

Abstract

Papahana Kuaola (PK), the grant applicant, is a 501(c)(3) non-profit organization that operates a Cultural Learning Center located on 63 acres within the ahupua'a (district) of He'eia, in the 'ili (subdivision) of Waipao, a rural community on O'ahu. PK is partnering with 6 schools on O'ahu and 50 families on the islands of O'ahu, Moloka'i and Lāna'i.

Traditionally, Hawaiians passed information and practices from one generation to the next through our oral traditions. Today this practice has been disrupted as many Hawaiian families are separated geographically (due in part to 21st century lifestyles). Currently, we rely on books and other print media for this information, necessitating the need for good literacy skills. The Māka'ika'i Mele a Mo'olelo project goal is to increase interest in reading through understanding and appreciation of traditional Hawaiian literature and the places to which they are connected.

The Māka'ika'i Mele a Mo'olelo - Song and Story Tour project will target students, teachers, and community members on three islands. A total of 300 students and teachers along with 320 community members from Kūpuna (elders) service agencies and programs will be served through mo'olelo/mele tours. Through the 'Ohana Mo'olelo Community Program 50 families or 250 parents and children (estimated 5 persons per family) will be served on O'ahu, Moloka'i, and Lāna'i. Māka'ika'i Mele a Mo'olelo will begin on October 1, 2017 and end on September 30, 2018.

This project will provide learning opportunities to participants who otherwise might not have had due to location and/or financial hardship. It will nurture understanding, interest, and appreciation for the wealth of mo'olelo and mele left to us by our ancestors. It will also give educators alternatives to teaching materials and education opportunities that may have been previously out of reach, and provide a new and exciting vehicle for conveying important lessons about their community and surrounding areas. 'Ike 'āina (knowledge from/about the land), a culturally rooted Hawaiian approach to place-based learning, will be employed to achieve the following performance measures:

- 80% of participants increase their understanding and knowledge of mo'olelo/mele as determined by pre- and post- assessment and survey.
- 80% of participants increase their interest and appreciation of mo'olelo/mele as determined by student survey.
- 80% of students indicate desire to learn more about the mo'olelo/mele as determined by student survey.

Teachers will participate in an on-line survey via SurveyMonkey to determine overall project satisfaction, the extent of their understanding and interest in mo'olelo/mele, and how they have used newly developed education materials in the classroom.

- 90% of teachers indicate overall project satisfaction.
- 90% of teachers indicate understanding and knowledge of mo'olelo/mele per teacher survey.
- 90% of teachers approve newly developed educational materials.
- 90% of teachers indicate application of new resources in the classroom per teacher survey.

The success of the program will also be measured by the following impact indicators:

- 870 participants will learn about Hawaiian mo'olelo.
- 2 full-day (5 hours) field trip experiences (tours) will be developed.
- 14 class/group presentations and 14 mo'olelo/mele tours will be conducted.
- 3 'Ohana Mo'olelo Community Program sessions will be conducted for 50 families (O'ahu 25, Moloka'i 20, Lāna'i 5).
- 2 booklets and supporting education materials identified above will be developed and produced.

1. Statement of Need

Description of the community

Papahana Kuaola (PK) is a 501(c) (3) nonprofit mālama ‘āina education organization that is located in Waipao, He‘eia, Ko‘olaupoko, on O‘ahu. The property covers an area of 63 acres reaching from the right side of Ha‘ikū valley floor, up the north side of the valley wall and extending into the next valley of ‘Ioleka‘a. The site includes office spaces, library, indoor and outdoor programming areas, a perpetually flowing stream, natural springs, numerous lo‘i kalo (taro patches), a wetland area, and 50 acres of māla (upland gardens) and hiking trails filled with native Hawaiian and Polynesian plants. PK also has an office and staff on the island of Moloka‘i to provide services to Maui County that is comprised of the islands of Lāna‘i, Maui, and Moloka‘i.

