indigenous multi-cultural healing influences.

The project will address several issues related to the development of highly qualified NH students who have both the will and skill to successfully enter educational institutions and complete accredited programs in various healthcare fields. Project staff will mentor NH school partners in developing culture- and standards-based curriculum with a focus on science and mathematics application and will be trained in inquiry-led science through hands-on, problem-based approaches using outdoor lab and field studies. Exposure to 21st century instructional methodologies and access to resources for engaging cultural and project-based learning opportunities will provide a more consistent environment for learning with guiding cultural project based activities focused around health and wellness.

Various age and grade appropriate activities, academic support, and scholarship assistance will be provided to increase students' abilities in math, science, and reading as a foundation for post secondary education in health related fields. The career development focus will be introductory at the elementary school level with activities designed to provide hands-on exposure to health careers, health career professionals, and cultural practitioners. Early emergent literacy will also be supported by the kupuna literacy program (grades K – 3) and bi-lingual literacy support program (grades 4 – 6).

At the middle and high school levels the project will: 1) Provide volunteer job experience in school and community organizations and businesses; 2) Improve study habits and develop critical thinking skills; 3) Identify and enhance individual transferable skills developed through culture, school and community based activities; 4) Develop transferable skills to further health and medical education at the postsecondary level; 5) Engage students in learning about local,

state, and national healthcare occupations; and 6) Develop an inventory of personal skills, values, and occupational interests in Hawaiian students.

Academic tutoring will be provided by a core group of tutors on a regular weekly basis after school and during extended intersession breaks. Data from 2009 and 2010, NHHEC program suggests that the effective dosage of tutoring in math is a minimum of four hours per week at the secondary grade levels (grades 6-12). Based on these findings, the proposed after school project will incorporate a mixed model of academic tutoring and culturally appropriate project-based learning activities to include a variety of Hawaiian based cultural practitioners to blend the western philosophy of healthcare with the practices of the Hawaiian culture.

This project will require a minimum of four hours of academic tutoring per week which has proved to be very effective in recruiting and retaining Native Hawaiians for academic tutoring and support on a regular basis (85-95% retention). Continuity of services shall occur with the utilization of existing services and the extension of services through annual school intersession breaks and summer break programs. Tutors will work to establish a stronger foundation in elementary and middle school level student's reading, writing and math. The kupuna (elders) from the community will continually be recruited to provide a read-a-loud program for grades K – 3 in both Hawaiian language and English to raise literacy skills and engage in interaction with elders.

Students in grades 11 and 12 will be recruited to attend College Bridge fieldtrips which occur two to three times per school year; College Bridge trips will introduce high school juniors and seniors to college campus life by visiting community colleges and universities on two main islands: Hawaii (Hilo) and Oahu (Honolulu). Students will engage in financial aid workshops and complete a minimum of two college applications, visit the campus' bookstores, libraries, and

admissions offices. Students will be given the opportunity to experience first hand the rigors of college and gain knowledge of specific programs related to their career interests. Students will also engage in a visit to the John A. Burns School of Medicine located in Honolulu, Hawaii and visit Native Hawaiian Health Care Systems offices and clinics.

To further aid the students in the summer and during intersession breaks, a school bridge program will focus on academic enrichment activities in conjunction with Native Hawaiian learning activities focused on health and wellness. The school bridge program will provide academic and cultural exchange opportunities for project students. The focus will be to prepare students for college and post-secondary education and develop cultural competency and self-efficacy skills. By giving students a supportive environment to grow and expand their academic and cultural base in and outside of their community, the program will create both the WILL and the SKILL for Hawaiians to succeed in the real world that they will face after high school. Increasing students' self-efficacy (their personal beliefs about their own ability to succeed) for higher education will help develop Hawaiian students who are more likely to persevere in the face of adversity and go on to complete college. Those students whose skills have accelerated will participate in higher-level coursework and present their work at community venues and academic conferences in cooperation with project staff.

