



2015 PACIFIC REGION COMPENDIUM

ADMINISTRATION FOR NATIVE AMERICANS

TABLE OF CONTENTS

Letter from the Commissioner	page 4
Overview of Services and Support.....	page 5
 <i>Pacific Region Site Visits 2005-2014</i>	
American Samoa	page 17
American Samoa Swimming Association.....	
Intersections Inc.	
Native American Samoa Advisory Council.....	
Pacific Island Center for Educational Development.....	
American Samoa Soil and Water Conservation District.....	
Native American Samoa Advisory Council.....	
American Samoa Government Department of Parks and Recreations	
Catholic Social Services.....	
Intersections Inc.....	
Intersections Inc.	
Native American Samoa Advisory Council.....	
Guam	page 39
Pa’a Taotao Tano’ (2009-2010)	
Guam Community College (2009-2012)	
Pa’a Taotao Tano’ (2009-2012)	
Sanctuary Incorporated of Guam (2009-2012)	
Farm to Table Guam (2012-2013)	
Hurao Incorporated (2010-2013)	
Pa’a Taotao Tano’ (2010-2013)	
Hawaii	page 53
Hui Malama o Mo’omomi	
Ka’ala Farm, Inc.	
Kamauoha Foundation	

Keiki O Ka Aina Preschool, Inc.
Nanakuli Housing Corporation
State Council of Hawaiian Homestead Associations
Wai'anae Coast Comprehensive Health Center
Hana Community Health Center
Hawaii Maoli
Institute for Native Pacific Education and Culture
Khm International
Ma Ka Hana Ka 'Ike
Pasifika Foundation Hawai'I
'Aha Kukui O Molokai
Hawaiian Community Assets
Ho'oulu Lahui
Native Hawaiian Tourism and Hospitality Association
The Neighborhood Place of Wailuku, Inc.
Wai'anae Coast Coalition for Human Services
Pasifika Foundation Hawaii, Inc.
Te Taki-Tokelau Community Training and Development, Inc.
Keomailani Hanapi Foundation
Nanakuli Housing Corporation
Partners in Development
Wai'anae Community Re-Development Corporation
Waipa Foundation
Aha Punana Leo
Ho'oulu Lahui, Inc.
Hui Ho'oniho, Inc.
Keiki O Ka 'Āina Family Learning Centers
Maui Economic Opportunity
Pasifika Foundation Hawaii
University of Hawaii
Edith Kanaka'ole
Hawaiian Community Assets
Kipahulu Ohana, Inc.
Kula no na Po'e Hawaii
Na Kamalei-Koolauloa Early

Native Nations Education Foundation
Polynesian Voyaging Society
Puko’a Kani’Aina Community Development
University of Hawaii at Hilo
Aha Punana Leo
Ke Kula o Nawahiokalaniopuu
Partners in Development

Commonwealth of the Northern Mariana Islands.....page 129

The Library Friends

Inetnon Amot Natibu/Ammwelil Safeyal Faluwasch

Appendixpage 134

Greetings Relatives:

I am pleased to be able to share this Administration for Native Americans Pacific Region project compendium, the first look back at ANA grants and other resources to support native communities in the Pacific islands.

The ANA has been supporting Native Hawaiians since the Native American Programs Act passed was passed by Congress in 1974. Since that time a number of amendments were added, instituting the Native Hawaiian Revolving Loan Fund (1987) and a technical amendment to the definition of Native Pacific Islander in 1992 that clarified that ANA could serve US territories in the Pacific, including communities indigenous to American Samoa, Guam and the Commonwealth of the Northern Mariana Islands.

Since that time, NAPA was also amended to provide training and technical assistance to applicants. ANA currently contracts with a Pacific Islander owned company based in Hawaii, staffed by training and technical assistance providers and consultants that are knowledgeable about the various communities that ANA serves in the Pacific Region.

While it is difficult to administer programs for the Pacific from Washington, DC, least of all because of the great distance and time differentials, the ANA Pacific Technical Assistance Center has been a bridge and we do our best to reach out to our Pacific communities through listening sessions at our grantee meetings as well as through the ACF regional offices. We also provide webinars and presentations about the Pacific cultures to ACF staff, so that they are better equipped to provide culturally responsive services grounded in the history of US-Pacific relations.

The ANA strives to remain responsive to specific and emerging needs identified by Pacific Islanders. Whether it is providing tools for the nascent nonprofit sector (Nonprofit Toolkit page 13 or emergency awards to American Samoa (page 14). During my time as the Commissioner for ANA, I have been able to ensure that there is alignment between the ACF strategic plan, the HHS plan and the White House Asian American and Pacific Islander Initiative so far as providing resources to build capacity in Pacific Islander communities (page 6 and 7).

I hope this Pacific Region compendium provides you with a glimpse of the breadth and depth of the projects ANA supports and the resources we have provided over the past decade.

Wopila,



Commissioner Lillian Sparks Robinson

ANA Commissioner 2010-present

Administration for Native Americans Pacific Region Overview of Services and Supports

Established in 1974 through the Native American Programs Act (NAPA), The Administration for Native Americans (ANA) supports Native communities' efforts to be self-determining, healthy, culturally and linguistically vibrant, and economically self-sufficient. ANA's vision is that Native communities are thriving.

ANA promotes self-sufficiency for Native Americans in multiple ways. First, ANA provides discretionary grant funding, training, and technical assistance in support of community-based projects that address the current social and economic conditions in Native American communities. ANA's project grants are awarded under three main program areas: (1) Social and Economic Development Strategies (SEDS); (2) Native Language Preservation, Maintenance and Immersion; and (3) Environmental Regulatory Enhancement (ERE). ANA also conducts site visits to assess project-end outcomes that inform an annual report to Congress on the impact and effectiveness of projects conducted with ANA funding.

ANA also promotes Native American social and economic self-sufficiency through advocacy and policy development on behalf of Native Americans within the Department of Health and Human Services. ANA fulfills this role, in part, through listening sessions, tribal consultation, and cross-cutting collaborative work within HHS and across the federal government. Also, specific to Hawaii, ANA capitalized and now oversees the implementation of the Native Hawaiian Revolving Loan Fund, administered by the Office of Hawaiian Affairs.

ANA serves all Native Americans, including federally and state recognized Tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations, and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands). The authority to serve Native people of the Pacific is unlike most other federal agencies that have special program for federally recognized tribes.

About the Pacific Region:

To serve such a vast and diverse geography, ANA has organized its service area into four geographic Regions: Alaska, Eastern, Western, and Pacific. Within the Pacific Region, Pacific Islanders include diverse populations who differ in language and culture and they include Polynesian, Micronesian, and Melanesian backgrounds. The Polynesian group is the largest and includes Native Hawaiians, Samoans, Tongans, and Tahitians. The Micronesian group, the second largest, includes Chamoru from Guam but also includes other Chamoru and Carolinian from the Mariana Islands, Marshallese, Palauans, and various others.

According to the U.S. census Bureau, the Native Hawaiian and Pacific Islander (NHPI) population alone or in combination was 1.2 million in the continental United States in 2010. This is compared with 5.2 million people in the United States who identified as American Indian and Alaska Native (AI/AN), either alone or in combination with one or more other groups.

Over half (52 percent) of Native Hawaiians and other Pacific Islanders (NHPIs) live in just two states: Hawaii (356,000) and California (286,000), and the following states have the next largest

populations Washington (70,000), Texas (48,000), Florida (40,000), Utah (37,000), New York (36,000), Nevada (33,000), Oregon (26,000), and Arizona (25,000).

From time to time ANA has provided grants to organizations serving NHPI in areas other than the Pacific Region, but this compendium will focus on the grants as well as training and technical assistance provided in the Pacific Region and by our Pacific Training and Technical Assistance Center.

ANA and ACF Advocacy

A key aspect of ANA's mission under the Native American Programs Act (NAPA) is to function as the "effective and visible advocate on behalf of Native Americans within the Department, and with other departments and agencies of the Federal Government." One of the mechanisms for accomplishing this is the creation of opportunities for two-way exchange of information. In 2011, ANA began hosting annual grantee meetings. At these meetings the Commissioner for ANA hosts a listening session for grantees from the Pacific Region. This was an important opportunity for ANA to hear directly from organizations working on behalf of Pacific islanders. ANA has also invited ACF officials, federal partners, and the White House Initiative on Asian American and Pacific Islanders to participate in these dialogues.

In 2009 President Obama launched the White House Initiative on Asian American and Pacific Islanders. Since the beginning of this interagency initiative, ANA has been participating on the Health and Human Services Workgroup, representing the Administration for Children and Families. ANA has led the development of and reporting on ACF's goals as part of the overall Department's plan under this initiative.

In 2014 ACF launched ACF Territories Together Initiative (Includes Pacific Islands of Guam, American Samoa, and CNMI as well as Puerto Rico and the US Virgin Islands) to enhance outreach, training and technical assistance and provide an avenue for resolving programmatic and fiscal issues.

Some ongoing activities of this initiative include the development and use of an Assessment Template to be used by ACF leadership meeting with Territorial officials to identify existing and emerging issues, service gaps and best practices. Also, in collaboration with OPA, ORO and programs, ACF established CURRENTS, a quarterly e-newsletter about and for the Territories.

Some key activities of the Territories Together Initiative in 2015:

- On January 15, Region IX Regional Administrator Bob Garcia and Territories Together Lead Laura Irizarry made a presentation to Senior Staff on the Pacific Territories, highlighting American Samoa, Commonwealth of the Northern Mariana Islands and Guam's distinctive socio-economic, historic and political profiles.
- On March 25, Assistant Secretary for Insular Affairs Esther K'iaina met with Acting Assistant Secretary for Children and Families Mark Greenberg and ACF leadership to discuss current federal policy with respect to the Pacific territories and U.S. Virgin Islands; and the impact of federal programs on the territories.

- In June, ACF issued the first issue of CURRENTS, ACF quarterly newsletter for/about territories.
- On July 29, ANA Deputy Commissioner Romine made a presentation to the ACF Territories Together Work Group on ANA grantees in the Pacific Territories.
- Bob García, ACF Regional Administrator (RA) for Region 9, visited the Commonwealth of the Northern Mariana Islands (CNMI) & Guam. RA Garcia met with the Human Services leadership in both jurisdictions. He also visited ACF-funded programs and met with stakeholders. This represents the first official ACF RA visit to CNMI, and the first RA visit to Guam in several years. In 2014 RA Garcia visited American Samoa.

Currently ACF Regional Offices are identifying territories' existing resources and equipment to identify gaps. ACF's Office of Information Systems will be available to provide technical support to territories facing technical challenges.

ACF is also developing an internal funding survey to review current statutory authority for ACF-funded programs in the territories. The survey will identify existing flexibility as well as limitations in allocations; and provide appropriate guidance to programs and territories to improve access to funding.

ANA Grant Funding

Our funding is awarded through three main program areas: Social and Economic Development Strategies (SEDS), Native Language Preservation and Maintenance, and Environmental Regulatory Enhancement (ERE). The Pacific Region is eligible for all ANA grants except ERE because of the statutory requirement limiting eligibility for ERE grants to Indian tribes.

Social and Economic Development Strategies

This is ANA's broadest and most flexible funding category. SEDS is focused on community-driven projects designed to grow local economies, strengthen Native American families, including the preservation of Native American cultures, and decrease the high rate of current challenges caused by the lack of community-based businesses, and social and economic infrastructure in Native American communities.

Native Language Preservation and Maintenance

The Native Language Preservation and Maintenance program provides funding for projects to support assessments of the status of the native languages in an established community, as well as the planning, designing, and implementing of native language curriculum and education projects to support a community's language preservation goals.

Esther Martinez Immersion

The Esther Martinez Immersion provides funding to support three-year projects being implemented by Native American Language Nests, Survival Schools, and Restoration Programs in accordance with Pub.L. 109-394.

Special Initiatives

From time to time, ANA has had special initiatives, such as the Native American Healthy Marriage Initiative the Native Asset Building Initiative and Sustainable Employment and Economic Development Strategies. Each of these Initiatives has or had a special focus, required activities and are offered for a limited number of grant cycles.

Native American Health Marriage Initiative

Under the Bush Administration, ANA created the Native American Health Marriage Initiative which focused on strengthening relationships and families in Native American Communities. The program was geared towards youth, adults, married and unmarried couples, single parents, and grandparents. Grantees received five year grant awards. Although a special competition is no longer held, communities can still apply for project funding for similar purposes.