The goal of the Hawaiian community in the Ko‘olaupoko district is to restore Ha‘ikū Valley as a cultural preserve while providing educational programs and perpetuating the Hawaiian culture. PK and neighboring organizations are utilizing Ha‘ikū Valley for community education programs. The Kamehameha Schools preschool at Ha‘ikū, Friends of Paepae o He‘eia Fishpond, Ke Kula ‘O Samuel M. Kamakau public charter immersion school, Hakipu‘u Learning Center public charter school, Queen Lili‘uokalani Trust Ko‘olaupoko, Ko‘olaupoko Hawaiian Civic Club, and Kāko‘o ‘Ōiwi are all located in Ha‘ikū Valley, and are working together to improve educational outcomes for Native Hawaiians.

The total population of Hawai‘i, per the Year 2010 Census, is 1,360,301 of which 21% are Native Hawaiian. Approximately, 953,207 or 69% of the state population resides on the island of O‘ahu and Native Hawaiians comprise 25% of this O‘ahu population. Although Native Hawaiians comprise approximately 21% of the State’s population, they account for approximately 27% of students in the Hawai‘i Department of Education. Reading scores among Native Hawaiian students lag behind total public school averages by 6 to 9 percentage points across all grades tested (Hawai‘i DOE, 2010). Furthermore, Native Hawaiian achievement in reading (as measured by the Hawai‘i State Assessment) declines with successive grade levels (Kamehameha Schools, 2009). As measured by Hawaii DOE’s Strive HI Performance System, Native Hawaiian students scored lower than state averages in both math and reading (OHA Native Hawaiian Data book 2015). This is of particular concern for it is a well-known fact that reading and writing (e.g. literacy) are essential skills for functioning effectively in school.

Hawaiians have had a relatively short period of time learning a written language; and it is not their own. It has been less than 200 years that the Hawaiian language has been a written language. Prior to Western contact, the Hawaiian language was oral. A‘o – which means both teaching and learning – took place through the spoken word. Around the turn of the century, Hawaiians were essentially forbidden to speak Hawaiian and were required to use only the English language (Schultz, Albert J., 1994; *The Voices of Eden: A History of Hawaiian Language Studies*). Traditionally, Hawaiians passed information and practices from one generation to the next through our oral traditions. Today this practice has been disrupted as many Hawaiian families are separated geographically (due in part to 21st century lifestyles). Currently, we rely on books and other print media for this information, necessitating the need for good literacy skills.

Current role of the organization and services provided

Papahana Kuaola operates a Cultural Learning Center to provide hands-on, standards-based learning experiences and instruction for students, teachers, and the general public. The library at PK was established as a cultural and educational resource for staff and program participants in 2008. The library is comprised of a

small but valuable collection that consists of approximately 7,000 books, photographs, pamphlets and posters, cultural objects, and a special collection of curriculum materials that focus on cultural and environmental education. There is also an on-site wireless network, 10 electronic tablets and a printer for public use. Internet access is available throughout the 63-acre site and electronic tablets are loaned to patrons for use on hiking trails, in gardens, etc. Materials are loaned to educators at public, private, charter, and home schools on O‘ahu and the neighbor islands. Resources are used on-site by researchers, cultural practitioners, educators, students, interns, volunteers, and program participants. Library programming includes summer, afterschool, inter-sessions during fall, winter and spring school breaks, and community evening cultural-literacy activities. Library services are available to the community Monday to Friday from 9am to 4pm and the second and fourth Saturday of the month (except December) from 9am to 2pm.

During the past year, approximately 20,000 individuals from the island of O‘ahu, neighbor islands, the continental U.S., Polynesia and other international areas have participated in our programs and services. These services include: Hō‘ale‘ale Kapuna, a monthly cultural workshop series; weekly Hawaiian language classes; weekly Hawaiian chant classes; after school, school intersession, and summer cultural programs, and daily self-guided native plant walks. Students and teachers from 50 schools, pre-school to college on O‘ahu, participate in our culture-based education and literacy programs. On the islands of Lāna‘i, Maui, and Moloka‘i, students and teachers and the general public participated in our literacy programs.