Initial partnerships will include the members of the Native Hawaiian Healthcare System, Halau Lokahi (Oahu island) and Kawaikini (Kauai island) public charter schools, University of Hawaii, Manoa campus and Hilo campus and the UH community colleges. In years two and three, the program will continue with the addition of advanced students and community volunteers to assist in tutoring and mentoring activities. Additionally, partnerships shall be more fully developed providing linkages from the schools to institutions of higher education, local

businesses, and local healthcare providers. Scholarship recipients will begin their internships and shadow providers to fulfill their service commitment to the NHHCS. Scholarship recipients will provide 20 hours of service to the community in their chosen field for every [REDACTED] of scholarship support they receive. The mentoring aspect will provide occasions for students to specialize in one area of their career development by forming specialized occupational interest groups with other students.

There will be presentations for parents and students on college preparation. More specifically, the presentations shall address several barriers which students' experience: 1) lack of information about financial aid; 2) student difficulty talking with counselors; and 3) limited college outreach to the community to support college entry and retention. Students entering accredited programs and receiving scholarship assistance will also continue to meet regularly with the scholarship coordinator to ensure timely completion of degrees and facilitate student job placement within the Native Hawaiian Healthcare System and/or Living Life Source Foundation. [See Table 1; Pgs. 16-21]

C. Adequacy of Resources: The Living Life Source Foundation (LLSF) is a Hawaiian non-profit charitable organization incorporated in Hawaii in 2011. The LLSF is a modern Hawaiian *pu'uhonua* (safe place) of natural farming and healing. The vision of LLSF is to restore a system of living, embracing all faiths and modern science; teach concepts vital to creating a life of greater meaning, purpose, and freedom with reverence for our natural *'aina* (land) and *kai* (ocean) environments. LLSF educates people of Hawaii to become self-sustainable and to perpetuate the value of *Aloha*. Programs and services offered to the general public are provided at the LLSF Healing Center for Wellness and Sustainability located at Manoa Valley, Oahu and Hawaiian community centers throughout the island of Oahu. LLSF is committed to providing

educational and spiritual opportunities to learn and practice cultural traditions that meet the needs of Native Hawaiian populations in the areas of Physical/Emotional Healing, Sustainable Agriculture, and Sacred Site Restoration. LLSF perpetuates peace and thanksgiving in all of nature's living spirits by restoring the spirit of aloha in humanity to end world suffering.

D. Management Plan: The Living Life Source Foundation (LLSF) is a charitable organization incorporated in Hawaii as a non-profit charitable organization during 2011. The LLSF is a modern Hawaiian *pu'uhonua* (safe place) of natural farming and healing. The vision of LLSF is to restore a system of living, embracing all faiths and modern science; teach concepts vital to creating a life of greater meaning, purpose, and freedom with reverence for our natural 'aina and ocean environments, we are educating the people of Hawaii to become self-sustainable and to perpetuate the value of Aloha. Programs and services offered to the general public are provided at the LLSF Healing Center for Wellness and Sustainability located at Manoa Valley, Oahu and Hawaiian community centers statewide. LLSF is committed to providing Native Hawaiian cultural educational and spiritual opportunities to learn and practice cultural traditions that meet the needs of Native Hawaiian populations in the areas of Physical/Emotional Healing, Sustainable Agriculture, and Sacred site Restoration. LLSF perpetuates peace and thanksgiving in all of nature's living spirits by restoring the spirit of aloha in humanity to end world suffering.

Responding to the health inequities experienced among Native Hawaiians, the Native Hawaiian Health Care Improvement Act (NHHCIA) was created to provide the Native Hawaiian Health Care System (NHHCS) coverage across the state for Native Hawaiians. The Kukui Malama Project will work closely with partnership agencies, Papa Ola Lokahi and Ho'ola Lahui Hawaii to develop the capacity to implement the scholarship component of this project. Both NHHCS agencies have over a 25-year history of managing grants, projects, and health care in

Native Hawaiian and local communities. Papa Ola Lokahi is the Native Hawaiian Health Board designated in federal statute (P.L. 111-148) as a major agency concerned with implementing federal policy to “improve the health of Native Hawaiians to the highest possible level.” The NHHCS, Ho’ola Lahui Hawai’i for Kauai County has been in operation since 1991. Areas of need for Native Hawaiian health include access to affordable healthcare and wellness services. These services which are available through NHHCS include primary care, dental health, nutritional counseling, fitness classes, behavioral health, maternal and child health, substance abuse counseling, and behavioral health services, outreach and enabling care, pharmacy services, and geriatric care.

