## AHA PUNANA LEO

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| **Project Title:** | Ahai Olelo Ola: Hawaiian Language Television Broadcast Video Training, Development, and Broadcasting |
| **Award Amount:** | $1,471,316 |
| **Type of Grant:** | Social and Economic Development Strategies |
| **Project Period:** | Sept. 2009 – Sept. 2012 |
| **Grantee Type:** | Native Nonprofit |

### PROJECT SNAPSHOT

- 9 full-time equivalent jobs created
- 50 Elders involved
- 30 youth involved
- $1,524,800 in resources leveraged
- 3 partnerships formed
- 18 individuals trained

### BACKGROUND

Aha Punana Leo is a nonprofit organization recognized as the founder of Punana Leo Hawaiian language immersion preschools, which were first established in 1984. The organization's 25 years of dedication to revitalizing a living Hawaiian language have required ever-widening approaches to its work in the Native Hawaiian community.

Since opening the first preschool, Aha Punana Leo staff realized graduates needed additional Hawaiian language education and learning opportunities throughout their academic career and into adult life. Vertical development of Hawaiian language programming was identified as a strategy to re-establish a living Hawaiian language to eventually become the first language of the Native Hawaiian community.

It is undeniable that mass media, specifically television, shapes the thinking of people in modern society. Historically, indigenous peoples have lacked control of their stories on television. Despite technological advances in the broadcast industry that have the potential to level the playing, Hawaiians had yet to establish or solidify a position in the state's television industry.

### PURPOSE AND OBJECTIVES

The purpose of the project was to develop television broadcast expertise, create content, and establish venues to provide timely and relevant Hawaiian language programming among the Native Hawaiian community. The expanded use of Hawaiian language in daily life would assist in the social development and continuous language acquisition of Native Hawaiians.

The first objective was to hire and train15 Hawaiian-speaking interns in television broadcasting, including pre- and post-production skills and techniques. The

interns maintained a Native Hawaiian perspective while developing and producing news stories and programming in the Hawaiian language. Aha Punana Leo formed a successful partnership with CBS affiliate KGMB-9 in Honolulu; the 15 interns produced and broadcast news segments in Hawaiian for "Sunrise," KGMB's morning newscast.

The second objective was to identify six stories per week to be featured in an Ahai Olelo Ola newscast segment, including stories to be expanded into a 30-minute news magazine. The project interns produced and broadcast over 120 minutes of daily newscast stories throughout the project period. Participants also developed, produced, and broadcast 180 minutes of the Ahai Olelo Ola magazine's 30-minute shows.

### OUTCOMES AND COMMUNITY IMPACT

As a result of the project, 15 interns completed professional training, and nine remain employed in the media. Additionally, over 300 minutes of daily newscast and news magazine stories were produced and broadcast in the Hawaiian language, as well as uploaded for recurring access on the Oiwi television web portal, a video-on-demand digital service, with nearly 9 million views and reaching about 50 percent of Hawaiian households.

Increasing Hawaiian language speaking talent provided local television stations a pool of qualified talent to report stories from a Native Hawaiian perspective and met the Hawaiian speaking community need for language specific broadcasts. The project provided high quality Hawaiian language materials to 15,000 speakers, as well as to approximately 400,000 households seeking mainstream usage of the Hawaiian language and connections with the unique culture of Hawaii.

Interns who participated in the project reported they learned how to bring technology to storytelling, and feel a responsibility to keep the stories and language alive. One intern stated that because of the training she received, she feels she has another method to pass on the language and reach the community of non-speakers who are younger.

Aha Punana Leo's long-term vision is not just to duplicate or imitate existing television models, but to ensure the Native Hawaiian perspective serves as the foundation for a new Hawaiian television industry. Aha Punana Leo used the power of the media to manage the perceptions and information disseminated.