Native Asset Building Initiative

The Native American Asset-Building Initiative is a partnership between the Administration for Native Americans (ANA) and Office of Community Services (OCS). The Initiative focuses on building the capacity of tribes and Native organizations to effectively plan projects and develop competitive applications for funding under the Office of Community Services' Assets for Independence (AFI) program. OCS and ANA issue funding through a joint funding opportunity to communities wishing to establish and administer asset building projects with a focus on AFI

projects. Grantees provide an array of supports and services to enable low income individuals and families to become economically self-sufficient for the long-term.

Sustainable Employment and Economic Development Strategies

The recent recession prompted ANA to focus more funding on developing employment opportunities and business creation in native communities. This special funding initiative Sustainable Employment and Economic Development Strategies (SEEDS) provides funds for community-based projects that will foster economic development through the creation of small businesses and sustainable job growth.

The SEEDS initiative promotes: 1)the creation of sustainable employment opportunities; 2) professional training and skill development that increases participants’ employability and earning potential; 3) creation and development of small businesses and entrepreneurial activities, and; 4) a demonstrated strategy and commitment to keeping the jobs and revenues generated by project activities within the native communities being served.

Recent Grants to the Pacific Region

In Fiscal Year 2015 ANA received approximately \$46.5 million in appropriations, with nearly \$37 million distributed as competitive discretionary grant awards. ANA annual appropriations had remained fairly stable over the past decade, generally ranging between \$45 and \$49 million.

Table 1.0: The table below depicts the combined sum of ANA funding awarded in the Pacific from 2005-2014. Over a span of 10 years ANA has awarded over \$63 million dollars in grants to more than one hundred projects in the Pacific Region.

Table 1 Annual Funding to Pacific Region

YEAR	FEDERAL AMOUNT	Total Awards
2005	\$6,530,390.00	25
2006	\$6,430,602.00	24
2007	\$5,235,596.00	23
2008	\$5,630,798.00	19
2009	\$5,768,300.00	23
2010	\$8,583,722.00	33
2011	\$8,207,673.00	27
2012	\$5,182,415.00	18
2013	\$5,014,205.00	16
2014	\$6,912,205.00	24
TOTAL	\$63,495,906.00	(112 grantees total in new and continuing awards)

Objective Panel Review

ANA uses a peer review system to score grant applications and strives to ensure that reviewers are knowledgeable both about the program area as well as about Native American populations. As you illustrated below, the number of grants awarded to the Pacific region from year to year has varied and not all island areas receive grants each year.

Year	Total (Continuing and New Awards)	New Fiscal Year Awards	Hawaii	Guam	Commonwealth of the Northern Mariana Islands	American Samoa
2005	25	12	9	1	0	2
2006	24	7	5	1	1	0
2007	23	12	8	1	1	2
2008	19	8	5	1	1	1
2009	23	13	8	5	0	0
2010	33	19	9	2	1	7*
2011	27	5	4	0	0	1
2012	18	4	2	2	0	0
2013	16	10	6	3	1	0
2014	24	9	7	1	0	1
10 Years Total	112	99	63	17	5	14

The chart above depicts the four regions (American Samoa, Guam, Commonwealth of the Northern Mariana Islands, and Hawaii) in the Pacific Island region that have received funding from ANA since 2005. In 2005, ANA continued 13 grants previously awarded, plus awarded 12 new awards, for a total of 25 grants to the Pacific in 2005. Project periods range from one to five years, so each year a different number of grants end.

Hawaii typically is awarded more grants each funding cycle compared with other areas in the Pacific Region. ANA will be conducting a more in-depth analysis of funding to the Pacific Region to see if there are any trends to highlight.

In 2007 there is a substantial increase in the typical grants awarded on an annual basis to American Samoa because ANA made 7 urgent awards to projects in the Pacific to help aid recovery efforts after a devastating Tsunami ravaged the Island.

Applications from the Pacific Region

Between 2000 and 2010, ANA received 439 applications for project funding from the Pacific Region.

	Hawaii	American Samoa	Northern Mariana Islands	Guam	
2000-2010 Totals	292 (67%)	64 (15%)	30 (7%)	53 (12%)	439

Over the last five years, ANA has received 181 applications for project funding from the Pacific Region.

	Hawaii	American Samoa	Northern Mariana Islands	Guam	
2011-2015 Totals	121 (67%)	16 (9%)	11 (6%)	33 (18%)	181

2011:

Program Area	Hawaii	American Samoa	Northern Mariana Islands	Guam	
SEDS	25	1	3	4	33
Native Language	10		1	1	12
Totals	35	1	4	5	45

2012:

Program Area	Hawaii	American Samoa	Northern Mariana Islands	Guam	
SEDS	19	3	2	6	30
Native Language	2		1	5	8
Tribal Governance	1				1
Totals	22	3	3	11	39

2013:

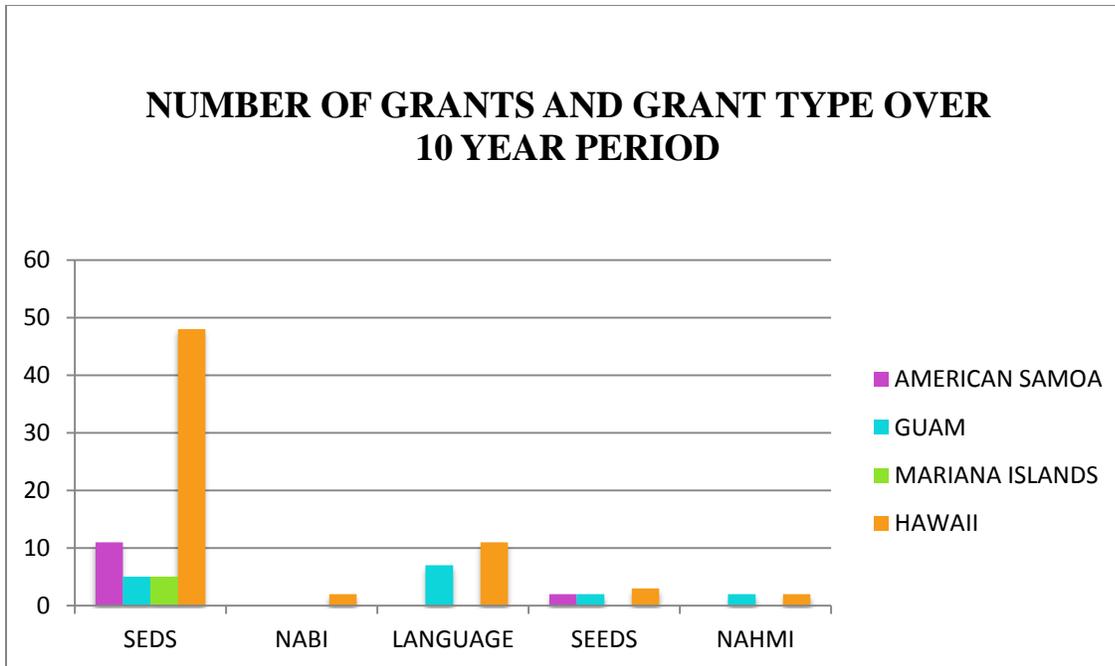
Program Area	Hawaii	American Samoa	Northern Mariana Islands	Guam	
SEDS	11	1	1	2	15
Native Language	4	1		3	9
SEEDS	6		1	3	10
Totals	21	2	2	9	34

2014:

Program Area	Hawaii	American Samoa	Northern Mariana Islands	Guam	
SEDS	24	3		1	28
Native Language	12			3	15
SEEDS	1	1	3	3	8
NABI	1				1
Totals	38	4	3	7	52

2015:

Program Area	Hawaii	American Samoa	Northern Mariana Islands	Guam	
SEDS	28	2	1	2	33
Native Language	7	1	1	3	12
SEEDS	5	4	1	1	11
Totals	40	7	3	6	56



The chart above depicts the five type of grants: social and economic development (SEDS), Native Asset Building Initiative (NABI), Language, Sustainable Employment and Economic Development Strategies (SEEDS), and Native American Healthy Marriage Initiative (NAHMI) grants that are (or were) available to the Pacific Island regions. More than half of ANA funded Pacific Island region projects have been social and economic development projects.

ANA Training and Technical Assistance:

The Native American Programs Act authorizes funding for training and technical assistance to help eligible entities apply for and successfully manage ANA funding. ANA’s regional technical assistance centers provide services that include Project Planning and Development training, Pre-application Training, Post-award training for new grantees, as well as onsite and electronic technical assistance to applicants or grantees.

To improve and increase the capacity of community organizations to apply for and manage federal grants, in Fiscal Year 2015, the Pacific Region Training and Technical Assistance Center – a resource center funded by the Administration for Children and Families’ Administration for Native Americans – conducted the following trainings: (1) six project planning and development trainings with 123 registrants; (2) four pre-application development trainings with 125 participants from 97 organizations; and (3) eighteen electronic pre-application workshop sessions for unfunded applicants.

ANA also enlists the various TA centers in special projects that build Native American community capacity. Some of the recent projects of the ANA Pacific Region TA Center includes the following:

- Development of a Non Profit Toolkit

Created a set of resources that apply to non-profits which range from start up to resources for advanced non-profits. Designed items that can be tailored to any organization and adapted to fit organizational needs.

- **Non Profit Toolkit Trainings (3)**
Training was provided via in person and webinar for the ANA Non-Profit Toolkit along with multiple delivery systems including website, dvd and digital formats.
- **Support for on-site Impact Visits**
Assisted the ANA on conducting assessments of project outcomes by traveling to interview grantees and analyze project effectiveness.
- **Support of Tsunami Emergency Grants**
Assisted in developing and implementing six emergency awards for American Samoan organizations in the wake of the September 2009 Tsunami.
- **Assistance to the Micronesian Non Profit Conference**
Attended and promoted the ANA and T/TA services in order to make Pacific Islander organizations aware of funding and training opportunities.
- **American Samoa Capacity Building**
Worked with American Samoa organizations to try and secure funding from ANA and other Federal resources in the aftermath of the September 2009 Tsunami.
- **Development of Data Collection Tools**
Assisted in developing data collection tools ranging from economic, employment and language data sets.
- **ACF Presentation on Pacific Region**
Delivered yearly trainings to ACF staff on the Pacific region and the challenges faced by Native Pacific Islander populations.
- **Development of Social Media Toolkit**
Developed a tool kit for non-profit organizations looking to implement a social media presence. Products developed help the grantees assess which social media outlet is best for their organization and how to effectively use the outlets.

Native Hawaiian Revolving Loan Fund

Congress established a revolving loan fund on November 29, 1987 in amendments (Public Law 100-175) to the Native American Programs Act of 1974 (P.L. 93-644). The Native American Programs Act (NAPA) of 1974, as amended (the Act) requires the Administration for Native Americans (ANA) to submit an Annual Report to the Congress on the Native Hawaiian Revolving Loan Fund (Fund).

The Fund's regulatory purpose is to provide funding not available from other sources on reasonable terms and conditions to:

1. Promote economic activities which result in expanded opportunities for Native Hawaiians to increase their ownership of, employment in, or income from local economic enterprise;
2. Assist Native Hawaiians to overcome specific gaps in local capital markets and to encourage greater private-sector participation in local economic development activities; and
3. Increase capital formation and private-sector jobs for Native Hawaiians.

The State of Hawaii Office of Hawaiian Affairs (OHA) serves as the Fund's loan administrator. Jointly, ANA and OHA contributed \$23 million in capital starting in 1988. In the 1998 NAPA reauthorization, Congress determined that FY 2001 would be the last year OHA would receive appropriated funds for the NHRLF. OHA paid \$4 million in March 2003 as a match to ANA \$1 million annual contributions in FY 1999 through FY 2002. Interest earned on un-lent funds has increased total capital to \$26 million at FYE 2015.

From inception through 2007, OHA followed a business model wherein OHA originated and disbursed loans directly to Native Hawaiians. Under that model, OHA disbursed 417 business loans totaling \$18 million. In 2007, OHA adopted a new business model and partnered with local banks to originate, disburse and manage new loans. OHA contracted with First Hawaiian Bank and began offering small Malama business and consumer loans for education, home improvement, and debt consolidation. Cumulatively, Malama loan disbursements total \$38 million. Subsequently, OHA partnered with Pacific Rim Bank, and in 2012, added the Hua Kanu business loan product for Native Hawaiian-owned businesses needing up to \$1 million in credit. Cumulatively, Hua Kanu loan disbursements total \$1 million.