Based on the Gantt chart, management will provide oversight to the project to achieve the program objectives with monitoring and adherence to program activities, milestones and financial projections. Responsibilities of the staff are clearly defined to accomplish all project tasks. Project director will assure timely recruiting, interviewing, hiring and training of project personnel. As needed, staff shall be provided training and updates which help to clearly focus on the achievement of program objectives and the implementation of linked program activities.

The NHHCS has an existing Quality Assurance process. The purpose of the Quality Assurance / Quality Improvement (QA/QI) program is to assure that there is a systematic, planned, collaborative process that measures performance, assesses the quality of services provided, and ensures ongoing improvement. This project will serve as a guide to identify, prioritize, coordinate, and implement actions to continually improve the quality of the **Kukui Malama Project**. The quality assessment and improvement process is driven by data. Data collection processes will continue to be developed at the onset of the program year with recommendations from staff, school personnel and the evaluator. These personnel shall work

together in refining program performance measures to determine the extent to which program objectives have been met. The Project Director, Academic Specialist, and Data Manager will work closely with project staff and community partners to gather data and feedback from participants of services to ensure continuous improvement in project.

Proposed staffing includes a Project Director, Project Assistant, Academic Specialist, Scholarship Counselor/Coordinator, two (2) Cultural Resource & Advancement Coordinators, Database Manager, and two (2) Tutor Supervisors. The Cultural-based learning enrichment activities will be outsourced to Hawaiian organization(s) that specialize in cultural-based and project-based learning activities that will be integrated with reading/literacy, mathematics, and science academic standards.

The Living Life Source Foundation (LLSF) is an equal opportunity employer and shall encourage employment applications from persons who are members of groups that have been traditionally underrepresented and who are representative of the east Oahu and Kauai local communities. Qualified persons with both academic and professional qualifications and experiences will fill all staff positions; the project director will require a minimum of a Masters degree. Start-up of the new project cycle shall be easier to implement with staff dedicated to the project and expertise in coordinating these services are known and trusted by the communities they serve. [See Table 2; Pgs. 21-25]

Staff Qualifications: The proposed project director received her Master's degree in Educational Psychology from the University of Hawaii and recently attained a doctoral degree in education, professional studies. She has worked professionally in Hawaii public and charter schools as a teacher, administrator, and consultant; she has served two terms on the Hawaii Charter School's Network Board of Directors. The project assistant has worked for over ten years as a main office

assistant. In addition to her coordination and secretarial skills, she has worked as a bookkeeper and administrative assistant. The academic specialist has a Master's degree in Non-clinical Psychology with academic training and experience in educational research design. He has worked with the NH immersion and public charter schools for 9 years as an evaluator and consultant. The scholarship coordinator has a Bachelor's degree in Hawaiian Studies with extensive work experience in scholarship counseling working in the University of Hawaii System. The Tutor Supervisor has a Bachelor's degree in Environmental Engineering, as well as, considerable training and expertise in math and science. He works well with the academic tutors and provides one-on-one tutoring for higher -level math and science students at the schools. The database manager has extensive experience in data entry and computer skills. Her responsibilities have included developing and compiling program forms, maintaining program/activity tracking, and maintaining the data collection system. An additional tutor supervisor will be recruited for the project with minimum qualifications of a Bachelor's degree. The two Cultural Resource and Advancement Coordinators (CRAC) are well known and respected in the Hawaiian community as NH cultural practitioners. Professor Bruce Keaulani is the spiritual and knowledge teacher of Kaito Gakko and has been a provider of educational programs, which include Healing Arts of Emei Qigong, Massage Academy licensing (Licensed Massage Therapist), and Kaito Gakko (Peaceful Martial Arts). The second CRAC, Sean Chun has worked as a project coordinator for six years with Na Pua Noeau at the Kauai Community College as counselor to coordinate community projects the college. Both CRAC's are extensive cultural practitioners known for being healers and providers of educational programs for sustainable farming, healing and therapy, *kahea lapa'au* (spiritual healing), *la'au lapa'au* (herbal healing), *ho'oponopono* (individual/group counseling), Hawaiian language, *lomilomi* (massage), home visits/blessing,