Hawaiians now are better positioned to preserve, protect, perpetuate, and incorporate traditional values and practices into other parts of mainstream society, ensuring a "Hawaii for Hawaiians" in perpetuity. Moreover, there is potential to take expertise development to the next level, through a partnership with University of Hawaii at Hilo to offer a certificate program in Hawaiian broadcasting.

> *"Now we have the opportunity to see television broadcasting in the Native language bringing a renewed sense of self esteem that Hawaiian language has value. It's showing that Hawaiian is a living language and we are using it."*
>
> Project Intern

## HO'OULU LAHUI, INC.

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| **Project Title:** | Ike' Aina: From the Seed to the Table |
| **Award Amount:** | $900,860 |
| **Type of Grant:** | Social and Economic Development Strategies |
| **Project Period:** | Sept. 2009 – Sept. 2012 |
| **Grantee Type:** | Native Nonprofit |

### PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 10 Elders involved
- 110 youth involved
- $494,171 in resources leveraged
- 63 individuals trained
- 10 partnerships formed

### BACKGROUND

Founded in 1995, Ho'oulu Lahui, Inc. (HLI) is a Native Hawaiian nonprofit that works to awaken Hawaiian culture, values, beliefs and lifestyles in partnership with the community to achieve unity, harmony, and total well-being. Through its Pu'ala Cultural Education Center, the organization runs programs serving thousands of individuals and groups of all ages locally, statewide, nationwide, and globally.

In 2000, HLI founded the Kua O Ka La Public Charter School to serve as a culturally-driven school in the Puna community on Hawaii Island. The Puna community is 27 percent Native Hawaiian. The Kua O Ka La School serves 100 students—mostly Native Hawaiian—and their families. Due to factors including cultural isolation, lack of adequate educational opportunities, drastic changes in the community's social makeup, and a limited job market, the Puna community faces a range of challenges in education, health and wellness, social development, and economic opportunity.

In response to these challenges, HLI saw the critical need to reconnect Native Hawaiian youth and families to the 'aina (land), fresh locally-grown produce, traditional foods, and balanced diets. This would promote healthy lifestyles, develop Hawaiian-controlled assets such as a community garden and a commercial kitchen, and offer agriculture and culinary activities that promote a healthy, diverse, and sustainable local food economy.

### PURPOSE AND OBJECTIVES

The purpose of the Ike' Aina: From Seed to Table project was to develop integrated agricultural and culinary programs and a commercial kitchen that support a healthy, sustainable lifestyle for Native Hawaiian middle and high school students.

The project's first objective was to develop a fully-functioning certified commercial kitchen, which would allow students to

develop and practice skills in culinary arts, agriculture, and business management. Project staff purchased kitchen equipment including industrial stoves, sinks, dishwashers, and cooking utensils. All staff and students were trained in program-specific policies and safety procedures. However, staff and consultants determined during an environmental impact study in the design phase that the kitchen should be larger. Utilizing a contingency plan, the staff constructed a temporary outdoor kitchen; the permanent kitchen is scheduled for completion in 2013. When completed, the kitchen will enable HLI to share recipes with the wider community by expanding its popular weekly luncheons.

The second objective was to develop and implement an agricultural program that produces fruit and vegetables to support the culinary educational activities. Staff and community volunteers developed basic, intermediate, and advanced curriculums covering: garden development; composting; vermiculture; and soil, water, and micro-organism science. Students learned both contemporary and traditional Hawaiian farming techniques and applied knowledge by clearing, planting, and managing a field near the school. Students also implemented team projects and went on 10 field trips each year to various agricultural sites throughout the islands.

The third objective was to develop an academic culinary program, based on producing locally-grown foods through agricultural activities to support healthy lifestyles. HLI developed basic, intermediate, and advanced curriculums for the culinary program, covering food genealogy, nutritional values, presentation, recipe development, and career pathways in agriculture and restaurant management. Students completed group projects, such as hosting the Ulu Festival with 1,200 attendees and traveling on 14 field trips.