In 2014, OHA conducted a rigorous retroactive mixed-method outcome evaluation of a sample of 930 borrowers. With a 54 percent response rate, the findings were credible, trustworthy, and generalizable to the loan population. OHA evaluated improvements in economic self-sufficiency using household income and per-capita income measures.

The "Retrospective Outcome Evaluation" found that 2009 to 2012 loan recipients reported a statistically-significant improvement in per-capita income for business, home improvement, and education borrowers. Except for the debt consolidation loan product, the results confirmed that most loan products were effective in improving the financial status of Native Hawaiian borrowers.

To continue measuring program effectiveness, OHA identified the need for a single master client database linking borrower's baseline financial data at the point of application to annual outcome data over the course of the loan by loan type. OHA will implement a portfolio loan software system by January 1, 2016 to capture and track the change of borrowers' financial status over time. OHA's expert research staff will help design, develop, and implement appropriate methodologies and tools to evaluate the Fund's performance measures and have targeted data collection to begin July 1, 2016 for initial analysis, and reporting to begin July 1, 2017.

Pacific Region Project Summaries

The Pacific Region Project Summaries reflected in this Compendium originate in evaluative site visits ANA conducted with grantees during the three months prior to or after the project's end date. Generally lasting a full day, these site visits provide ANA the opportunity to visit a community in order to collect qualitative and quantitative data.

The goal of project site visits is to:

- Obtain data to inform project planning and development;
- Expose promising and innovative models and approaches;
- Identify factors that may contribute to long-term sustainability;
- Inform and improve ANA's pre-application, and post-award training and technical assistance; and
- Better understand the factors that result in successful project work plans.

The following section of the Pacific Region Compendium is comprised of two-page summaries from 57 site visits conducted in the Pacific Region between 2007 and 2014, from the beginning of ANA's site visits. These summaries reflect snapshots of key data from the particular project, a brief background of the grantee, and a narrative of the project's purpose, objectives, outcomes, and impact on the community.

Conclusion:

ANA is gratified to be able to serve the Native people of the Pacific Islands in their quest for social and economic security and cultural preservation. We hope that this Pacific Region Compendium reflecting ANA-funded projects over the past ten years, demonstrates the spirit of the people and the unique issues and approaches they have to overcoming problems, maintaining and revitalizing culture and language and creating a more prosperous and healthy future.

American Samoa Swimming Association



Project Title: Swimming and Water Safety Education

Award Amount: \$465,407

Type of Grant: Social and Economic Development Strategies

Project Period: 9/30/2005 –12/31/2007

Grantee Type: Native Nonprofit:

PROJECT SNAPSHOT

- 6 jobs created
- 1 Native American consultant hired
- 20 elders involved
- 593 youth involved
- \$6,735 in resources leveraged
- 15 people trained
- 19 partnerships formed
- 6 products developed

BACKGROUND

American Samoa is located in the South Pacific, southeast of the sovereign state of Samoa. The main and most populous island is Tutuila, upon which the capital city of Pago Pago is located. The population of American Samoa is approximately 58,000. There are currently few people who can swim correctly and safely in American Samoa, resulting in a high incidence of death by drowning. On average, seven deaths per year occur due to drowning; as a percentage of the population, this rate is seven times higher than in the United States. The American Samoa Swimming Association (ASSA) was established to reduce the high incidence of drowning in American Samoa. Founded in 1994, the ASSA lay dormant until 2003, when an increase in the number of deaths pressed the organization to become active in teaching swimming classes and providing water safety instruction.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to reduce the high incidence of drowning deaths by providing a comprehensive public Swimming and Water Safety Education Program. The Program focused on the training and certification of local water safety instructors (WSIs) and lifeguards. The Project's first objective was designed to develop and implement the Swimming and Water Safety Education Program by certifying ten WSIs and ten lifeguards, conducting classes in swimming and water safety education, giving lectures in schools and holding a swimming competition. Over the Project period, Project staff trained eight lifeguards and seven WSIs. Two participants were trained and certified in both disciplines. These fifteen individuals taught swimming lessons four to five times a

week during the summer months, and conducted community water safety courses. Project staff collaborated with the Environmental Protection Agency (EPA) and held workshops at local elementary schools on littering, pollution, water safety and watershed management. ASSA also provided lifeguards, swimming lessons and lectures on water safety and reef etiquette to the youth summer program, Camp Enviro Discoveries. ASSA sponsored a first annual swimming competition in August 2006, which drew 100 participants and included a traditional canoe race. Eight adult swimmers also competed in the regional swimming competition held in Western Samoa during the fall of 2006.

The Project's second objective was to secure the ASSA's sustainability through public promotion of the organization and partnership development. The Project staff designed brochures and fliers to advertise the Program in churches, schools and youth organizations. Staff transported portable swimming pools to various locations to attract a variety of participants. The Project developed nineteen partnerships to aid in sustaining the program. For example, local hotels will continue to allow ASSA to utilize swimming facilities for classes, the Department of Health and the EPA will continue to collaborate on lectures and information sessions and the American Red Cross will continue to aid in lifeguard and WSI training and certification.

The third objective was to expand the ASSA lifeguard division service by stationing lifeguards on public beaches, establishing a Junior Lifeguard Program and conducting public first aid and CPR demonstrations. At the end of the

Project's timeframe, this objective remained incomplete, despite the award of a three-month extension from ANA. Project staff was unable to secure local government funding to pay the lifeguards past the Project timeframe, and staff therefore abandoned the objective due to lack of sustainability.

The major challenge faced by Project staff was lack of safe and dependable locations to conduct water activities. American Samoa does not have many suitable beaches for swimming instruction, nor is there a public swimming pool. The staff overcame this challenge by utilizing hotel and private swimming pools. The Project also encountered difficulties regarding certification of lifeguards and WSIs, as there was no one qualified on the island to certify these positions. In order to become a certified instructor, staff had to travel to Hawaii to complete a 30-hour course. The lack of training and certification opportunities on the island resulted in the Project falling short of its goal to train and certify ten WSIs.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project advanced the American Samoa Swimming Association's capacity to produce qualified, professional lifeguards and instructors to promote water safety throughout the island. The Project met its goal of reducing the incidence of death by drowning; only two drowning's were reported during the Project's two-year time frame. The Project also provided a complete stock of water safety equipment and supplies that ASSA will use to continue the Water Safety Education Program. An additional positive impact is the formation of a youth swim team that participated in a regional competition. Overall, 600 American Samoan youth and adults learned to swim, strengthened their basic water safety skills, gained awareness about the ocean and learned to respect the environment

Intersections Inc.



Project Title: Crossroads Theater for Youth: “Community Transformation Through the Arts”

Award Amount: 1,090,970

Type of Grant: Social and Economic Development Strategies

Project Period: 9/1/2004 –8/1/2007

Grantee Type: Native Nonprofit:

PROJECT SNAPSHOT

- 11 jobs created
- 10 Native American consultants hired
- 100 youth involved
- \$4,845 in revenue generated
- \$175,500 in resources leveraged
- 310 people trained
- 21 partnerships formed
- 30 products developed

BACKGROUND

American Samoa is located in the South Pacific, southeast of the sovereign state of Samoa. The population of American Samoa is approximately 58,000, 60% of which live below the poverty level.

Intersections Inc. is a nonprofit faith-based organization founded in 2002, with the mission to make lasting positive differences in the lives of families by empowering them to break the cycle of poverty and improving the physical, social and spiritual aspects of family life.

This Project focused on specific social issues faced by American Samoan youth. The current trend of social problems relate to substance abuse, child abuse, violence, teen pregnancy and suicide. There is a great deal of concern within the community regarding cultural erosion, the conflict between traditional and contemporary customs, and the war on poverty.

PROJECT PURPOSE AND OBJECTIVES

This Project’s purpose was to raise public awareness about social issues through the use of Community Theater. The Project utilized this medium as a way to bring sensitive and oftentimes taboo issues to light in the community. Overall, this Project sought to reach 80% of the population under the age of 25 in American Samoa.

Objective 1 in the Project’s first year was focused on the establishment and implementation of the Community Theater for Youth (CTY) program, as well as the purchase of equipment and materials needed to produce plays. Intersections, Inc. modeled CTY on Hawaii Theater for Youth, a 50-year old program that produces theater and drama education projects. Members of

CTY include five actors, one technician and Project staff. In addition to hiring the actors and staff, the Project purchased production equipment such as lighting instruments, costumes and props.

The Project included objectives in the first and second years to implement a public information and promotional campaign. CTY members gathered information from community agencies such as Social Services, the Child Abuse Task Force and the Department of Public Safety in order to create educational texts for teachers to use in their classrooms. To meet this objective, marketing materials were produced, which were distributed to all the schools, youth organizations, and churches on the island. Staff also created a CTY website to expand the promotional campaign during the first months of the Project.

Objective 3 was to develop and perform three new plays during each year of the Project. Staff successfully completed this objective, performing nine plays addressing child abuse, the hazards of smoking, suicide, substance abuse and peer pressure. CTY performed these plays at schools, local events and churches.

Objectives for the second and third years of the Project were to recruit 50 native youth each year to form a Junior Company and to compose original plays. The Project succeeded in forming the Junior Company, involving 100 youth who participated in theater workshops on script writing, model programming, acting and incorporation of drama into education. The youth also wrote and performed original plays at a community event entitled Theaterfest. Due to overwhelming support, Theaterfest is now an annual event, held in different locations on the island, and features staged readings and musical

performances in addition to the Junior Company plays.

The final objective of this Project was to take both the CTY actors and the Junior Company on the road to Hawaii to learn and share with other youth theater groups. The CTY actors also performed their plays in fifteen different Hawaiian locations for Samoan communities, including a halfway house for women.

Initially, the Project experienced difficulty in garnering support for CTY, as some of the issues addressed in the plays are taboo in Samoan society. However, these groups eventually saw the value in using Community Theater as a means of awareness- rising. Due to the sensitive nature of the issues presented in the plays, oftentimes youth audience members were loath to participate in post-performance discussions. Project staff overcame this challenge by leading the discussions themselves, rather than having officials or teachers facilitate.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project helped the community identify problems and bring them to the forefront of discussion. CTY performed plays for over 12,000 youth and 2,000 elders in American Samoa and Hawaii. It increased familial communication while still managing to maintain Samoan cultural traditions. Additionally, Project staff stated they noticed increased confidence and self- esteem in the junior performers. Ipu Lefiti, a community member, stated, “The Project is building bridges between generations.”

Samoa’s government agencies, which had initially resisted the Project’s activities, hired the Junior Company to film public service TV spots. Churches and other community groups invited them to perform, increasing the reach of the Project and ensuring that the Project met the stated goal of reaching 80% of American Samoa’s youth.

Native American Samoan Advisory Council



Project Title: Empowerment in Native American Samoa Agribusiness: Revitalizing Tradition and Identity

Award Amount: \$504,582

Type of Grant: Social and Economic Development Strategies

Project Period: 9/01/2004 –8/31/2007

Grantee Type: Native Non Profit

PROJECT SNAPSHOT

- 7 jobs created
- 35 elder's involved
- 281 youth involved
- \$81,150 in resources leveraged
- 128 people trained
- 32 partnerships formed

BACKGROUND

In the early 1900s, the US acquired five small islands in the South Pacific Ocean. The inhabitants of these beautiful islands, now known collectively as American Samoa, share a common language, governmental structure and value system. As generations pass, the American Samoan people are working to define the fragile relationship between their traditional lifestyle and their role as American citizens. The key to developing this relationship is finding a balance that will honor and preserve the Samoan cultural identity.

The Native American Samoan Advisory Council (NASAC) was incorporated in 1993. The organization's purpose is to preserve and protect Samoan cultural values by empowering citizens to find solutions to

The challenges that threaten to unravel their culture.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to create a sustainable local agribusiness environment for young men and women of the villages. The agribusiness environment would begin revitalizing the traditional cultural values and renewing a sense of Samoan identity.

Objective 1 of the Project was envisioned to create two village plantation sites and training 20 young men to process raw material used in traditional Samoan items.