and sacred site restoration. Cultural specialists are elders/community members who have high levels of expertise in areas that support the program academically and culturally. Likewise, any and all contractual and/or other key personnel will be sought through a fair and unbiased recruiting, interviewing, and hiring process. Position descriptions defining relevant qualifications and training experience are located in the attachment section of this application.

E. Project Evaluation: The project evaluation structure is as follows: Data collection methods will involve survey administration beginning, midway and at end of the first school year. The results of the first year evaluation will be integrated into the remaining two years of the project with additional yearly evaluations. The evaluation shall measure the extent to which the project attained the identified performance measures listed in the Project Design section. The Project Director and Academic Specialist knowledgeable in data collection and evaluation methods will conduct the project evaluation annually. At the completion of the project evaluation, project staff will review the program findings, which will be shared with NHHCS board of directors and the Hawaiian charter and immersion schools' administrators. At program initiation, baseline data will be collected from the school, students, families and community. Baseline data shall include student and parent knowledge-attitude-practices in relation to the identified program educational outcomes. The evaluation of the extent to which program goals will be achieved as an ongoing component of the program that serves to inform and refine the project team's activities and priorities as close to real time as possible. Program decisions will in turn be supported by a continuously updateable and searchable database that allows tracking of the large majority of the program's stated performance measures if the program is approved. An external evaluator will be brought in at the end of Years Two and Three to assess all data provided above.

Section B: Table 1 – Project Design – KUKUI MALAMA PROJECT

<p>Sites of projects: Hawaiian Charter and Immersion Schools (Central & Satellite program offices on Kauai and Oahu, Hawaii) Kawaikini Public Charter School & Halau Lokahi Public Charter School</p>		
<p>Goal One (1) - The project meets the statutory purposes and requirements in the following areas by: 1) Providing activities to enhance reading and literacy of school children; 2) Providing academic curricula in language, math and science that incorporate Hawaiian traditions and values; 3) Providing community engagement activities that foster cultural development and academic readiness; 4) Conducting internal assessment to better determine the needs of Native Hawaiian children and families.</p>		
<p>Short-Term Goal: To increase academic performance levels of Native Hawaiian students in Hawaiian Immersion, Kauai Public and Charter Schools</p>		
<p>Intermediate Goal: To increase the number of Native Hawaiian students who graduate from high school and seek post-secondary education</p>		
<p>Outcome Objective: By September 30, 2013, a 5 percent increase from baseline in Native Hawaiian educational performance levels of students at Hawaiian Charter and Immersion Schools (elementary, middle school and high school).</p>		
Action Steps	Staffing	Program Outcome
1) Assess and conduct program planning/logistics and data collection components	Database Manager Project Director, Project Assistant, Mentors, Academic Specialist Cultural Resource & Advancement Coordinators (CRAC)	<ul style="list-style-type: none"> Increase in the number of students whose educational needs have been assessed with a plan of action for educational improvement; Increase collaboration with community and school
2) Identify and train tutors to provide program to students at two Hawaiian Immersion & Charter Schools	Project Director, Tutor Supervisor, Tutors Academic Specialist	<ul style="list-style-type: none"> Increase in number of students receiving services to improve academic skills.
3) Tutors assess student levels in core subjects	Tutor Supervisor, Tutors Project Director Academic Specialist	<ul style="list-style-type: none"> Number of students with academic improvement.
4) Begin providing tutoring in reading, math, science, and related subjects such as Health Sciences for 150 (over the three-year project period) at-risk students weekly for each school year	Tutor Supervisor, Tutors Academic Specialist, Project Director	<ul style="list-style-type: none"> Increase in the number of students who have improved their reading math, science and related skills as measured by tutor evaluation; Number of students recruited and retained annually in academic tutoring program and; Number of tutor service hours utilized by the project
5) Provide staff meetings to coordinate and assess	Tutor Supervisors, Tutors,	<ul style="list-style-type: none"> Increased coordination to ensure