### OUTCOMES AND COMMUNITY IMPACT

Students demonstrated increased knowledge and use of active lifestyles and healthy food as a result of the project. For example, many youth who rarely ate fresh fruits and vegetables now regularly incorporate them into their diets. Students also learned to recognize and harness the resources around them, while developing a deeper connection to their homeland, history, and culture. One student said, “We used to grow all the food we needed here. Now, we import 85 percent. By growing our own food again we will be strong and healthy like our ancestors before us.”

By applying lessons learned from the agriculture and culinary programs at home, students positively influenced their families’ food shopping and eating habits. The parents and community take pride in the work the students are doing, and parents spoke about developing a connection to their children’s academic success and immersion in Hawaiian culture and language. Elders and other community members said they were glad to see traditions being taught to youth and carried on for the future.

In addition, students developed a cookbook based on the recipes created and food that can be grown locally. The cookbooks also contain history, cultural information, and stories from students. HLI printed over 200 of these cookbooks in both English and Hawaiian, with plans to print more. The books were distributed to local leaders. Additionally Whole Foods Markets agreed to sell the cookbooks in local stores.

The school has partnerships with other organizations throughout Hawaii working on revitalizing the local, sustainable agriculture of Hawaii, and HLI will continue to be present in that work.

## HUI HO'ONIHO, INC

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| **Project Title:** | Halau Pohaku – Restoring Hawaiian Masonry Practices |
| **Award Amount:** | $406,255 |
| **Type of Grant:** | Social and Economic Development Strategies |
| **Project Period:** | Sept. 2009 – Sept. 2012 |
| **Grantee Type:** | Native Nonprofit |

### PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 29 Elders involved
- 40 youth involved
- $36,648 in resources leveraged
- 346 individuals trained
- 44 partnerships formed

### BACKGROUND

Hawaii's population of 240,000 Native Hawaiians is largely committed to respecting and restoring traditional Hawaiian culture. However, while Native Hawaiians hold traditional and ceremonial sites in high esteem, many lay in ruin due to lack of skill to repair them.

Hui Ho'oiniho was founded in 2001 to perpetrate the knowledge and skill of traditional Hawaiian masonry practices, and to repair important cultural sites throughout the islands. As a result of successful site repair, the program staff was approached by Native Hawaiian community leaders to teach traditional masonry skills to new builders. There was a need to both re-learn the skills and to expose younger generations to the history and stories surrounding stone structures. Therefore, Hui Ho'oiniho developed a program to educate communities about the traditions of their ancestors, and to fulfill the responsibility to keep Hawaiian traditions alive.

### PURPOSE AND OBJECTIVES

The goal of the project was to improve the capacity of Native Hawaiians to restore traditional structures and build contemporary ones to continue the revitalization of traditional Hawaiian culture.

The project's first objective, completed in year one, was to gather information about traditional masonry techniques and styles. Project staff identified and recruited three expert masons to lead workshops and help develop a curriculum. The expert masons shared extensive information through interviews, and conducted workshops to demonstrate each of their respective stone setting techniques. Seventy-five people attended the workshops.

Staff then used recordings of the workshops and interviews to develop materials for the curriculum. The curriculum covers how to complete an Ahu, a traditional Hawaiian altar which was historically in every home.

The expert masons agreed that starting with a simple structure, the Ahu, and building upon it—much like layers of stone are layered in a structure—was the best way to teach the ancient techniques. Participating families gained the knowledge to build Ahus near their homes, repopulating Hawaii with symbols of its indigenous spirituality. This curriculum will serve as the first in a series on traditional masonry.

The second objective was to develop a multimedia curriculum in English and Hawaiian. Project staff developed two bi-lingual DVDs demonstrating masonry techniques, using footage of the three expert masons, to accompany the written curriculum. The project staff, expert masons, and advisors wanted the materials to be very thorough with both scientific and cultural explanations of island and rock formation; cultural stories are critical to the traditional masonry practice. Development of materials required extensive research into Hawaiian vocabulary to describe scientific names and processes. As publicity of the project spread, a linguist at the University of Hawaii heard about it and was able to share her work on cataloging the Hawaiian vocabulary for rocks and islands, greatly assisting the project's progress.