Additionally, staff planned to create and maintain two hiking trails. After hiring the Project staff, a community advisory board was formed to ensure the Project garnered essential community input and support. Next,

staff selected young men to participate and began negotiations to secure land for traditional planting. As the process of grooming the fields began, typhoon-like weather destroyed the work completed on both plantation sites.

Rather than halting the Project, staff concentrated on activities in the next objective. Objective 2 was to hold four training workshops in production, quality control and marketing of traditional Samoan goods. The culmination of this objective was to host an agribusiness fair for women to sell handmade goods. The workshops targeted 50 women; some sessions had 65 women in attendance. Due to success and demonstrated talent, additional workshops were held to teach other women about the specialty skills: traditional weaving, costume design and tapa cloth making. In all, staff held seven agribusiness fairs.

The focus of objective 3 was to build one traditional fale (house) on each plantation site. This objective was completed by the group of young men selected to plant and harvest at each site; this group also developed oral presentations on the traditional method of constructing a Samoan fale. In the future, the speeches will be delivered at hiking trails created along the plantation sites Objective 4 was to create and launch a website for the global sale of goods crafted by local women. In order to sell items on the site, staff required each woman to complete the series of workshops. The website was launched shortly before the completion of the project.

Objective 5 was to create a permanent location for agribusiness

fairs. Due to complexities involved with attaining rights to property, the Project staff was unable to successfully negotiate land acquisition with the village council of chiefs. However, staff continued holding fairs at various locations throughout the community and in conjunction with conventions and gatherings.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Implementation of the Project provided opportunities for community women and young men to expand cultural knowledge and begin the process of finding balance with traditional Samoan culture.

Fortyseven women artisans began or started home-businesses, which enabled them to provide for their families. Building the traditional fale and hiking trails allowed male participants to share Samoan culture in a public forum.

The Project has helped define the community's ideas about being a member of the American Samoan community today. The Project

sparked an important renewal process of traditional Samoan culture; both artisans and consumers have become more confident in creating and purchasing items made locally. This resurgence of culture will help create a positive place for traditional Samoan cultural components as the community continues to define their roles in society today and in the future.

“This is where my heart is. This is what my family has done for generations. “

Leslie W.

Traditional tapa maker

Pacific Island Center for Educational Development



Project Title: Youth Empowerment for Success (YES!)

Award Amount: \$442,340

Type of Grant: Social and Economic Development Strategies

Project Period: 9/01/2004 –8/31/2007

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 500 youth involved
- \$27,800 in resources leveraged
- 500 people trained
- 28 partnerships formed

BACKGROUND

Since inclusion in the United States in the early 1900s, the five islands of American Samoa have experienced a time of rapid change and adaptation. Traditionally, the American Samoan people lived independently and produced all necessities for everyday life from resources found on their land. Youth received direction and guidance from parents and community members.

Currently, the benefits of post-secondary education are valued, and more students are willing to move off-island for higher learning opportunities. However, such moves are extremely challenging and take preparation to deal with accompanying cultural, financial and social obstacles. One pressing challenge Samoan youth encounter is learning to function in an environment that lacks a strong cultural support network.

Additionally, some youth require supplemental educational courses to prepare for a four-year college program.

The Pacific Island Center for Educational Development (PICED) was formed in 2002 to increase the number of Pacific Islander youth graduating with bachelor's degrees. The Center is located on the island of Tutuila, and works closely with churches, schools, businesses and community programs to help nurture essential skills to help youth succeed in college.

PROJECT PURPOSE AND OBJECTIVES

The purpose of the Project was to encourage and prepare Samoan youth

to pursue higher education by offering classes to develop leadership, financial and time management, and cultural adaptation skills.

The Project's first objective was to increase community awareness about the college preparation program. Staff created and distributed fliers advertising the kick-off event that introduced the program to the community. PICED staff and board members answered questions about the planned program.

The second objective was designed to create a holistic and culturally sensitive college preparation program for Samoan youth.

Staff members researched and selected materials and assessment tools for the initial summer program; participated in training to administer and score assessment tools; edited the summer seminar outline and course content for cultural sensitivity and relevancy to Samoan youth; and contacted youth to determine interest for the mentoring program.

The third objective was to launch the summer seminar for Samoan youth and parents. Staff held classes twice a week to develop leadership, financial and personal skills. Sixty students participated in the internship program with community business partners. Staff placed students based on each student's career aspirations, which ranged from banking to marine biology. Students maintained detailed journals to track internship experiences and wrote a report at end of the program.

The fourth objective was to gather written feedback from student and parent participants. Staff distributed post-tests to students, while teachers, mentors, and parents provided oral feedback on experiences. Staff incorporated feedback into the training material for the program schedules.

The final objective was intended to develop a strategy to incorporate the summer seminar into PICED's regular program activities. Due to the support of numerous community partners, PICED incorporated the summer seminars and the internship program into its normal array of services for students.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project directly benefited youth participants of the summer program. In addition to gaining valuable life skills to help them succeed in college, they developed mentoring relationships with members of the Samoan community. Many participants accepted job offers for

holiday and summer breaks. Project staff gained valuable experience designing and implementing the summer curriculum. The youth outwardly expressed their gratitude to Project staff.

Local schools in Tutuila also gained a valuable partner to keep students learning during the summer break. The courses offered at PICED served as a complement to regular school year courses.

“This is a program the community has adopted. We now have kids coming up to us asking to be in our summer program.”

Sandra King-Young
Project Director

America Samoa Soil and Water Conservation District



**Project Title: Pigs in Paradise:
Retaining a Samoan Cultural Tradition**

Award Amount: \$230,822

**Type of Grant: Social and Economic
Development Strategies**

Project Period: 9/2007 –12/2009

Grantee Type: Public Agency

PROJECT SNAPSHOT

- 1 job created
- 1 Native American consultant hired
- 22 elders involved
- \$290,926 in resources leveraged
- 97 individuals trained
- 9 partnerships formed

BACKGROUND

American Samoa is located in Oceania in the South Pacific, with a population of just over 65,000. Pork has been a traditional source of protein and cultural significance for Samoans for over 2,500 years. Prior to this project, there were approximately 1,000 piggeries in American Samoa, with many located near the islands' fresh water rivers and drinking sources. This was both an environmental and public health concern, especially in light of recent deaths from *leptospirosis*, a bacterium carried by pig waste. To reduce public health and drinking water concerns, the American Samoa Environmental Protection Agency (ASEPA) began enforcing stricter piggery regulations, including 50-foot minimum setback requirements, proper waste management, land use permits, and piggery designs. Piggery owners found in noncompliance face steep fines and potential closure.

The American Samoan Soil and Water Conservation District (ASSWCD) works with other American Samoan governmental agencies to conserve, develop, and use soil and water resources in a sustainable manner. Knowing ASEPA's enforcement efforts would lead to the closure of at least 300 of the 1,000 pig farms, ASSWCD began assisting American Samoa's pig farmers to comply while improving piggery management on the islands.

PURPOSE AND OBJECTIVES

The purpose of this project was to assist American Samoan pig farmers retain their piggeries while protecting water quality and human health.

The project's first objective was to revitalize partnerships among

American Samoa public agencies in order to coordinate services to piggery owners. A technical services manager from ASEPA coordinated the creation of the Interagency Piggery Management Group (IPMG), which met regularly with piggery owners to facilitate use of the islands' available services. IPMG members included the USDA-National Resources Conservation Services (NRCS), ASEPA, American Samoa Department of Commerce, American Samoa Public Health Department, the American Samoa Community Land Grant College (ASSCLG), and two farmer representatives. IPMG partners collaborated to identify noncompliant piggeries and began work with their owners to establish plans for compliance or closure if necessary. IPMG worked with 150 farmers in this manner.

The next objective was to provide piggery owners design assistance and options for new piggeries that met ASEPA compliance standards. ASSWCD hired a certified engineer who developed templates for a portable pig pen system, dry litter system, and wash down system with costs ranging from \$500 - \$13,000. The engineer then worked with individual farmers to tailor plans for their specific sites. In addition, the IPMG and ASSCLG collaborated to construct models of each standardized piggery plan to use as an in-person marketing and educational tool. To defray construction costs, IPMG members worked with piggery owners to apply for NRCS funding, which covers up to 90% of the estimated costs.

Targeted piggeries also obtained free soil and nutrient analyses and assistance pursuing land use permits, required to meet compliance regulations. By the end of the project, 87 piggery designs had been approved, 14 owners had established contracts to complete piggery renovations, and 1 piggery owner had completed renovations on their piggery.

The final objective was to provide necessary mulch materials to piggery owners adopting dry litter and modified wash-down piggery designs, as wood chip mulch is a key component of such designs. The IPMG

partnered with a local energy contractor to produce cheap mulch materials. The original project design overestimated the amount needed annually by roughly 6,000 cubic yards, calling for 7,500 cubic yards of mulch when 1,500 were sufficient. Rather than oversupply the islands, IPMG reduced projections and provided mulch as needed to piggery owners.

OUTCOMES AND COMMUNITY IMPACT

For American Samoa's pig farmers, this project established a proactive program to address piggery compliance issues, thereby improving health conditions while assisting

piggery owners renovate, alter, or construct new piggeries. While only one pig farmer constructed a new pen, several altered existing facilities and 150 farmers began the process of complying with the new regulations. The project also encouraged the use of pig fertilizer, helping farmers enhance crop growth while using pig waste, thereby helping business-focused piggery operations with profits in the long term.

The project raised community awareness of *leptospirosis* and the importance of clean water and riparian environments. Staff also reported that many island communities and environmental scientists have taken an interest in the project's piggery improvement operations, looking to learn from the effort and possibly conduct similar projects.

Finally, the project helped create a synergy between IPMG partners that had not previously existed. Matt Vojik, the technical services manager for ASEP, shared, "It has pulled the agencies closer together and helped build partner capacity to implement other such projects in the future."

Native American Samoan Advisory Council



Project Title: Native American Samoan Ceremonial Siapo Restoration Project

Award Amount: \$464,690

Type of Grant: Social and Economic Development Strategies

Project Period: 9/2007 –9/2009

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 9 Native American consultants hired
- 212 elders involved
- 824 youth involved
- \$49,227 in resources leveraged
- 187 individuals trained
- 17 partnerships formed

BACKGROUND In the early 1900s, the U.S. acquired five small islands in the South Pacific Ocean. The inhabitants of these beautiful islands, now known collectively as American Samoa, share a common language, governmental structure, and value system. As generations pass, the American Samoan people are working to define the fragile relationship between their traditional lifestyle and their role as American citizens. The key to developing this relationship is finding a balance that will honor and preserve the Samoan cultural identity. The Native American Samoan Advisory Council (NASAC) was incorporated in 1993

to preserve and protect Samoan cultural values by empowering citizens to find solutions to the challenges threatening to unravel their culture. One key but increasingly diminishing cultural activity on the islands is the making of *siapo*, a fabric made of mulberry wood that is considered important in ceremonies and fine art.

PURPOSE AND OBJECTIVES

The purpose of this project was to revitalize *siapo* use and understanding in American Samoan communities while cultivating healthy relationships between elders and youth. The project's first objective was to develop curricula for a youth and adult-focused *siapo* restoration workshop. Staff developed an 11-part youth and adult curricula focused on teaching the meaning behind the *siapo*-making technique. The original proposal called for the creation of two teaching positions per workshop, a *siapo*-making specialist and cultural instructor.

Staff quickly realized, however, the act of *siapo*-making naturally created opportunities for effective cultural lessons best taught by the *siapo*-makers, thereby negating the need for the cultural instructor position.

The second objective was to pilot-test the curricula in four villages with over 250 workshop participants. Staff exceeded expectations, delivering the workshop to 7 villages and 251 youth and elders, and instructed components of the workshop to an additional 4 villages within the project timeframe. Participants created 40 *siapo* for *lavalava*, skirt-like outfits used in traditional dance and ceremony, as well as several large ceremonial *siapo* cloths. This objective also included the creation of a *siapo* circle for women in participating villages.

The project's next objective was to prepare community members to participate in the 10th Annual Pacific Arts Festival, which was held in American Samoa in 2008. Over 820 youth and 210 elders participated in preparations, culminating in a large cultural dance presentation to close the event. The dance style and *siapo* worn by dancers highlighted the revitalization of traditional American Samoan customs and received positive reviews from attendees. Objective four was to design and implement an internship program with five community youth to work with elders, consultants, and NASAC staff to create marketing materials for the development of a future Native American Samoan Center for Cultural Arts.