student progress	Project Director, Academic Specialist, Data Manager	improved student outcomes
6) Engage students in a cultural-based enrichment activities program that supports student recruitment and retention in weekly academic programs.	Tutor Supervisor, Tutors, Academic Specialist Cultural Resource & Advancement Coordinator Project Director Cultural Specialist(s)	<ul style="list-style-type: none"> Number of students participating in cultural-based enrichment activities monthly; Number of students participating in cultural-based enrichment activities annually and; Number of cultural community specialists hours
7) Engage Hawaiian Immersion & Charter school students in a student-exchange program to facilitate off-island transfer to college and strengthen self-identity and cultural awareness	Academic Specialist Cultural Resource & Advancement Coordinator Project Director Project Assistant Cultural Specialist(s) Community Partners	<ul style="list-style-type: none"> Number of students exposed to post-secondary education opportunities outside of Kauai island; Number of students exposed to cultural health and awareness development program; Number of students exposed to and connecting with community members and institutions outside of Kauai.
Years Two and Three Project Continuation	Staffing	Project Outcomes
1a) Continuation of tutoring program; 1b) Provide tutoring in accelerated subjects for college bound student and those with health career interest; credit-recovery assistance 1c) Complete implementation 1d) Follow steps outlined for tutoring in Year 1.	Academic Specialist Cultural Resource & Advancement Coordinator Project Director Project Assistant Community Partners	<ul style="list-style-type: none"> Increase in the number student with academic improvement (e.g., completing assignments, participation, improvements in performance measures); Increase in number of students completing high school graduation requirements;
2a) Evaluate all programs on semi-annual basis 2b) Redevelop program based on evaluation results. 2c) Develop plans to sustain program after close out of project.	Academic Specialist, Tutor Supervisor, Cultural Resource & Advancement Coordinator, Project Director, Project Assistant, Community Partners	<ul style="list-style-type: none"> Program outcomes reported in evaluation and research findings
3a) Continuation of culture-based enrichment activities program	Academic Specialist Cultural Resource & Advancement	<ul style="list-style-type: none"> Recruit and retain students in weekly academic tutoring program; and monthly

3b) Continuation of student-exchange program 3c) Sustain community partnerships 3d) Complete implementation	Coordinator, Project Director Project Assistant Community Partners Culturally Specialist(s)	culture-based program <ul style="list-style-type: none"> • Recruit and retain students in weekend culture-based program • Recruit and retain students in annual summer academic and culture-based program
How the project addresses the needs of the Native Hawaiian population: 1) Increases educational performance and attainment among at-risk Native Hawaiian children and adolescents through culture-based education and Native Hawaiian learning environments (e.g., cultural skills integrate with academics leads to an improvement in academic performance in math, reading, science and basic skills). 2) Increases academic outcomes among students; 3) Delivers bilingual educational activities (both English and Hawaiian language); and 4) Engages students with community groups in support of shared educational and economic development in health-related areas.		
Goal Two (2) - The project meets the statutory purposes and requirements in the following areas by: 1) Providing academic and economic development curricula to address the needs of at-risk Native Hawaiian students, especially providing activities that enable Native Hawaiians to graduate from high school and enter postsecondary education in medical and health care professions, areas in which Native Hawaiians are underrepresented and underemployed. 2) Providing academic counseling and support services for students receiving scholarships and engaging in community-based economic development. 3) Delivers bilingual educational activities (both English and Hawaiian language).		
Goal: To identify, recruit and provide scholarship assistance to Native Hawaiian students interested in pursuing postsecondary health care training to reduce health care occupational shortages.		
Short-Term Goal: To increase the number of Native Hawaiian Charter and Immersion school students applying to accredited post-secondary educational institutions especially in health-related fields.		
Outcome Objective: By September 30, 2013 provide 100% of eligible project participants with scholarship counseling and financial assistance.		
Action Steps	Responsible	Program Outcomes
<u>Identification</u> 1) Work with school and families to provide awareness of health careers and occupations at Hawaiian Immersion and Charter Schools at program events. 2) Create field trips to health organizations and expose students to various health professions and related speakers. 3) Hold annual Health Career Fair for Hawaiian Immersion and Charter Schools to include health professionals, presenting and discussing their	Academic Specialist Scholarship Coordinator Cultural Resource & Advancement Coordinators Project Director Project Assistant Database Manager Community Partners	<u>Identification</u> <ul style="list-style-type: none"> • Increase in number of Native Hawaiian student's knowledge-awareness-practice of career development; • Increase student's knowledge of medical and health care occupations; • Increase in the number of students reporting interest in applying for training in healthcare occupations; • Identify motivated high school students for cultural mentorship program and;