The third objective was to distribute the curriculum and DVDs to organizations including schools, colleges, and cultural centers. Project staff distributed the curriculum and DVDs to 44 entities throughout the state. Additionally, the expert masons held five training-of-trainers workshops on four different islands; 36 teachers attended and received the DVDs and curriculum. By the end of the project period, the teachers had trained 183 students; project staff and teachers plan to teach more than 100 additional students by the end of the academic year.

### OUTCOMES AND COMMUNITY IMPACT

Through this project, 219 people received training in traditional masonry, and Hui Ho'oiniho formed 44 new partnerships among institutions and organizations throughout the islands. Those trained will continue to repair cultural sites and begin building new sites, while training others to do so. The new partnerships will expand avenues for the curriculum to reach Native Hawaiians and other communities.

Participants and youth benefited greatly from involvement as they experienced increased connectivity with their traditions and shared responsibility for preserving and sharing their culture. The importance of the project to youth was recognized by the Hawaiian Office of Youth Services, which is in conversation with one of the expert masons to bring the curriculum to youth detention centers; they hope to use this curriculum as part of cultural-engagement activities to rehabilitate youth. Furthermore, during interviews the expert masons spoke a great deal about how important practicing the technique was in helping the youth renew a sense of self and pride in their history. These personal moments illustrate how learning the practices help anchor Native Hawaiians to their traditions.

Non-Native Hawaiians also benefit from renewed knowledge of stone masonry in their communities. The restored sites showcase Hawaiian culture to visitors, and demonstrate the communal sense of pride and local history. Through strong relationships with local schools, community colleges, and universities, the project's curriculum will reach an increasing number of students, thereby perpetuating and sustaining the knowledge and techniques of traditional stone masonry. Hui Ho'oiniho will draw upon these relationships as it prepares intermediate and advanced courses for distribution throughout Hawaii.

## KEIKI O KA ‘ĀINA FAMILY LEARNING CENTERS

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| **Project Title:** | Ho’ohiki Pilina Project - To Maintain Commitment |
| **Award Amount:** | $1,012,097 |
| **Type of Grant:** | SEDS - Strengthening Families |
| **Project Period:** | Sept. 2007 – Dec. 2012 |
| **Grantee Type:** | Native Nonprofit |

### PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 1 Elder involved
- 1,573 youth involved
- $52,983 in resources leveraged
- 24 individuals trained
- 22 partnerships formed

### BACKGROUND

Keiki O Ka ‘Āina Family Learning Centers (KOKA) is a Native Hawaiian nonprofit organization established in 1996. KOKA’s mission is to build strong communities by building strong families within the context of Hawaiian culture, values, and traditions. The organization addresses issues among the Native population in Hawaii that adversely affect the development and well-being of Native Hawaiian children, such as high levels of marital and family instability compounded by substance abuse and low socio-economic status. There also is a large Native Hawaiian representation in the armed forces, and stressors of deployment have taken a serious toll on marriage.

Therefore, KOKA recognized the need to create and implement a curriculum that is both effective and culturally appropriate for Native Hawaiian families. The target population for the Ho’ohiki Pilina Project (HPP) includes married couples, single parents, pregnant teens in public high schools, at-risk middle school students, incarcerated parents, and youth in the Hawaii Youth Correctional Facility.

### PURPOSE AND OBJECTIVES

The purpose of this project was to provide Native Hawaiian families access to effective and culturally competent marriage education and resources, resulting in healthy relationships and stable marriages for Native Hawaiians. The first objective was to adapt the “Loving Couples, Loving Children” (LCLC) curriculum for use with Native Hawaiian families by adding appropriate cultural overlays and creating collateral components.