This culture-based literacy project provides a cultural exploration of Hawai‘i through the mo‘olelo, both songs and stories, connected to communities and locations. The purpose of this project is to expand knowledge and understanding of the cultural significance of the land, people, and customs of Hawai‘i.

The project will target students, teachers, and community members on three islands. A total of 870 will be served. On O‘ahu, 300 students and teachers from 6 public, private, and charter schools, and 320 community members from Kūpuna (elders) service agencies and programs will be served through mo‘olelo/mele tours. Through the ‘Ohana Mo‘olelo Community Program 25 families or 125 parents and children (estimated 5 persons per family) will be served on O‘ahu; 20 families or 100 parents and children on Moloka‘i; and 5 families or 25 parents and children on Lāna‘i.

Community input through a survey administered to educators at the Native Hawaiian Education Association Convention indicated that “access to Hawaiian literature” (ranked highest @ 80%, and "Hawaiian language classes" (60%) ranked second among needed library services. During the 2015-2016 school year, 90% of teachers participating in our literacy programs indicated appreciation and need for more mo‘olelo and standard-based, good quality, literacy resources. Identification of the need and desire for culture-based library services is consistent with a growing demand within the Hawaiian community for strategies that integrate traditional knowledge into education.

Teacher, student, and community participants were surveyed to ascertain the continued need for culture-based learning and library services. Survey results and comments support the on-going need and desire for these services.

Comments

“Awesome! The watershed mo‘olelo tour was excellent. I love the booklet that the haumana could refer to

during the tour and use it for further study in the classroom. The mo‘olelo that was shared during the tour made the place come alive and intrigued and sparked interest in the haumana and kumu. We were able to make connections and learn new content to build on the knowledge that students have had in the classroom. Mahalo nui!” - Teacher, Kamehameha Elementary School

“My children were so excited to share their experiences with us when we picked them up each day. They actually were sad once the program ended. They asked to go back and request to make the program for the entire week. They share their stories that they learned each day with us - Mo'olelo.” - Parent of participants in the 2016 mo‘olelo program

“This was a very educational field trip for the students. To learn about the aina and mo'olelo of ancient Hawaii is a valuable source of knowledge. It's a good way to keep the culture/knowledge/traditions alive.” - Parent, Kamehameha Elementary School

“My daughter learned so much and had FUN while learning. The knowledge she gained and mo‘olelo she learned from this program is definitely beneficial to her, as well as to those she is sharing it with.” - Parent of participants in the 2016 mo‘olelo program

“The booklet of mo'olelo, illustrations, maps, and diagrams added much to the overall quality of student work produced. Having a keepsake to use as a reference for future family trips increased students' desire to add their best work to the booklet.” - Teacher, Maemae Elementary School

“I love the way there is a tale for each stop. This allows students to have a specific place memory attached to the story. Every time they visit that place they will remember the story and possibly pass it on to their own kids someday. Wonderful! Love that the kids teach the families what they learned!” - Librarian, Hawai‘i Library Association Conference participant

“Lived in this area my entire life and I have not heard most of the stories told. Wonderful trip and very engaging. Hope more children and adults can take advantage of this opportunity.” - Chaperone, Aina Haina Elementary School

A multi-sensory approach will be employed in the project as Hawaiians learn best in this way; they utilize all five senses for learning. Hawaiian scholar, Manu Meyer’s *Reflections of Hawaiian Epistemology* (2001) states: *“If we wish to understand what is unique and special about who we are as a cultural people [Hawaiians], we will see that our building blocks of understanding, our epistemology, and thus our empirical relationship to experience is fundamentally different. We simply see, hear, feel, taste, and smell differently. The fact that ‘ike means “to see” and also “to know” shows how vision educates, how looking teaches, how watching informs.”*

This project will address the critical need for educational attainment through the provision of a culture-based literacy program that focuses on the cultural history of our community, and emphasizes experience-based learning that reflects the traditional learning style of Native Hawaiian learners.