<p>careers.</p> <ol style="list-style-type: none"> 4) Provide opportunity for students to have career exposure, develop skill inventory and research careers they are interested in. 5) Involve community leaders involved in mentoring Native Hawaiian students to participate in higher education, especially in health and medical care 6) Engage motivated high school participants in a cultural mentorship program that focuses on economic development, sustainability and wellness 7) Conduct program evaluation annually 		<ul style="list-style-type: none"> • Increase the number of students who graduate from high school;
<p><u>Recruitment</u></p> <ol style="list-style-type: none"> 1) Implement a career preparatory curriculum and recruitment strategy for students seeking to enter postsecondary institutions and community colleges. 2) Enhance existing recruitment efforts through various internship programs in the field of dentistry, medicine, nursing and behavioral health to include paraprofessionals, front line staff and professional staff. 3) Assist students in preparing to apply for colleges and how to interview and complete required forms. 4) Establish referral network for Native Hawaiian students interested in areas by establishing partnerships with outside agencies (inclusive of non-healthcare programs) 5) Recruit Native Hawaiian high school students at Native Hawaiian Charter and Immersion Schools to apply for medical and healthcare training after high school. 	<p>Scholarship Coordinator Academic Specialist Cultural Resource & Advancement Coordinator Project Director Project Assistant Community Partners</p>	<p><u>Recruitment</u></p> <ul style="list-style-type: none"> • Increase the number of high school students interested in and recruited for postsecondary education training opportunities (especially those in healthcare); • Number of students participating in college prep activities and; • Number of students reporting increased self-efficacy for college success.
<p><u>Scholarship Assistance</u></p> <ol style="list-style-type: none"> 1) Identify existing scholarship resources and make them available online to students through computer based resource centers. 2) Assist students in obtaining scholarships/financial aid. 	<p><u>Staff Responsible</u> Scholarship Coordinator, Academic Specialist, Cultural Resource & Advancement Coordinators, Project Director,</p>	<p><u>Scholarship Assistance</u></p> <ul style="list-style-type: none"> • Number of Native Hawaiian students actively enrolled in post-secondary degree seeking programs • Number of Native Hawaiian students receiving scholarship assistance and;