Project staff first added cultural elements to the curriculum, incorporating Native Hawaiian values into each module. Then, staff worked with expert consultants to develop a reunification and deployment component in the second project year, a financial literacy component in the third year, and a parenting together for success module in the fourth year. Eight facilitators

received train-the-trainer education for implementing the adapted curriculum.

The second objective was to increase community awareness of the HPP and the importance of healthy marriages, and to establish mentorships between interested couples and those who have completed the curriculum. KOKA was very successful in advertising the project through monthly prime time television and radio spots, as well as at 10 community events. KOKA staff made 20 mentorship matches, with 34 total couples serving as mentors. The program has been effective as a "double date night," where couples meet once a month for following the "12 Conversations" marriage mentoring program. Many couples that participated in the project reported forming lasting friendships, and continue to meet regularly outside of the established program.

The third objective was to provide the adapted curriculum to Native Hawaiian families, and to compile and publicly disseminate research results on healthy marriage education for Native Hawaiians. The trained facilitators provided LCLC workshops to 117 married and 15 unmarried, committed Native Hawaiian couples, as well as over 100 incarcerated women. In addition, project staff used pieces of the curriculum to conduct sessions with 20 Native teenage mothers and fathers at a local high school, multiple classes of high-risk youth in public middle and high schools, and 13 girls and nine boys in the Hawaii Youth Correctional Facility. Over 5 years, a total of 775 people, including 386 families, successfully completed workshops and training.

KOKA staff worked with Dr. Earl Hishinuma from the University of Hawaii to compile research based on the program, which is presented on KOKA's website. Staff also published an article in Mana Magazine for its January/February 2013 issue, which was mailed to over 25,000 Hawaiian households.

### OUTCOMES AND COMMUNITY IMPACT

Most workshop participants completed pre- and post-program assessments. According to the results, participants made measurable and statistically significant improvements in the quality and functioning of their committed relationships. Facilitators also reported considerable positive changes in participants. Many couples stated the classes saved their marriages and families. The retreat weekends and date night atmosphere of the LCLC workshops gave couples time together to reconnect.

The deployment and reunification component was greatly needed by military families; nothing like this had previously existed. Female participants transitioning out of prison developed the skills to be reunified with their families; those who participated learned to value themselves and set boundaries. Furthermore, tools in the curriculum, such as preventing harmful fights, helped students more effectively interact with teachers and family members. Based on testimony and documentation provided by project staff, it is clear the training increased participants' skills to maintain healthy relationships.

While several of the intended outcomes are long-term results and were therefore difficult to measure during the project period, KOKA provided strong evidence that participants' attitudes regarding their relationships had improved, and the program provided practical skills that helped couples, incarcerated parents, and at-risk youth. Children of couples who participated will now have positive relationship role models, and the Native community embraced healthy relationship education based in cultural values.

## MAUI ECONOMIC OPPORTUNITY

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| **Project Title:** | MEO BEST Ke Kahua Hānai (Feed the People) Agricultural Project |
| **Award Amount:** | $193,767 |
| **Type of Grant:** | Social and Economic Development Strategies |
| **Project Period:** | Sept. 2009 – Sept. 2012 |
| **Grantee Type:** | Nonprofit |

### PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 1,500 Elders involved
- 200 youth involved
- $607,418 in resources leveraged
- 2,702 individuals trained
- 43 partnerships formed
- 41 businesses created

### BACKGROUND

Maui Economic Opportunity (MEO) is a 501(c)(3) nonprofit organization established in 1965. MEO serves low-income individuals, the elderly, persons with disabilities, children, families, and immigrants, including Native Hawaiians, Asian Americans, Pacific Islanders and others living in Maui County, to become self-sufficient. The governing body is a board of directors who represent the governmental entities, private businesses, and community sectors within the county.