2. Project Design

Mo‘olelo form the foundation of Native Hawaiian geography, illuminating the connection that we have with the land. Understanding mo‘olelo is essential to understanding the worldview of Hawaiian people for it is through mo‘olelo that we learn of the formation of ‘āina (land), the first living organisms, the birth of the akua (gods), and the people. Through mo‘olelo, relationships are established between the land, ocean, and sky; akua and ali‘i (chiefs); and ali‘i and the general population. Māka‘ika‘i Mele a Mo‘olelo will improve literacy services to Native Hawaiians by employing a culture-based, multi-media, real world approach that will connect Hawaiian mo‘olelo, to the cultural and natural history of their community grounded in the past while moving forward to the future.

This project addresses the IMLS Agency- Level Goal 1. Learning: Develop and provide inclusive and accessible learning opportunities. Further, it addresses the Native Hawaiian Library Service program goal: Expanding services for learning and access to information and educational resource in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills. This goal is consistent with PK's mission to create quality educational programs focused on environmental restoration and economic sustainability fully integrated with Hawaiian knowledge in order to exemplify a lifestyle respectful of akua, ‘āina and kānaka (Hawaiian people) for the purpose of preserving and perpetuating the Hawaiian culture and lifestyle.

The Māka‘ika‘i Mele a Mo‘olelo project goal is to increase interest in reading through understanding and appreciation of traditional Hawaiian literature and the places to which they are connected. This will be accomplished through the following objectives, action steps, and activities.

Objective 1: Develop educational materials to support Hawaiian culture place-based literacy programs that emphasis Hawaiian mo‘olelo/mele connected to places, people, and events.

The following products will be developed.

- A booklet to support mo‘olelo/mele tours for Central O‘ahu.
- A booklet to support mo‘olelo/mele tours for Windward O‘ahu.

Each booklet will highlight mo‘olelo/mele connected to tour stops. The following will be included in each booklet: a summary of the mo‘olelo, identification of mele, a map to identify tour stop locations, artwork depicting key points at various stops, glossary of Hawaiian words, reading list of books that can be borrowed from the PK, school, or public library, and ‘ohana learning activities for students to complete at home with their family.

Objective 2: Conduct mo‘olelo/mele tours for 620 teachers, students and their families, and community on the islands of O‘ahu, Moloka‘i, and Lāna‘i

Mo‘olelo/mele tours: The Central O‘ahu tour will be designed for elementary school students. PK staff will conduct 6 classroom literacy sessions to teach student about mo‘olelo and prepare them for the mo‘olelo tour. This will be followed by 6 mo‘olelo tours for 300 students and teachers in grades 3-5 from 6 public and private schools on O‘ahu. The Windward O‘ahu tour will be designed for Kūpuna. PK staff will conduct 8 mo‘olelo/mele workshops to prepare Kūpuna for the tour and teach them the songs connected to sites they will visit. This will be followed by 8 mo‘olelo/mele tours for 320 Kūpuna from the Foster Grandparents Program, the City and County of Honolulu Senior Citizen Program, and other Kūpuna programs on O‘ahu.

‘Ohana Mo‘olelo Community Program: PK staff will conduct ‘Ohana Mo‘olelo Community Program sessions on the islands of O‘ahu, Lāna‘i, and Moloka‘i for a total of 50 families (estimated 250 participants). Each session will serve parents, children, grandchildren, grandparents, and extended family members in a combination of various family units. It is estimated that each family will comprise a minimum of 5 family members. On O‘ahu 25 families will be served, on Lāna‘i 5 families, and on Moloka‘i 20 families. The parent component of the session will introduce adults to mo‘olelo for children, teach them to search and borrow mo‘olelo books from the library, and provide read aloud techniques. The child component of the sessions will include listening to mo‘olelo and engaging in age appropriate activities connecting to mo‘olelo. Families will be invited to register for a monthly mo‘olelo hui (club, group) in which families will read a specific mo‘olelo each month. These books will be borrowed from their public library, or the PK library. Each month families will receive via mail an activity related to the theme of the mo‘olelo selected for the month. Sessions will introduce ‘ohana to project-based learning through engaging projects that grab their interests, ie. mo‘o kū‘auhau (genealogy). Sessions will invite project-based community as guest educators. ‘Ohana Mo‘olelo Community Program sessions will be posted on the PK website.