Though delayed, NASAC staff held a web design competition to select five youth interns September 11th, 2009. The interns began training with an esteemed women's elder committee on *siapo* designs for the website, but were unable to complete the objective by the end of the project.

The project's final objective was to organize and conduct a cultural arts competition for participating village members. NASAC delayed preparations to ensure that all participating communities received the full workshop training prior to holding the ceremony, with the intention of holding a large combined event on September 29, 2009. Unfortunately, a large tsunami struck American Samoa on the day of the event, devastating the islands, destroying property, killing over 100 individuals, and delaying the completion of this event until circumstances permitted.

OUTCOMES AND COMMUNITY IMPACT

Elder and youth interaction increased

through *siapo*-making workshops and preparations for ceremonial events promoted by this project. This interaction helped stem the decline in *siapo*-making and served to reinforce the elders' position as holders of knowledge and authority in the community.

NASAC staff also reported the project revived cultural interest amongst participating youth. Project director Tilani Ilaoa noted that prior to the project, youth knew what *siapo* was but did not know how to make it or its significance, adding, "It was like they had grown up on the mainland." The *siapo*-makers gave the children exposure to their culture in a much more tangible format than previous opportunities on the islands allowed. Some youth even began restoring their family *siapo* and earning money restoring the *siapo* of other families. The workshops also strengthened ties between parents and children. One parent used the knowledge she gained to make a *lavalava* for her son to use at the school's culture day and now grows mulberry plants in her yard.

"This project provided the youth with a sense of belonging and appreciation for their culture."

Aufa'I Areta

Extension Community
Coordinator

American Samoa Government

Department of Parks and Recreations



Project Title: Amanave mo Taeaol- Amanave for Tomorrow

Award Amount: \$35,802

Type of Grant: Social and Economic Development Strategies- Urgent Award

Project Period: 6/2010 –5/2011

Grantee Type: Government Agency

PROJECT SNAPSHOT

- 20 elders involved
- 20 youth involved
- \$6,600 in resources leveraged
- 6 partnerships formed
- 3 people trained

BACKGROUND

American Samoa, comprised of seven islands in the South Pacific Ocean 2,300 miles southwest of Hawaii, is the size of Washington, DC, and has 65,000 people in 71 villages. Tutuila, at 56 square miles, is the largest island, and is made up of steep volcanic mountains surrounded by coral reefs. Tutuila has 74 percent of American Samoa's land area and 97 percent of its population.

On September 29, 2009, an 8.1 magnitude undersea earthquake southwest of American Samoa produced a series of tsunamis that caused over 150 deaths in American Samoa and the nations of Samoa and Tonga. Thirty- one of these deaths occurred in American Samoa. Despite losing all but two homes in the village to the tsunami, Amanave, a village on the southwestern tip of Tutuila, experienced no loss of life. Morale in Amanave, however, was low, as almost

everything there was destroyed. In addition to the structures wiped out by the tsunami, the village park at Amanave Beach was also destroyed, rendering a valuable community gathering place useless for recreation and community social activities.

PURPOSE AND OBJECTIVES

The purpose and sole objective of the —Amanave mo Taeaol project, devised by staff members from the American Samoa Government's Department of Parks and Recreation with input from Amanave village leaders, was to restore Amanave Beach Park for the 300 people living in the village. This would provide a place to draw the community together, where families could support one another in overcoming the trauma and fear caused by the tsunami.

Recreation with input from Amanave village leaders, was to restore Amanave Beach Park for the 300 people living in the village. This would provide a place to draw the community together, where families could support one another in overcoming the trauma and fear caused by the tsunami.

To accomplish this, project staff, a local contractor, and community members worked together to re-create, and improve upon, the pre-tsunami version of the park. First, the project coordinator ordered a pre-made play structure, a play pirate ship with a twisting slide, textured incline, sandbox, portholes, and pirate's flag, from a vendor in Michigan, and had it shipped to American Samoa. While the ready-made structure was en route, local youth groups and community members, including the local community police, worked with project staff to clean up the beach, carry sand to the park in buckets, and prepare the park grounds. Local women also assisted with the landscaping, planting coastal shrubs around the park grounds. When the kit arrived, the project coordinator hired a carpenter, oriented him to the project, and provided him with instructions on where to place the structure. Two days later, he had assembled the entire play structure. Next, staff from the Department of Parks and Recreation purchased and installed picnic tables and trash cans.

During the project period, over 300 Amanave villagers participated in the revival of the park, either cleaning up, planting, bringing sand, supervising, participating in youth programs, playing on the basketball or volleyball court, using picnic shelters, or keeping watch over the park. According to Leilani Ripley, the project coordinator, —This

tables and trash cans.

During the project period, over 300 Amanave villagers participated in the revival of the park, either cleaning up, planting, bringing sand, supervising, participating in youth programs, playing on the basketball or volleyball court, using picnic shelters, or keeping watch over the park. According to Leilani Ripley, the project coordinator, —This process really helped bring people together, and it was heartwarming when it was finally finished.

OUTCOMES AND COMMUNITY IMPACT

On April 4, 2011, the people of Amanave celebrated the opening of their new playground, along with the Governor of American Samoa, the High Chief of Amanave, and various public officials. According to Ms. Ripley, —As the playground was unveiled, parents, village elders, community members, and the assembled leaders watched as village children ran to the pirate ship, jumped on, and began to play. Everyone watched and celebrated; there was a very strong spirit of gratitude.

Through 30 surveys conducted with local youth groups, discussion with Amanave villagers and leaders, and simple observation of how the park was being used, project staff concluded that the project has had a very significant impact on the village, facilitating social cohesion in Amanave, making people feel more embedded in the community, and making life feel normal again. The park is viewed as a safe, healthy gathering place for youth after school, a place where families and children can go to relax, have fun, or have a picnic. The project coordinator observed, —Many people enjoy the park while waiting for the bus, and the businesses adjacent to it are also benefiting. When women come to use the laundromat or visit the convenience store, for example, they drop off their kids, with an older child to supervise, and go inside to run their errands. The whole community uses the park, and quite a few people from other villages come here, too.”

“The park is good for my business and good for the village, too. In the evening after school, it gets really crowded with kids. Even the older kids, including high school and college kids, hang out there.”

Susan Taifane
Convenience Store Owner

Catholic Social Services



BACKGROUND

The American Samoa tsunami of September 2009 took 32 lives and wiped out several villages, destroying homes, roads, churches, and schools. Additionally, many businesses were destroyed, harming the livelihood of community members. That same month, one of the island's two tuna canneries closed, resulting in 2,000 jobs lost.

the handicrafts, farming, and home business management training. The American Samoa Community College (ASCC) Natural Resources Center provided an agricultural trainer. Two local handicraft experts were selected as handicraft trainers, and the project coordinator served as the home business management trainer.

Next, the project coordinator reached out to the community, publicizing the project through a television news interview, radio talk show interviews, and a newspaper article. Five days after the outreach campaign began, he hosted a community forum, along with the project's agricultural and handicrafts trainers, at the public pavilion in Fagatogo, one of American Samoa's main business districts. At the forum, they gave community members an overview of the training to be made available. Thirty attendees registered for the project, and 15 others joined the project over the next month. Thus, at the beginning of the project, 45 community members, including 23 women taking part in traditional crafts workshops and 22 men in agricultural workshops, were ready for training.

To assist participants in safely and reliably getting to the workshops, the project team utilized an innovative transportation plan, hiring two local buses starting at opposite points on the island, picking up participants each day, and dropping them off at the CSS training site, located on the property of the Archdiocese of American Samoa. Men's agricultural workshops were held at a large garden plot there, while women's crafts workshops were held at the Hope House, the Archdiocese's residential elder care facility.

Project Title: Recovery and Empowerment Project

Award Amount: \$72,454

Type of Grant: Social and Economic Development Strategies- Urgent Award

Project Period: 6/2010 –5/2011

Grantee Type: Nonprofit

In American Samoa, Catholic Social Services (CSS), a 501(c)(3) nonprofit agency, provides social services and community-based education programs for in-need and at-risk populations. After the tsunami, CSS worked with Catholic Charities USA's disaster response team to provide immediate relief and support services to tsunami victims. To promote long-term recovery and address economic issues affecting low income and unemployed islanders affected by the tsunami and the poor economy, CSS staff members developed this project.

PURPOSE AND OBJECTIVES

The purpose of the project was to empower community members, particularly tsunami victims, with traditional skills needed to achieve economic self-sufficiency. Through this undertaking, CSS staff hoped to improve the health and well-being of affected islanders and provide a source of income for their families. The project's objective was to provide traditional skills training in farming and handicraft making to low income community members affected by the tsunami and cannery closing. The desired outcome was to train and build the capacity of 100 community members, enabling 40 of these individuals to increase their household income by 30 percent.

Project staff commenced activities by identifying individuals and organizations to provide the

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 4 Native consultants hired
- \$17,500 in resources leveraged
- 45 individuals trained
- 5 partnerships formed

Handicrafts trainers facilitated women's traditional craft workshops twice a week, on Monday and Tuesday mornings. There, the women learned traditional weaving and other skills, including how to make baskets, hats, and other handicrafts. Over 11 weeks, 22 workshops were held. The workshops began with 23 women, 13 of whom completed all 11 weeks of training. Men's agriculture workshops were held with the ASCC trainer each week on Wednesday, Thursday, and Friday mornings, three times per week for the same 11 weeks. During this period, using the CSS garden plot,

participants learned the science involved in planting, gardening, and environment; how to prepare a land plot, plant crops, use pest and disease control; and to utilize various hands-on traditional and contemporary farming techniques. The workshops began with 22 men, and 13 completed all of the training. Most of the men who left the workshops did so because they had found work. For both the agriculture and handicraft groups, the project coordinator provided home micro-business management training, enabling participants to learn how to market and sell their products.

OUTCOMES AND COMMUNITY IMPACT

Though project staff was unable to recruit the anticipated number of participants during the project period and unable to measure the increase in their household incomes, the project resulted in many positive outcomes for community members involved. Women in the handicrafts workshops gained valuable crafts making skills,

, and according to Project Coordinator Tony Langkilde, —They are able to make really beautiful baskets and other crafts. They know which materials to use, and which trees to get the materials from. He added, —They are using their new business skills as well; they've formed a women's craft making network, and they use the network to obtain raw materials. Also, some are selling their goods together at the community market in Fagatogo.

The men who participated in the agricultural training have benefited as well, gaining useful farming skills, acquiring tools and seeds, and developing a mentality of becoming self-sufficient. —Some of the men are using their own land to grow crops rather than leasing it out to others, Mr. Langkilde stated, —and some are using what they grow to supplement their families' diets, and in some cases, we have seen them selling vegetables at stands in their villages.

Intersections, Inc.



Project Title: Le Nuanua Connections

Award Amount:
\$972,764

Type of Grant: Social and Economic Development Strategies

Project Period: 7/2008 – 12/2011

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 7 full-time equivalent jobs created
- 4 Native Samoan consultants hired
- 15 elders involved
92 youth involved
- \$65,298 in resources leveraged
- 132 individuals trained
- 22 partnerships formed

BACKGROUND

Intersections, Inc. is a nonprofit faith-based organization founded in 2002. Its mission is to make a lasting positive difference in the lives of families, empowering them to break the cycle of poverty and improve the social, physical, and spiritual aspects of their lives. Since its start, Intersections has maintained programs in performing arts, counseling, education, job training, and computer learning, to address community needs, generate social and economic opportunities, and promote sustainable job creation.

From 2004 to 2007, Intersections implemented an ANA-funded —Crossroads Theatre for Youth (CTY) project, using community theater to raise public awareness on social issues faced by American Samoan youth, including substance abuse, child abuse, teen pregnancy, and suicide. During the project, the CTY performed plays for over 14,000 people, illuminating how certain aspects of Samoan culture give rise to a —culture of silence among young people, leading to many of the social problems noted above.

PURPOSE AND OBJECTIVES

The project's purpose was to strengthen the social and cultural fabric of the community, developing a media project, —Le Nuanua Connections (LNC), to improve the job and leadership skills of 50 native youth between the ages 12 and 23, integrating the wisdom of elders to sustain cultural values and protocols among youth and families. The project plan called for the production of six films by Samoan youth to educate 6,400 youth and family members in the Western District's 15 villages on how Samoan and western perspectives shape the attitudes of youth towards their culture and influence their daily lives.