MEO has 44 years of experience, and administers 47 programs powered by 240 employees. As a result of organized community meetings, the Being Empowered and Safe Together (BEST) program was established to provide culturally appropriate services to reintegrate incarcerated Native Hawaiians back to the community and their families. In 2008, the Hawaii Department of Public Safety reported Native Hawaiians make up over 40% of the state's prison population. Due to limited space in local prisons, prisoners are transferred to the mainland to serve time resulting in a disconnect from community, loved ones, and Hawaiian culture.

BEST is driven by participant and family needs for fresh, healthy foods and community desire for traditional resource management. A sustainable agriculture education model ensued to teach agricultural skills to released participants, and contribute to the overall well-being of Native Hawaiians by offering fresh foods, sown, managed, and harvested by reintegration clients.

### PURPOSE AND OBJECTIVES

The purpose of this project was threefold: to teach skills; provide educational workshops and create support systems related to agriculture and reintegration; and to plant, harvest, and sell locally grown produce.

The first objective was to establish the administrative infrastructure and procedures. The project team conducted outreach; formed partnerships with the justice system, local community organizations, and cultural specialists; and enrolled clients. Staff assigned participants a case manager who coached clients in overcoming obstacles to reintegration. Clients were encouraged to participate in other MEO programs such as business development; BEST clients developed 41 businesses as a result of the MEO six-week, 36 hours course.

The second objective was to prepare the project site for planting and cultural learning according to a monthly schedule, using traditional and contemporary techniques. This was accomplished by identifying workshop facilitators, including local cultural experts, and providing hands on trainings to the Native Hawaiian community, BEST clients, and the general community. Trainings and workshop topics included traditional and contemporary agricultural practices, cognitive skills, pre-employment training and effective communication.

Over the project period, staff conducted 247 workshops and completed 15 on-site projects, teaching skills in traditional and modern agricultural techniques and traditional support systems.

### OUTCOMES AND COMMUNITY IMPACT

During the project period 2,702 participants completed training and reintegrated with families and the community. Through this program, the community, families, and participants gained a reconnection with the ʻaina (land), developed pride and work related skills and took ownership of the project site. One Elder stated, "One of the many positive aspects of this program is that we now have a place to gather." A corrections officer stated, "I have witnessed a decline in recidivism as a direct result of this project. I could fill every available slot, even if the program was three times in size."

Based upon satisfaction surveys, all project participants reported a positive, supportive, welcoming environment and learned a variety of agricultural, communication, traditional, and other practical skills. The whole person, family and community approach also facilitated a safe environment where community discussions took place around issues such as employment, self-healing, family stressors and community grief.

While participants cultivated and harvested plants, the program did not have enough produce to use at the BEST commercial kitchen, as initially envisioned. However, building on the efforts of this project, MEO staff plan to continue growing produce for future use.

The Hānai project brought Native Hawaiians together, utilized the best that each person had to offer, and provided opportunities for community improvement. As reported on participant satisfaction surveys, the program positively fueled the mind, body, and spirit of 2,702 participants, contributing to the overall well-being and reintegration of Native Hawaiians. It also moved the community towards healing from generations of injustices, and reduced the judicial system recidivism rate.

> *"As a result of my being here, I have reconnected with my roots, and established new roots – literally. I now have a place to come and work, be supported and feel normal."*
>
> Formerly Incarcerated Participant

## PASIFIKA FOUNDATION HAWAII

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| **Project Title:** | Ka Welina Network Expansion |
| **Award Amount:** | $327,547 |
| **Type of Grant:** | Social and Economic Development Strategies |
| **Project Period:** | Sept. 2011 – Sept. 2012 |
| **Grantee Type:** | Native Nonprofit |

### PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 51 Elders involved
- 78 youth involved
- $28,900 in resources leveraged
- 14 partnerships formed

### BACKGROUND

Established in 2005, Pasifika Foundation Hawai'i (PFH) aids in the stewardship of the culture and environment of Hawaii and Native Hawaiians, and strives to create an environment in which all Native communities expressing Hawaii's culture, traditions, and languages can be heard. PFH focuses on forming collaborative partnerships among the various Native Hawaiian communities throughout Hawaii to work on projects such as language acquisition and cultural preservation. PFH's work has received praise from the state of Hawaii for its vision and commitment to perpetuating and preserving Polynesian cultures.