<p>3) Providing scholarships to students accepted into an accredited health program at the post secondary level either vocational, undergraduate or graduate levels.</p> <p>4) Provide ongoing counseling to students while in school to assist them with adjustments to being away from home and family assist them with adjustments to being away from home.</p> <p>5) Students who have internships will complete their internships at the Native Hawaiian Health Care Systems or local community health clinics. Students who complete their course of study will fulfill a service commitment back to NHHCS.</p>	<p>Project Assistant, Culturally Specialist(s), Database Manager,</p>	<ul style="list-style-type: none"> • Increase the number of Native Hawaiian students actively applying for scholarship assistance.
<p>Goal Three (3) - The project meets the statutory purposes and requirements in the following areas by:</p>		
<p>1) Providing emergent reading and literacy in both the English and Hawaiian languages amongst Native Hawaiian students in kindergarten through third grade and assistance in addressing the distinct features of combined English and Hawaiian literacy for Hawaiian speakers in grades four through six.</p>		
<p>Short-Term Goal: To improve Native Hawaiian students literacy skills in grades kindergarten through sixth grade in Hawaiian Immersion & Charter Schools</p>		
<p>Intermediate Goal: To increase the number of students participating in literacy enrichment programs</p>		
<p>Outcome Objective: By September 30, 2013 enroll 100 percent of Native Hawaiian Charter & Immersion students in grades kindergarten through grade three.</p>		
Action Steps	Staffing	Program Outcome
<p>1) Recruit community members and Kupuna (elders) for Community-based Kupuna literacy program for students in grades kindergarten through grade 3</p> <p>2) Implement Community-based Kupuna literacy program for students in grades kindergarten through grade 3</p> <p>3) Recruit tutors for bilingual literacy program for students in grades 4 through 6.</p> <p>4) Implement bilingual literacy program utilizing bilingual Hawaiian newspapers to engage students in grades 4 through 6</p>	<p>Academic Specialist Cultural Resource & Advancement Coordinator Project Director, Project Assistant Tutor Supervisor, Tutors Community Members, Kupuna (elders)</p>	<ul style="list-style-type: none"> • Number of community members and/or kupuna participating in literacy program • Number of tutors participating in bilingual literacy program • Number of students in grades kindergarten through grade 3 participating in literacy program and; • Number of Community Members and/or Kupuna (elders) service hours
Years Two and Three Project Continuation	Staffing	Project Outcomes

<p>1a) Continuation of Community-based Kupuna literacy program for students in grades kindergarten through grade 3 1b) Continuation of bilingual literacy program for students in grades 4 through 6. 1c) Review progress quarterly.</p>	<p>Academic Specialist Cultural Resource & Advancement Coordinator Project Director, Project Assistant Tutor Supervisor, Tutors Community Members, Kupuna (elders)</p>	<ul style="list-style-type: none"> • Number of community members and/or kupuna participating in literacy program • Number of tutors participating in bilingual literacy program • Number of students in grades kindergarten through grade 3 participating in literacy program and; • Number of Community Members and/or Kupuna (elders) service hours
<p><u>How the project addresses the needs of the Native Hawaiian population:</u> The project will integrate community members, cultural practitioners and kupuna (elders) into the literacy program for students in grades kindergarten through grade 3 and engages students in cultural enrichment activities to build on emergent reading and literacy skills in both the English and Hawaiian languages. The project addresses the distinct features of combined English and Hawaiian literacy for Hawaiian speakers utilizing cultural resources that include Native Hawaiian newspaper archives and other bilingually published materials.</p>		

Section D. Table 2 – Management Plan

**KUKUI MALAMA PROJECT
 MANAGEMENT PLAN – TIMELINE 2011 – 2012**

NOTE: For purpose of this section, Program Staff include the following positions: Project Director, Project Assistant, Academic Specialist, Scholarship Counselor/Coordinator, Cultural Resource & Advancement Coordinator(s), Data Manager, Tutor Supervisor(s)

Academic Tutoring & Cultural-based Education												
Program Task List	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Jul	Aug	Sept
Assess and conduct program planning and logistics Responsible staff: Project Staff	X	X	X	X	X							
Identify and train tutors to provide academic program to students at Hawaiian Charter and Immersion Schools Responsible staff: Project Staff	X	X	X	X					X	X	X	X
Tutors assess student levels in core subjects Responsible staff:		X	X	X	X				X	X	X	X