All sessions combined, 870 participants will be directly served: 745 O‘ahu, 100 Moloka‘i, 25 Lāna‘i.

A series of evaluation instruments will be used including data collection and analysis, setting benchmarks/objectives, and conducting surveys and assessments. Much of the data such as library material use, program participation, etc. will be collected daily or per engagement. Surveys completed by participants will be used for gathering feedback as well as assessing the impact of the project. Pre- and post- test data, parent and community comments, and teacher surveys will be reviewed and discussed as received to monitor project performance and outcomes. Feedback received will be used to adjust project as needed. Pre- and post- assessments will be used to determine the extent of each student's learning and understanding of the topic. Teacher evaluations will be administered via SurveyMonkey by the project Educators following each session. E-mail addresses will be obtained from sign-in sheets.

Leadership of and direction for PK is guided by a four-person Board of Directors knowledgeable about native Hawaiian culture and natural resources. (See, Supportingdoc1). PK staff is passionate about their work and enthusiastic about sharing what they know with others. They have expertise in the areas of Hawaiian culture, Hawaiian language, science education, art education, book publishing, library and museum studies, information technology, natural resource management, administration, and accounting.

Māhealani Merryman, Project/Library Director, has more than 30 years of experience administering federal grants, and library, museum, and education programs. She holds an MA in Library and Information Studies from the University of Hawai‘i at Mānoa and has successfully completed training in Managing Federal Grants and Cooperative Agreements by Management Concepts.

Marian Leong, Lead Educator, has more than 30 years of experience in designing and developing literacy and education materials and coordinating and conducting education and cultural programs. She holds a BA in Hawaiian Studies from the University of Hawai‘i at Mānoa.

Wanda Atkins, Special Projects Coordinator, has more than 25 years of experience in project management, community outreach and engagement, and library and museum program development and implementation. She holds a BA in Asian History from Chaminade University.

Jessica Von Hauki, Program Assistant, has more than 10 years of desktop publishing experience and high level computer skills. She holds an IT Management Certificate from Hawaii Technology Institute, AAS in Community Services from Honolulu Community College.

Kimberly Simao, Fiscal Manager, has been 9 years of experience in managing PK financial accounts. She holds an AA in Liberal Arts from Chandler-Gilbert Community College.

Students from the Kamehameha Schools’ Kāpili ‘Oihana Internship Program, Nā Ho‘okama a Pauahi Scholarship Program, Graduate School of Library and Information Studies or the Education Department at the University of Hawai‘i will be trained as interns to assist in developing and implementing the project.

Māka‘ika‘i Mele a Mo‘olelo will begin on October 1, 2017 and end on September 30, 2018. The project will proceed with the following three phases.

Phase I: Planning Phase – October to November 2017

Activities and Persons Responsible

- Meet with staff to review the project plan and clarify roles and responsibilities. - Merryman, Director
- Identify and select Hawaiian mo‘olelo and mele that will serve as the focus of project activities. - Leong, Lead Educator
- Schedule meetings for the development of the education materials. - Merryman, Director; Leong, Lead Educator; Atkins, Special Projects (SP) Coordinator
- Contact schools and service agencies to promote project and recruit participants. - Leong, Lead Educator; Atkins, SP Coordinator
- Develop internship training & implementation. - Atkins, SP Coordinator