PFH recently embarked on a multi-year, multi-phased plan to address the current problem of the "corporate" model of tourism. This model marginalizes Native Hawaiian communities, which frequently do not receive the economic benefits of Hawaii's multi-billion dollar tourism industry. Further, the Native Hawaiian culture is often stereotyped and misappropriated by this model of tourism, and cultural sites disrespected by visitors. Hawaiian tourism has failed to deliver economic and social development to Native communities.

Beginning in 2006, PFH implemented the first three phases of the plan, which were to develop a model for addressing concerns raised by the Hawaiian Tourism Authority about detrimental tourism projects, conduct a survey, and run project test sites. These phases laid the groundwork for the fourth phase, the Ka Welina Network Expansion.

### PURPOSE AND OBJECTIVES

The purpose of the project was to fully develop a community-based model to host tourism owned and managed by the Native communities. Community-based tourism is a model in which local residents invite tourists to visit their communities, and share the local culture and environment.

The project's first objective was to add four additional hosts to the Ka Welina Network.

To accomplish this, project staff met with the six original host communities for feedback and recommendations. With this information they developed an assessment tool and conducted assessments on 20 potential sites. PFH moved forward with four sites, and provided the rest with materials and assistance to develop and potentially join the network on their own.

Project staff tracked the number of visiting tourists as the project increased the number of communities. Forty visitors were hosted in the first quarter, 50 in the second, and 75 in each of the third and fourth quarters.

The project's second objective was developing the elements of a new Ka Welina Network web interface to provide the platform and communication necessary for successful hosting opportunities. The website was based on an Internet strategic plan that PFH developed with recommendations from previous phases. This website includes social network applications that facilitate and encourage host-to-visitor communication and interactions. Hosts now have tools for content generation, virtual tours, billing and reservation management.

As the site began a rollout, the IT team tracked the number of visitors each quarter. In the second quarter, 50 people visited the website. This more than doubled in both the third and fourth quarters, when more than 100 people each quarter visited the website, meeting project targets.

The third objective was for the Ka Welina Network to create and implement a comprehensive business, marketing, and operations plan for each partner. These plans consist of identification of hosting goals and long-range objectives, including budgets, outreach, and project-specific number of visitors. Each plan also included sustainability strategies. At the end of the project, the host communities were in the final phase of developing the project plans.

### OUTCOMES AND COMMUNITY IMPACT

All 10 (original and new) sites benefited from the Ka Welina Network Expansion. This is significant for future development because, as a host-based tourism model, the Ka Welina Network requires a wide array of partners to be successful. As it was designed, the Network allows host communities to build relationships and communicate, share ideas, refer clients, and develop cost-sharing techniques. These businesses will have the resources to continue growing and developing additional avenues to offer authentic and meaningful Native Hawaiian experiences for tourists, while developing local economies.

Native Hawaiian communities in general benefit from a wider impact, since the host-based model, at its core, secures the economic and social wellbeing of the entire community. In addition to economic development, communities will be able to both share Native Hawaiian culture and protect it from misappropriation.

The greater Pacific Islander community also benefits from this work. Many Native Hawaiian organizations work with other island communities in the Pacific. Project staff stated that creating a larger network of indigenous island cultures will have mutual benefits for the Ka Welina Network and its members as additional partners join, bringing new strategies and resources. It also will increase Hawaii's role in preserving indigenous cultures throughout the Pacific.