Project Staff												
Begin providing tutoring in reading, math, science, and related subjects such as Health Sciences for 150 (over the three-year project period) at-risk students weekly for each school year Responsible staff: Project Staff		X	X	X	X	X	X	X	X	X	X	X
Provide staff meetings to coordinate and assess student progress Responsible staff: Project staff	X	X	X	X	X	X	X	X	X	X	X	X
Engage students in a cultural-based enrichment activities program that supports student recruitment and retention in weekly academic programs Responsible staff: Project Staff, Cultural Specialists, Community Partners	X	X	X	X	X	X	X	X	X	X	X	X
Engage Hawaiian Immersion & Charter school students in a student-exchange program to facilitate off-island transfer to college and strengthen self-identity and cultural awareness Responsible staff: Project Staff, Cultural Specialists, Community Partners				X	X	X	X	X	X	X	X	X
Career Development Identification												
Program Task List	Oct	Nov	Dec	Jan	Feb	Ma r	Apr	Ma y	June	Jul y	Aug	Sept
Work with school and families to provide awareness of health careers and occupations at Hawaiian Immersion and Charter Schools at program events. Responsible staff: Project Staff		X	X	X	X	X	X	X	X	X	X	X
Create field trips to health organizations and expose students to various health professions and related speakers. Responsible staff: Project Staff		X	X	X	X	X	X	X	X	X	X	X
Hold annual Health Career Fair for Hawaiian Immersion and Charter Schools to include health professionals, presenting and discussing their careers. Responsible staff:					X	X						

Project Staff												
Provide opportunity for students to have career exposure, develop skill inventory and research careers they are interested in. Responsible staff: Project Staff	X	X	X	X	X	X	X	X				X
Involve community leaders involved in mentoring Native Hawaiian students to participate in higher education, especially in health and medical care. Responsible staff: Project Staff	X	X	X	X	X	X	X	X	X	X	X	X
Engage motivated high school participants in a cultural mentorship program that focuses on economic development, sustainability and wellness. Responsible staff: Project Staff, Cultural Specialist, Community Partners	X	X	X	X	X	X	X	X	X	X	X	X
Conduct program evaluation annually Responsible staff: Project Staff								X	X	X		
Healthcare Educational Recruitment												
Program Task List	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Jul y	Aug	Sept
Implement a career preparatory curriculum and recruitment strategy for students seeking to enter postsecondary institutions and community colleges. Responsible staff: Project Staff	X	X	X	X	X	X	X	X	X	X	X	X
Enhance existing recruitment efforts through various internship programs in the field of dentistry, medicine, nursing and behavioral health to include paraprofessionals, front line staff and professional staff. Responsible staff: Project Staff			X	X		X	X		X	X	X	
Assist students in preparing to apply for colleges and how to interview and complete required forms. Responsible staff:	X	X	X	X	X	X	X	X	X	X	X	X

Project Staff												
Establish referral network for Native Hawaiian students interested in areas by establishing partnerships with outside agencies (inclusive of non-healthcare programs). Responsible staff: Project Staff				X	X	X	X	X	X	X	X	X
Recruit Native Hawaiian high school students at Native Hawaiian Charter and Immersion School to apply for medical and healthcare training after high school. Responsible staff: Project Staff				X	X	X	X	X	X			
Scholarship Assistance												
Program Task List	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Jul y	Aug	Sept
Assist students in obtaining scholarships/financial aid. Responsible staff: Project Staff				X	X	X	X	X	X	X	X	X
Providing scholarships to students accepted into an accredited health program at the post secondary level either vocational, undergraduate or graduate levels. Responsible staff: Project Staff				X	X	X	X	X	X	X	X	X
Provide ongoing counseling to students while in school to assist them with adjustments to being away from home and family assist them with adjustments to being away from home Responsible staff: Project Staff		X	X	X	X	X	X	X	X	X	X	X
Students who have internships will complete their internships at the Native Hawaiian Health Care Systems or local community health clinics. Students who complete their course of study will fulfill a service commitment back to NHHCS. Responsible staff: Project Staff						X	X	X	X	X	X	X
Reading & Literacy												

Program Task List	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
Recruit community members and Kupuna (elders) for Community-based Kupuna literacy program for students in grades kindergarten through grade 3 Responsible staff: Project Staff	X	X	X									
Implement Community-based Kupuna literacy program for students in grades kindergarten through grade 3 Responsible staff: Project Staff	X	X	X	X	X	X	X	X			X	X
Recruit tutors for bilingual literacy program for students in grades 4 through 6. Responsible staff: Project Staff	X	X	X									
Implement bilingual literacy program utilizing bilingual Hawaiian newspapers to engage students in grades 4 through 6 Responsible staff: Project Staff	X	X	X	X	X	X	X	X			X	X