Phase II: Development – December 2017 to February 2018

- Research mo‘olelo and mele; write, illustrate, and produce booklets for mo‘olelo/mele tours. - Leong, Lead Educator; Atkins, SP Coordinator; Hauki, Program Assistant
- Develop and field-test mo‘olelo/mele tours. Leong, Lead Educator; Atkins, SP Coordinator
- Respond to schools, schedule mo‘olelo/mele tours and ‘Ohana Literacy Sessions.- Leong, Lead Educator; Atkins, SP Coordinator; Hauki, Program Assistant
- Secure permissions from landowners/custodians and transportation for mo‘olelo/mele tours. - Hauki, Program Assistant
- Coordinate ‘Ohana Mo‘olelo Community Program.- Atkins, SP Coordinator; Hauki, Program Assistant
- Develop assessment and evaluation tools. - Merryman, Director; Leong, Lead Educator; Atkins, SP Coordinator

Phase III: Programming – March to September 2018

- Conduct mo‘olelo/mele tours. - Leong, Lead Educator; Atkins, SP Coordinator
- Conduct ‘Ohana Mo‘olelo Community Program sessions.. - Atkins, SP Coordinator
- Evaluate sessions and adjust as needed. - Leong, Lead Educator; Atkins, SP Coordinator
- Compile and analyze evaluation data. - Merryman, Director
- Photo document key aspects of the project. – Hauki, Program Assistant
- Administer participant surveys; obtain written comments. - Leong, Lead Educator; Atkins, SP Coordinator
- Present project accomplishments at IMLS grantee meeting, NHEA Convention and HLA. - Merryman, Director; Leong, Lead Educator; Atkins, SP Coordinator
- Prepare and submit performance and financial reports to IMLS. - Merryman, Project Director

The organization maintains tight management and administrative controls and with 33% of our operational budget coming from federal sources, we have proven that we are capable of managing federal grants. Any surplus or deficit shown on the program information sheet/form does not reflect an over/under of expenditures on any grant. It reflects organizational revenue that has been paid or is outstanding.

This project builds upon the E Ola Mau Ka Wai project funded in 2016 by IMLS. That project featured mo‘olelo related to freshwater to support 3rd grade education requirements. While mo‘olelo is the focus of all PK library programming, Māka‘ikāi Mele a Mo‘olelo is designed specifically to reach Kūpuna and families. Thus, bridging generational gaps (especially familial), increasing library awareness and usage, raising literacy skills, and creating renewed interest and desire to connect with Hawaiian culture through reading and literature.

This project does not develop digital products.

3. Impact

This project will provide learning opportunities to participants who otherwise might not have had due to location and/or financial hardship. It will nurture understanding, interest, and appreciation for the wealth of mo‘olelo and mele left to us by our ancestors. It will also give educators alternatives to teaching materials and education opportunities that may have been previously out of reach, and provide a new and exciting vehicle for conveying important lessons about their community and surrounding areas. ‘Ike ‘āina (knowledge from/about the land), a culturally rooted Hawaiian approach to place-based learning, will be employed to achieve the following performance measures:

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Teachers will participate in an on-line survey via SurveyMonkey to determine overall project satisfaction, the extent of their understanding and interest in mo‘olelo/mele and how they have used newly developed education materials in the classroom.

- 90% of teachers indicate overall project satisfaction.
- 90% of teachers indicate understanding and knowledge of mo‘olelo/mele per teacher survey.
- 90% of teachers approve newly developed educational materials.
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The success of the program will also be measured by the following impact indicators:

- 870 participants will learn about Hawaiian mo‘olelo.
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- 14 class/group presentations and 14 mo‘olelo/mele tours will be conducted.
- 3 ‘Ohana Mo‘olelo Community Program sessions will be conducted for 50 families O‘ahu 25, Moloka‘i 20, Lāna‘i 5).
- 2 booklets and supporting education materials identified above will be developed and produced.

- Presentation of project activities and results to the library and Native Hawaiian communities.

4. Communications Plan

Māka‘ika‘i Mele a Mo‘olelo will reach students, teachers, families, and general community members, specifically Kūpuna. Participants will be recruited in the following ways.