## UNIVERSITY OF HAWAII

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| **Project Title:** | Finding and Showing the Fragments of Our Heritage |
| **Award Amount:** | $88,447 |
| **Type of Grant:** | Native Languages |
| **Project Period:** | Sept. 2011 – Jan. 2012 |
| **Grantee Type:** | Public Education Institution |

### PROJECT SNAPSHOT

- 1 full-time equivalent job created
- 50 Elders involved
- 20 youth involved
- $2,220 in resources leveraged
- 8 individuals trained
- 6 partnerships formed
- 1 language survey developed
- 1,700 language surveys completed

### BACKGROUND

The University of Hawaii is a public entity of higher education, the affairs of which fall under the general management of the Board of Regents. The board formulates policy and exercises control over the University through its executive officer, the university president. Founded in 1907, the University of Hawaii System includes three universities, seven community colleges, and multiple community-based learning centers across Hawaii.

The Windward campus, where the Finding and Showing the Fragments of Our Heritage project was housed, is located at the base of O'ahu's Ko'olau Mountains in Kane'ohe. This supportive community college specializes in creative arts, environmental sciences, and Hawaiian studies. It also is home to the Curriculum Research and Development Group (CRDG), which carried out this project. CRDG has more than 40 years experience in Hawaii developing curriculum materials, conducting educational research and evaluation, and operating a kindergarten through 12th grade laboratory school, where the student body is selected to be representative of the native Hawaiian student population.

Through community-based relationships and knowledge gained from previous research, the CRDG found there are more speakers and readers of the Hawaiian language today than there were 20 years ago; although there appears to be a disconnect between language use and cultural context.

### PURPOSE AND OBJECTIVES

The purpose of the project was to assess the status of the Hawaiian language in the Ko'olau community, and to develop an action plan to revitalize the competency, accuracy, and cultural context of the spoken language.

The first objective was to develop an advisory board for the project; assess the status of language endangerment (including

the number and age of speakers, environments where the language is used, and resources available) in the Ko'olau community; measure the community's desire and needs for language revitalization; and record Kupuna (Elders) speaking the language. The eight-member advisory board created a valid survey tool to assess language resources and degree of endangerment, as well as community needs and desires. The board and project staff compiled and analyzed the data from 1,700 surveys, and recorded and produced 50 Elder interviews.

The second objective was to create a strategic action plan to address language revitalization needs for the Ko'olau community, utilizing wisdom and guidance from Elders and community members, as well as known current, relevant data. The project team gathered community input and guidance through various dinners and language club meetings.

Project staff personally asked event attendees to complete the language assessment survey. CRDG held 24 community meetings and dinners, and recorded and analyzed comments from the 85 attendees to guide development of the strategic plan and next steps for the project. Based upon the outcomes of the survey and community gatherings, staff developed a strategic plan, which was revised as additional community input was received.

The data analysis of survey results found many fluent speakers exist, but most are second language learners and do not have the cultural context first language speakers possess. The analysis also determined a limited number of first language speakers in the community. Through survey results, project staff concluded most people of Hawaiian background want to learn Hawaiian; additionally there is a disconnect between second language speakers and cultural usage.

### OUTCOMES AND COMMUNITY IMPACT

The University generated a valid assessment of how many Hawaiian language speakers exist who can be called upon as resources for language and cultural knowledge. Furthermore, the community clearly indicated a desire and need to revitalize the Hawaiian language in terms of accuracy and cultural context. CRDG plans to continue working with the community through gatherings and events to further increase the accuracy of language use and cultural knowledge of second language speakers.

The University of Hawaii will continue to support the efforts undertaken through this project, and other community partners agreed to contribute substantially to the on-going efforts of the strategic plan. The strategic plan identifies next steps for the implementation of language and cultural revitalization and contextual usage.

> *"The project has a purpose that has much urgency. It's a struggle to perpetuate the language with the Kupuna that are still available to ensure the integrity of the language for the next generation."*
>
> Advisory Board Member and Community Elder