The first objective was to develop the media project, hire and train media specialists, develop a job and media

skills training curriculum for youth, and work with local partners to develop an internship program for youth. After purchasing professional equipment and hiring the project team, six staff members, including three media specialists, took part in 640 hours of training with a local media company, gaining skills in interviewing, story development, and presentation. After a disagreement with the company on the pace, methods, and tone of the training, Intersections ended the partnership and focused on other types of training, working with a local nonprofit to receive leadership development training and with an elder cultural expert to receive training on Samoan cultural protocols. Later, the team found a new media training partner, Olelo TV, a community television station in Hawaii, which provided airfare, lodging, and 10 days of free hands-on training in video development and production, camera backdrop and operation, audio and light for video, content development, and other skills. Utilizing this training, project staff crafted a youth job and media skills curriculum for use in project years two and three.

The second objective, in years two and three, was to mentor and train 50 youth, produce six new films (three per year) developed by youth trainees; and present the films to 6,400 youth and family members. The project plan called for the involvement of elder mentors and for the placement of youth trainees in local internships. Each year, staff recruited youth and elder participants and worked with partners and elders to mentor and train youth, holding workshops, culture camps, and activities on cultural and youth issues, cultural protocols, leadership, financial literacy, job skills, and film work, food preparation, identity building, and service activities. Some service

activities assisted families affected by the September 2009 tsunami that struck American Samoa.

Training in film work allowed youth to take part in the entire documentary production process, including brainstorming ideas for short films, researching and scriptwriting, creating story boards, recruiting actors, selecting film sites, directing films, editing film, doing post-production work, and completing short video pieces.

After demonstrating the capacity to make short video pieces, some youth developed longer feature films. In year two, youth developed feature films on traditional Samoan dance and social identity, child abuse, and the role of village police in the community. These films were shown to community members and presented on local television. In year three, youth developed feature films on teen pregnancy, domestic violence and suicide, and peer pressure. In both years, youth feature film makers were honored in well-promoted —Tautua Awardl ceremonies, in which the best film each year, as chosen by the community, was honored. Short films were similarly honored in —Premiere Eventsl bringing together family and community members for viewing.

Near the end of year three, 10 youth filmmakers were chosen for Intersections media internships, serving their community, and expressing themselves responsibly. They served in leadership roles, reflected on wide-ranging social issues, and learned valuable life and work skills. Many youth involved in the project improved their grades, are going to college, or work as community volunteers.

OUTCOMES AND COMMUNITY IMPACT

According to project staff, the 92 youth involved in the project, normally expected to quietly adhere to family and village rules, used the opportunities afforded by the project to express their voice, listen to others' voices, increase their understanding of Samoan culture, build self-esteem, and enhance their social identity. Whether conducting an interview, working with elders, collecting food for tsunami victims, or making a film, participants learned about commitment and responsibility. They served in leadership roles, reflected on wide-ranging social issues, and learned valuable life and work skills. Many youth involved in the project improved their grades, are going to college, or work as community volunteers.

Intersections, Inc.



Project Title: Nuanua Recovery Project

Award Amount: \$106,750

Type of Grant: Social and Economic Development Strategies-Urgent Award

Project Period: 7/2010 – 5/2011

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 6 full-time equivalent jobs created
- 20 elders involved
- 165 youth involved
- \$23,226 in resources leveraged
- 27 individuals trained
- 6 partnerships formed

BACKGROUND

Intersections, Inc. was one year into a three- year ANA-funded —Le Nuanua Connections youth development and media project when the September 2009 tsunami struck American Samoa. At this point in the project, Intersections had already made strong community partnerships and provided significant leadership and media training for island youth. Full of youthful energy and technical assets, Intersections was well-equipped to assist island communities in recovering from the disaster.

PURPOSE AND OBJECTIVES

The purpose of the project was to facilitate the mental and emotional recovery of tsunami-affected community members, promote stability in the lives of disaster-affected youth, and provide the opportunity for youth to contribute to recovery efforts. The first objective was to assist 100 youth tsunami survivors in expressing themselves and overcoming fear of natural disasters, by utilizing community youth recovery groups and elders to provide disaster support and facilitate sharing, communication, and active listening in four villages. Project staff began work on this objective by identifying 10 junior leaders, most of whom had previously participated in Intersections' youth film and theater programs, to lead the project. Next, they partnered with Calvary Chapel of Samoa, receiving donated tsunami relief supplies from this organization. After inventorying supplies, orienting staff and junior leaders on the goals, objectives, and activities of this project, brainstorming ideas for documenting the process and outcomes of the project, and training the youth in active listening, leading recovery support groups, and surveying community needs, the team began conducting outreach in Afao, Poloa, Afano, and Leone villages.

Next, youth leaders worked with project staff and village leaders to find community elders with whom to partner, identified supplies needed in the villages, and determined the locations and schedule for the four recovery group meetings. Following this assessment, project staff and youth leaders distributed canned goods and supplies to 120 households in the two villages most in need, and held youth recovery group meetings in all four villages, with a total of 20 elders and 155 youth participating. In these meetings, staff and youth leaders provided village youth with various avenues, including games, artistic expression, and discussion, to assist them in communicating and managing their feelings, grief, and trauma. Following each meeting, youth leaders and staff members conducted —video surveys, allowing many participants to share their stories and to create positive messages to share with the community.

The second objective was to conduct three community forums to develop a disaster recovery plan for local organizations and the community, and to work with communities to create community recovery gardens. Staff began by identifying village coordinators from Leone, Poloa, and Afao, working with them to create forum protocols. Next, project youth, staff, and the coordinators made plans to create recovery gardens. Though a misunderstanding on land use issues resulted in the Leone portion of the project being cancelled, project youth, staff, and community leaders in Poloa and Afao hosted recovery forums and worked together to create two recovery gardens.

In addition to the two village forums

the project team held two additional forums, a youth forum and a family forum.

In total, 100 people attended the four forums, discussing how the communities should prepare, respond, rebuild, and recover if another tsunami struck, and devising a 10- point recovery plan stressing education and preparation, transportation and early warning systems, utilizing local structures, and drawing upon the Fa'a Samoa (Samoan way of living) as a source of strength.

The third objective was to design, record, and produce a DVD documenting the stories of tsunami survivors. While working on the first two objectives, project youth interviewed 20 community members and recorded their recollections of the tsunami and its aftermath. Of the 20 detailed interviews, excerpts from 12 were included in an emotionally powerful DVD titled, —American Samoa Tsunami: Storytelling for Healing. The DVD, which included positive messages from an additional 25 community members, was shown at two large screenings, and 1,000 copies were distributed to islanders.

OUTCOMES AND COMMUNITY IMPACT

According to staff members, large groups of community members attending screenings of the —Storytelling for Healing DVD were outwardly profoundly affected by the film. —Because the film focused on the experiences of regular people, stated Project Director Gloria Mane-I'aulualo, —community members who watched it felt it told their story.

It reminded them of what they'd been through, made them reflect on how we were all in this together, and how we could start becoming well again. The youth recovery groups, recovery gardens, and forums also provided avenues for youth and community members to spend time with one another, reflect on their experiences, work through personal issues, manage grief and trauma, and feel greater stability in their lives. Ms. Mane-I'aulualo added, —The gardens and other activities helped set the foundation for their togetherness, then they could establish their own ways of working together.

Project Coordinator Ema Tupuola discussed other benefits of the project: —I think the forums were very empowering, because they gave people the chance to share ideas on how we can be ready next time. Also, for the youth and staff that participated in the project, we had the chance to help others, learn what it takes to help others, and develop a sense of humility.

Native American Samoa Advisory Council



Project Title: Back to the Land

Award Amount: \$55,595

Type of Grant: Social and Economic Development Strategies-Urgent Award

Project Period: 7/2010 –5/2011

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 2 full-time equivalent jobs created
- 3 Native Samoan consultants hired
- 57 elders involved
- 189 youth involved
- \$4,795 in resources leveraged
- 95 individuals trained
- 5 partnerships formed

BACKGROUND

The Native American Samoan Advisory Council (NASAC) is a 501(c)(3) organization founded in 1993 to promote the general welfare and education of American Samoans, preserve and protect the cultural values of American Samoa, and promote better understanding between American Samoans and fellow citizens of the U.S. Since 1996, NASAC has implemented projects addressing community needs in cultural preservation, public health, and business development.

In response to the September 2009 tsunami that struck American Samoa, NASAC partnered with a disaster relief coalition of U.S.-based American Samoan nonprofits, businesses, and individuals, receiving cargo containers of food, clothing, and medical

supplies, to distribute the supplies to the affected communities.

One of the places most severely hit by the tsunami was Tula, a small, remote, low-lying village of 30 extended families on the eastern end of Tutuila Island. The tsunami completely destroyed 15 homes, damaged many others, and left people feeling fearful, given the frequent aftershocks, that another tsunami was imminent. In response, with permission and land granted from the village ali'i (highest chief), Tula's pastor mobilized villagers, including many youth, to cut a path up the mountain slope and to build a temporary refuge, with several small shelters, for the village. Recovering from the tsunami was otherwise slow; in the 14 months following the disaster, only three homes had been rebuilt. While distributing relief supplies in Tula and witnessing the recovery work done by villagers, NASAC staff discussed partnering on further recovery efforts with Tula's leaders. In these discussions, they expressed the need

to expand planting done at the refuge, to establish fruit and vegetable gardens there.

PURPOSE AND OBJECTIVES

The purpose of the project, in line with the community's expressed desire to establish the gardens, was to enhance Tula's food security, nutrition, and self-sufficiency as part of the village's recovery efforts. The project's objective was to implement a farming project using traditional Samoan farming methods, training 30 families in growing fruit and vegetables.

Before the project began, it was beset with many obstacles. Project staff received late notification of the project, nearly nine months after the initial planning sessions in Tula (and not until the end of the first month of the project's first quarter). This caused a late start to the project and necessitated new planning meetings to acquaint villagers with the project and reconfirm their commitment. The project team also encountered another challenge; the initially planned site for the gardens became inaccessible due to erosion of the mountain along the road to the refuge site. Finding new land to replace the site was difficult, due to the complicated land tenure system in American Samoa, in which 90 percent of land is communally owned by aiga (extended families). To address this challenge, six village matai (aiga heads, or chiefs) offered parcels of land within the village for the project, and before long, 15 families and village youth were working, along with trainers hired for the project, on various plots of land. Despite the difficulties, NASAC staff and the Tula village coordinator (the village pastor) worked with staff from the American Samoa Community College (ASCC) Farm Services Extension Office, a local

botanist/businessman, and a traditional farmer hired for the project, to provide training in fruit tree planting and vegetable gardening to 95 villagers, including hands-on training with families and youth. These trainers provided not only instruction, but vegetable seeds, traditional staple seedlings, and 90 seedling fruit trees. During the project, star fruit, mangoes, bananas, pineapples, various yam varieties, mandarin oranges, avocados, malabar chestnuts, mountain apples, cabbage, cucumbers, eggplants, tomatoes, peas, and many fruits and vegetables were planted.

As the project progressed, continuing disputes over land rights and boundaries hindered some families from participating and forced others to transplant their gardens to smaller locations at homes in the village. The village pastor's garden served as a holding area while people figured out where to replant, and most of the small plots were managed by youth from the participating families.

OUTCOMES AND COMMUNITY IMPACT

As the project came to an end, 15 extended village families, including many youth, had learned much about how to grow local, traditional, sustainable crops; to practice appropriate soil conservation techniques; and to

perpetuate time-honored Samoan agricultural practices, setting the stage for the restoration of a healthy, stable, culturally-based food system for Tula. Such a system would enable villagers to consume locally grown fruit and vegetables rather than costly imported crops, and would serve as a model for other villages.

On January 23, 2011, Hurricane Wilma roared through American Samoa, destroying most of the gardens in Tula. Fortunately, some of the vegetables had already been harvested and shared amongst the villagers prior to the hurricane, motivating many villagers not to give up on the gardens. Despite land tenure issues, natural disasters, a general weariness amongst villagers dealing with disaster recovery, project staff, partners, and the people of Tula demonstrated continued resilience, and are confident that they will continue and expand their gardens in the future.