Central O‘ahu mo‘olelo/mele tour: PK has established relationships with 52 public and private schools on O‘ahu. We have worked with half of these schools for more than 10 years. An invitation to participate will be sent to the lead teacher in grades 3-5 in these schools. PK staff will select 6 schools from schools that respond positively.

Windward O‘ahu mo‘olelo/mele tour: PK has established relationships with State agencies and Hawaiian organizations that provide Kūpuna services. Many have expressed interest in participating in PK mo‘olelo programs. However, many of our current activities present a challenge as they are physically taxing. This particular mo‘olelo/mele program will be developed as requested by Kūpuna and Kūpuna will be engaged in the development of the tour, assuring stops with easy access for all. Participants will be reached through these service groups.

‘Ohana Mo‘olelo Community Program: Participants for sessions will be reached by sending invitations to current PK program participants and to 300 parent chaperones that take part in our program each year. Families will also be reached through People Attentive to Children (PATCH), Queen Lili‘uokalani Trust, community service organizations, and PK partners. Recruitment will be handled in the same way on Moloka‘i and Lāna‘i by PK Moloka‘i staff.

Wanda Atkins, Special Projects Coordinator, is responsible for community outreach, promotion, and dissemination on all islands.

Project activities and accomplishments will be presented at the annual IMLS grantee meeting at ATLAM conference 2018, the annual Native Hawaiian Education Association Convention, and the 2018 Hawai‘i Library Association Conference.

5. Sustainability

Upon completion, continued project implementation will be covered by general operating costs, allowing incorporation of Māka‘ika‘i Mele a Mo‘olelo in teaching opportunities provided to schools and communities in the years ahead. PK plans to expand this project to schools on other Hawaiian islands that we do not currently service, as funds become available. This would involve partnering with other Hawaiian organizations to deliver services, hiring new staff to service another island, or sending experienced O‘ahu staff to service another island. All of these options will be taken into consideration by Papahana Kuaola.

Papahana Kuaola
Māka'ika'i Mele a Mo'olelo
Schedule of Completion: October 1, 2017 - September 30, 2018

Planning and Development	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Phase I: Planning Phase													
<i>Meet with staff to review the project plan and clarify roles and responsibilities.</i>	—												
<i>Identify and select Hawaiian mo'olelo and mele that will serve as the focus of project activities.</i>	—	—											
<i>Schedule meetings for the development of the education materials.</i>	—	—											
<i>Contact schools and service agencies to promote project and recruit participants.</i>		—	—										
<i>Develop internship training & implementation.</i>			—	—									
Phase II: Development													
<i>Research mo'olelo/mele, write, illustrate, and produce booklets for mo'olelo/mele tours.</i>		—	—	—	—								
<i>Develop and test mo'olelo/mele tours.</i>			—	—	—								
<i>Respond to schools, schedule mo'olelo/mele tours and 'Ohana Mo'olelo Community Program sessions.</i>		—	—	—	—								
<i>Secure permissions from landowners/custodians, and transportation for mo'olelo/mele tours.</i>			—	—	—								
<i>Coordinate 'Ohana Mo'olelo Community Program sessions.</i>				—	—	—							
<i>Develop assessment and evaluation tools.</i>				—	—								
Phase III: Programming													
<i>Conduct mo'olelo/mele tours.</i>						—	—	—	—	—			
<i>Conduct 'Ohana Mo'olelo Community Program sessions.</i>						—			—	—			
<i>Evaluate sessions and adjust as needed.</i>						—	—	—	—	—			
<i>Compile and analyze evaluation data.</i>						—	—	—	—	—	—		
<i>Photo document key aspects of the project.</i>					—	—	—	—	—	—			
<i>Administer participant surveys; obtain written comments</i>						—	—	—	—	—			
<i>Present project accomplishments at IMLS grantee meeting, NHEA Convention and HLA.</i>						—		—					—
<i>Prepare and submit performance and financial reports to IMLS.</i>													—