Pa'a Taotao Tano'



Project Title: Chamorro Language Assessment Survey (CLAS) Project

Award Amount: \$97,399

Type of Grant: Language

Project Period: Sept. 2009 – Sept. 2010

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 150 youth involved
- \$34,500 in resources leveraged
- 6 individuals trained
- 22 partnerships formed
- 1 language survey developed
- 6,542 language surveys completed

BACKGROUND

Founded in 2001, Pa'a Taotao Tano' is a nonprofit organization whose mission is to preserve, promote, and perpetuate the cultural traditions of the indigenous people of Guam and the Northern Mariana Islands. Guam is the largest of 15 islands that make up the Mariana Islands chain, and has a population of 154,805, according to the 2000 Census. The Chamorro, the indigenous people of the Mariana Islands, are the largest ethnic group in Guam, with 65,243 people, or 42 percent of the population. Prior to this project, there were no known statistics on the number of Chamorro people who spoke and practiced the Chamorro language on a daily basis.

PURPOSE AND OBJECTIVES

The purpose of the project was to assess the status of the Chamorro language in Guam and to assist the Chamorro community in developing and implementing a strategic plan to preserve and perpetuate the language. The project's first objective, to be completed within three months, was to develop a language assessment survey. To do this, Pa'a Taotao Tano staff worked with a professor from the University of Guam's School of Business and Public Administration to assemble a 10-question survey. Questions were designed to provide insight on the extent to which people of different age groups, genders, and geographic locales could understand, speak, read, and write the language. Other questions were developed to shed light on language use patterns and on community attitudes about the language, attempting to uncover where people used the Chamorro

language, how frequently they interacted with fluent speakers, and how important they felt language knowledge was in retaining their Chamorro social identity. Objective two was to conduct the Chamorro Language Assessment Survey (CLAS), collecting completed surveys from at least 10 percent (6,524 people) of the Chamorro population of Guam. To accomplish this, the project director and coordinator hired and trained five project assistants and conducted a media campaign through radio and newspapers ads. Then, over a six-month period, the coordinator and project assistants surveyed people in all 19 Guam villages, carefully ensuring that 10 percent of each village's population was surveyed. Project assistants and the project coordinator conducted door-to-door surveys in the villages and surveyed the community at island festivals, cultural events, flea markets, concerts, and night markets. The team set up booths at the Chamorro Lunar Festival, Gef Pago's Dinana Minagof, the Marianas Home Grown Concert, Talofoto's Banana Festival, the Dededo Flea Market, and many other events. During the survey period, the assessment team collected 6,542 surveys, exceeding the project goal by 18. As surveys were completed, the project director kept an ongoing tally of results, continuously updating the database. Utilizing partnerships with Guam's 19 village mayors and with island event and festival coordinators, the project team was able to learn the whereabouts of various events and activities in advance and gain an

understanding of where people commonly congregate, allowing a more efficient and effective survey collection process.

The third objective was to analyze survey data and produce a report on the status of the Chamorro language in Guam for distribution to key stakeholders. To accomplish this, project staff, with expert assistance from a Chamorro information technology professional, aggregated the data and developed project charts and graphs. With guidance from the University of Guam professor who helped design the survey, the project team analyzed the data and prepared the report. The report was shared with all 19 village mayors, the island's academic and teaching community, and other groups interested in preserving and perpetuating the language. The team presented the report at Barrigada Community Center in September of 2010, and the event received significant coverage from all of Guam's newspapers and from one of the island's TV stations.

OUTCOMES AND COMMUNITY IMPACT

During six months of gathering survey data, Pa'a Taotao Tano's CLAS project team had the opportunity to meet with one-tenth of Guam's indigenous population, an enormous number of people, and discuss the status of the Chamorro language. These efforts helped fuel an island-wide dialogue on the cultural and

social significance of the Chamorro language. According to the survey team, community members expressed strong pride and happiness that a Chamorro language survey was being done, hoping that such efforts would contribute to saving the language. The Pa'a Taotao Tano' project team completed the first known survey on the status of the Chamorro language in Guam, providing the community with a greater understanding of how, where, and the extent to which the language is currently used. While only 43 percent of respondents were able to write the language "very well" or "well enough to communicate," 75 percent and 68 percent respectively were able to understand or speak Chamorro at or above these levels. Ninety-five percent of survey respondents felt that "an important part of being Chamorro is knowing the language," while only one percent disagreed. The project team shared these and other findings with government officials, the academic community, and the community-at-large, providing information they hope will assist the island's political, academic, and cultural leaders in developing strategies to preserve and perpetuate the Chamorro language.

Guam Community College



Project Title: Go'ti Yan Adahi I Fino'ta Chamorro
Award Amount: \$593,459
Type of Grant: Native Languages
Project Period: Sept. 2009 – Sept. 2012
Grantee Type: Public Education Institution

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 32 Elders involved
- 132 youth involved
- \$81,650 in resources leveraged
- 2 partnerships formed
- 2 language surveys developed
- 1,800 language surveys completed
- 50 youth increased their ability to speak
- a Native language
- 100 adults increased their ability to speak a Native language

BACKGROUND

Guam is an organized, unincorporated territory of the U.S. located in the western Pacific Ocean, with an indigenous Chamorro population comprising over 37 percent of the population. Accredited since 1979 and the island's only community college, Guam Community College (GCC) is a multicultural, multi-ethnic career and technical educational institution. Although the majority of the student population is Chamorro and the school offers classes in Chamorro language, the declining number of Chamorros in Guam combined with migration from other ethnic origins hinders the public use of the Chamorro language, and has weakened the Native language and culture on Guam. Language teachers have indicated their resources are very limited, and they continue to express the need to have more media forms in Chamorro. In 2007, GCC conducted a survey to assess the status of the Chamorro language and analyzed the results from the 566 Chamorro respondents: 96 percent indicated it is important to preserve the language; 86 percent wanted to learn to speak Chamorro; and 91 percent preferred the instruction tool to be CD, DVD, or video.

PURPOSE AND OBJECTIVES

Based on the survey results, the purpose of this project was to revive, promote, and preserve the bond to the Chamorro past by producing learning modules in Fino' Håya, the indigenous language of Guam. The modules would cover the history of the Chamorro people, word origin, legends, environment, descriptions of the ancient way of life, and traditional names of plants, illnesses, and cures. These modules were meant to benefit Guam's students and increase the usage of the Native language. The

project's objective was to produce and distribute 16 scripts in digital form. Students expressed a desire to learn the indigenous Fino' Håya language, rather than the Spanish-Chamorro that has become most prevalent. Therefore, the project team worked with a linguist to isolate original words and compare them to other Austronesian languages for authenticity. Through many successful partnerships, project staff completed 16 Fino' Håya DVDs with sights, sounds, and historical accounts. The linguist, a fluent Fino' Håya speaker, narrated all the videos using only pre-contact Chamorro. Project staff felt the DVDs will complement existing language classes in schools and postsecondary institutions because learners can hear phrases in their simplest form and gain proficiency at their own pace by speaking after the narrator, while also learning Chamorro culture and history. The completed titles include: Prelatte and Latte Period; Origins of Fino' Håya; Pottery of the Ancient People; Ocean, Land, Heavens, and Moon; Ancient Wordlists; Everyday Phrases; Flying Proa; Ancient Lunar Calendar and Counting; Chanting, Singing, Dancing; ABCs in Fino' Håya; Cooking Methods; Plants and Animals; Ancient Fishing and Farming Tools; The Gifting (Coconut) Tree; Ancient Village Names; and Ancient Medicines. Project staff ordered 300 copies of each title, which they will distribute to language teachers, schools, universities, libraries, and other partners. GCC will market and sell additional copies to the general public through its bookstore. GCC also created a Fino' Håya You Tube channel, and project

staff uploaded 11 videos by the end of the project period with plans to upload all 16 titles; during the project, the YouTube channel had 4,140 views. Approximately 6 hours of Native Chamorro historical accounts, visuals, and spoken words are now available, and over 160 Chamorro teachers can access supplemental language resources.

OUTCOMES AND COMMUNITY IMPACT

Project staff reported they witnessed a higher level of interest in and awareness of the Fino' Håya language as a result of this project. There was some skepticism from those who thought ancient Chamorro was lost, but the DVDs have shown the community the language still exists, and has built a foundation for the next level of revitalization. Students reported using the videos to learn words and speak them at home; one student stated the project strengthened his family and cultural connections, and influenced him to be more committed to the language. Much discussion about the pre-contact language also has resurfaced. For example,

the University of Guam changed Spanish Chamorro to Fino' Håya in titles, posters, and greetings as a result of this project, and there is pending legislation to reintroduce the Native language as an integral part of the kindergarten through 12th grade curriculum. The project director reported the project addressed the problem of limited resources and media forms available in Chamorro, as well as revitalized the Fino' Håya language. She stated, "We are beginning to see the impact within our communities, and the passion it is instilling in some of our young Native people." As learners become aware of the authentic indigenous words, they begin to use those alternatives to the Spanish words that have been perpetuated. This is Guam's first language revitalization project to use the ancient language and present Chamorro ancestral roots using film.

"The films brought many students to appreciate our culture and language much, much, more than ever."

Chamorro Language Teacher

Pa'a Taotao Tano'



Project Title: Eskuelan Maestro Kutturán Chamorro: Chamorro Cultural Preservation Apprentice

Project Award Amount: \$944,707

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
- 15 Elders involved
- 75 youth involved
- \$19,200 in resources leveraged
- 22 individuals trained
- 11 partnerships formed

BACKGROUND

Pa'a Taotao Tano' (way of life of the people of the land) is a nonprofit cultural organization, incorporated in 2001. Pa'a's mission is to preserve, perpetuate, and promote the cultural traditions of the indigenous Chamorro people of Guam and the Marianas Islands. Guam's Chamorro culture has undergone many challenges, including years of occupation by outside forces including Spain, Japan, and the U.S. Guam now is almost completely Westernized due to its political status as an unincorporated U.S. territory. The influences that come with years of colonization have threatened the existence and continuation of indigenous Chamorro traditions. Consequently, there are an inadequate number of indigenous Chamorro cultural instructors on Guam, and the need to create and train such instructors in Chamorro dance, chants, songs, and weaving is critical to the survival of the Native culture.

PURPOSE AND OBJECTIVES

The purpose of the project was to ensure the preservation and perpetuation of Chamorro culture by establishing an apprentice program to develop existing indigenous cultural practitioners to become maestro kutturán Chamorro (Chamorro cultural instructors). These instructors will teach and promote Guam's indigenous traditions of Chamorro dance, chants, songs, and weaving. The first objective was to develop and produce a standard for cultural instructors and a guide manual on cultural traditions. Project staff completed the standard for cultural instructors in the first project year, as the culmination of efforts beginning in 2007. In June 2012 the Guam Board of Education (BOE) approved the standards, which include a full-year course curriculum GUAM 56 and tools for teachers, as part of a

Chamorro traditional arts program for middle and high schools, effective for the 2012-2013 school year. Project staff also completed the guide manual, "Bailian I Taotao Tano—The Chamorro Dance Manual: Chamorro Dances, Costumes, Songs, and Chants," which will serve as a classroom text for the approved course. A recognized Master of Chamorro Dance carried out the preparation for the manual, an extension of his research efforts that began in the 1970s. After the manual was finalized, staff printed 200 copies and distributed them to cultural apprentices, universities, schools, and libraries on Guam. Together, the standard for instructors and guide manual meet BOE requirements to include Chamorro language and culture in the public school curriculum. The second objective was for six cultural apprentices to complete intensive cultural traditions training by masters of Chamorro culture. Project staff partnered with the mayors of six communities across the island to use community centers and school buildings as a place to practice cultural traditions. Six apprentices officially participated in the intensive training conducted by the Master of Chamorro Dance, which included dance, costumemaking, body ornaments, weaving, and cultural values. Despite turnover in two of the positions, six cultural apprentices received certificates at a graduation ceremony in September 2012. Four of the apprentices were hired by the Guam Public School System, with two additional positions available, and Pa'a has partnered with a private school to continue training four new apprentices. The third objective was to establish community cultural preservation training sites in six villages, where cultural apprentices could gain on the job training while

teaching village residents Chamorro cultural traditions. Through cultural activities in six villages, 256 residents learned Chamorro dance, chants, songs and weaving, and six new community groups, or “cultural houses,” were established.

OUTCOMES AND COMMUNITY IMPACT

Although the demand from the community was there, prior to this project cultural teaching in the schools was very limited. Now, with the ability to become certified, cultural instructors can obtain employment in the public school system. While becoming a master of Chamorro culture takes many years of study and commitment, and learning is a continuous process, this project has allowed cultural apprentices the opportunity to make a living while devoting time to learning the culture. In addition to culture, the apprentices trained on appropriate pedagogy and classroom management skills, so they had mentorship on the “totality of themselves as educators.” Pa’a’s hope is all schools on the island will eventually have cultural instructors who have been certified using the BOE-approved standards and curriculum developed as part of this project. Project staff reported that as a direct result of this project they will be able to multiply the number of cultural practitioners on Guam and the number of people practicing at the community level. Many youth previously had no connection to their Chamorro identity, but the recognition and certification of

community level. Many youth previously had no connection to their Chamorro identity, but the recognition and certification of cultural instructors has helped bolster pride in the local Chamorro culture. Similarly, project staff reported the general community has benefitted from gaining a deeper understanding of Chamorro culture, and they are now more respectful. This project has enhanced the credibility of cultural instructors and respect for the Native culture, when in the past there was little awareness of Chamorro traditions.

Sanctuary Incorporated of Guam



Project Title: Relationship Intelligence Project

Award Amount: \$804,032

Type of Grant: SEDS - Strengthening Families

Project Period: Sept. 2009 – Sept. 2012

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 4 full-time equivalent jobs created
- 180 Elders involved
- 1,151 youth involved
- \$34,198 in resources leveraged
- 8 individuals trained
- 10 partnerships formed

BACKGROUND

Sanctuary, Incorporated of Guam is a nonprofit, community-based organization that was founded in 1971 to serve the needs of runaway and homeless youth in the unincorporated U.S. territory of Guam. Granted full accreditation in 2008, it is the only organization in the region that is accredited by the Commission on Accreditation of Rehabilitative Facilities.

Sanctuary's vision is "to improve the quality of life for Guam's youth and families, to promote reconciliation during challenging times, and to advocate for their needs by providing 24-hour crisis intervention services, a temporary safe refuge during family conflicts and abuse, outreach, education and prevention programs."

The economic, social, and educational adversity that young people face on the island of Guam continues to pose a significant challenge to healthy development and places youth at high-risk for unhealthy relationships. As a result, there is a need for culturally appropriate educational opportunities to allow youth to develop the skills necessary to practice healthy commitment and communication, and form healthy relationships.

PURPOSE AND OBJECTIVES

The purpose of this project was to enhance the well-being of young people on Guam by increasing the percentage of youth and young adults who have the life skills and knowledge to make informed decisions about healthy relationships, and the percentage of couples who are equipped with the life skills and knowledge to form and sustain healthy relationships and marriages. The project's objective was for participants

between the ages of 12 and 18 to attend a 3-month healthy relationship education program with a 95 percent completion rate.

Project staff purchased and adapted the "Relationship Intelligence" (RQ) curriculum, developed by Dr. Richard Panzer of the Institute for Relationship Intelligence. Project staff modified the curriculum to be culturally sensitive by adding photos and relevant examples, and adjusting the presentation style. The curriculum takes 17 hours to complete so project staff based the delivery schedules on participants' needs. For example, many schools held weekly sessions, while other nonprofit or governmental organizations used a retreat-style weekend to complete the curriculum. Most of the participants were students from nine schools, but the project also served existing clients in Sanctuary's emergency, transitional, and residential shelters. Project staff reported a total of 1,151 participants, with a 97 percent completion rate. All participants filled out a satisfaction survey; results showed that 80 percent reported overall they were very or extremely satisfied with the program, and 100 percent

were at least somewhat satisfied. Staff also used the surveys to adjust the program as they went, adding more interactive aspects to the curriculum to increase satisfaction.

Participants also completed pre- and posttests with questions taken from a survey developed by Dr. Panzer to accompany the RQ curriculum. The pre-test average score was 56 percent, with an average post-test score of 91 percent.

Although the initial target audience was high school students, Sanctuary

staff soon realized many youth already are dealing with relationship issues by the time included: high divorce rates, teen pregnancy, uncommitted sex, drugs, alcohol, violence, power, and boundaries.

OUTCOMES AND COMMUNITY IMPACT

As a result of the RQ program's success, the Guam Department of Education agreed to start including RQ components in the standard school curriculum; prior to this project the healthy relationship and sexuality education offered in public schools was reported to be sparse and inadequate. With this curriculum, students receive information generally considered taboo, which is important, because many only have seen examples of unhealthy relationships, and have not talked about what is a good and bad relationship. Additionally, many adults in the community who heard about the program requested to attend workshops to increase their own knowledge about healthy relationships. Based on 2011 in-house statistics, Sanctuary staff established a correlation between the time the project began in 2009 and decreased divorce and teen parent rates. Project staff also reported anecdotally that no youth from the first curriculum cycle are pregnant or married, and that the program has opened students' eyes

to what are appropriate boundaries. Sanctuary is a member of many coalitions and task forces on Guam, and can now provide knowledge of the curriculum and statistical resources to others working in the field. The general community has been very supportive of the curriculum, including the Guam Police Department, which wants to use it particularly to help women in abusive relationships. The RQ curriculum has become an integral part of Sanctuary's services, and project staff will continue to work with the organization's clients to deliver relationship intelligence education.

“[This project] has given youth a voice and the knowledge to make informed decisions.”

**Relationship Intelligence
Project Director**

Farm to Table – Guam Corp.



Project Title: Guam Value Added Agriculture Planning Project

Award Amount: \$135,078

Type of Grant: Social and Economic Development Strategies

Project Period: Sept.2012-Sept. 2015

Grantee Type: Native Nonprofit

Project Snapshot

- 28 full-time equivalent jobs supported
- 31 Elders involved
- 23 youth involved
- \$9,075 in resources leveraged
- 15 partnerships

Background

Farm to Table Guam (FTG), a Native-run nonprofit based in Guam's Tamuning village, has the mission to support local farmers and contribute to the well-being of the local community. In a few years of existence, FTG has been busy tackling Guam's problem of food dependency. Though sustenance farming existed throughout Guam's history, it has waned over time; today, only five percent of the island's food is grown locally. In addition, the island's economy is dependent on tourism and military spending, leaving local residents vulnerable to external economic shocks.

Purpose and Objectives

To assess the problems in the value chain and develop solutions for expanding the industry, FTG created a one-year planning project to survey the needs of Guam's Native Chamorro farmers and consumers and identify opportunities to create value-added products.

The project's first objective was to survey farmers. To do this, FTG questioned farmers on current production, income from farming, and demographics. Using enumerators from the local community, FTG gathered input from 31 local farmers (29 of whom were Native Chamorro) out of an estimated 100 on the island. FTG also surveyed businesses and consumers on product options including taste, packaging, and pricing.

Using the results from the survey data, the project's second objective was to deliver a comprehensive research report that quantified the potential market for value-added agricultural products. Once the report was completed and published, FTG held a public meeting with a variety

of stakeholders to discuss the results. According to project staff, this meeting was an "eye-opener" for the community; it showed the disconnect between farmers, supermarkets, and others throughout the value chain, as well as the perceived barriers to establishing value-added products. The report illustrated distribution bottlenecks as the primary obstacle to expanding the value-added industry. The stakeholders also discussed the market potential of desirable crops for value-added product offerings, which would help combat the issue of losses and unsold produce—an estimated 50 tons per year.

The project's third objective was to develop a value-added agriculture pilot program. To do this, FTG developed an intake form for participants to assess skills, assets, and needs. From the assessment, FTG facilitated a partnership between a corn farmer and caterer to market *atmayas*, a specialty item made out of white corn. FTG rebranded the value-added program as the Kitchen Partners Program.

Outcomes and Community Impact

Prior to the project, Native farmers had limited knowledge about value-added agriculture opportunities. However, as a result of the assessments and community discussions, interest in the value-added market "exploded," according to project staff. Local farmers are now more aware of the economic potential of expanding production, creating value-added products, and accessing new markets.

Value-chain stakeholders gained baseline knowledge through the aggregated data in the report and identified areas for improvement. While some farmers and vendors were initially skeptical of the project, many

became involved once FTG staff described how they could benefit from the value-added program through new product offerings.

In addition to providing an overall picture of the agriculture industry on Guam, the assessment enabled farmers and distributors to analyze individual situations. Before the survey, only one farmer documented individual production information.

The prospects for expanding the agriculture industry in Guam are good, and the issue of food security is gaining prominence throughout the community. For example, according to a new law, the local schools need to use at least 20 percent of local produce for their school meals.

Another important outcome of the project were the strategic partnerships FTG formed with community members, businesses, and government organizations; these included the Guam farmers' and fishermen's co-ops, several mayors' offices, and Guam Community College. These partnerships helped build community support for the program.

These partners will also be important as FTG moves beyond its research and pilot project into full-scale action. To do this, FTG received a five-year Sustainable Employment and Economic Development Strategies (SEEDS) grant from ANA, under which FTG plans to create a model farm; develop joint ventures between producers, processors, and distributors; and establish a neighborhood-size farmers market.

Our long term goal is for every kitchen, cabinet and pantry to contain products made on Guam from crops grown on Guam”

Farm to Table-Guam Corp

Hurao, Inc.



Project Title: Mantieni i Fino'-ta

Award Amount: \$856,236

Type of Grant: Native Languages

Project Period: Sept. 2010 – Sept. 2013

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 11.5 full-time equivalent jobs supported
- 47 youth involved
- \$65,768.50 in revenue generated
- \$24,594 in resources leveraged
- 16 partnerships
- 18 language teachers trained
- 725 youth increased their ability to speak a native language
- 471 adults increased their ability to speak a native language
- 150 people achieved fluency in a native language

Background

The Chamorro language has been in steady decline for nearly a century due to the impacts of Westernization and increases in the non-Native population. Despite widespread efforts over the past several decades to change this pattern, including a public law mandating K-12 Chamorro language instruction, there has been slight progress in achieving fluency. Founded in 2005, Hurao Academy is the first full-immersion Chamorro language program in Guam. The academy offers an afterschool program, summer camp, adult evening classes, and corporate adult classes. After a series of meeting with parents, Hurao identified a need for more Chamorro language teachers and an enhanced immersion curriculum. These things, the community hoped, would spur progress in preserving the language.

Purpose and Objectives

The goal of the Mantieni i Fino'-ta project was to improve the cadre of Chamorro language immersion teachers and to apply immersion in language schools.

The project's first objective was to develop four Chamorro language immersion curriculum manuals along with interactive audio software. Hurao staff planned the curriculum to account for the emotional aspect of language learning in order to reduce the students' anxiety about learning a second language.

The newly published curriculum was piloted in Hurao Academy and at a partner private school. Based on feedback received, Hurao is continually revising and improving the curriculum.

The project's second objective was to recruit and train 20 immersion educators and/or traditional artists in the new immersion curriculum.

Hurao struggled to recruit and hire curriculum educators; most people found it difficult to accept a 6-month position with Hurao Academy, after which they would likely receive a significantly lower salary at one of the partner schools. Despite this, Hurao successfully recruited, hired, and certified 12 educators, who are also trained as curriculum educators. The project's third objective was to implement the Chamorro language curriculum into five community immersion programs; Hurao exceeded this goal by implementing six programs. Additionally, project staff created and posted over 100 lessons on YouTube and local television. Parent participation was a key component of the project. Hurao hosted family immersion classes, and all other activities involved families, which encouraged families to use Chamorro at home.

Outcomes and Community Impact

In total, 100 youth and 50 adults became fluent in Chamorro. Further, Hurao reported that every language class either maintained or increased attendance, with nearly 1,200 people attending classes throughout the project.

Through partnerships and media campaigns, Hurao created increased awareness in the community about language and culture preservation. According to staff, government officials are now instilling the use of Chamorro language within their work. In another example, one of the partner schools now uses only Chamorro on Friday mornings. Project staff estimate that 60,000 people, including students, staff, YouTube viewers, and TV audiences were directly impacted by the project. The program also utilized cultural activities, such as songs, dances, crafts, and foods, to teach the language. This cultural

learning provided an extra benefit to the participants. One teacher described the importance of the cultural learning: before she came to Hurao, she not only did not speak the Chamorro language, but did not know her culture. Another teacher reported Another teacher reported the impact to her that, “It helps me pass the language down from one generation to the next.”

Parents report their children actively participate in cultural activities, such as eating traditional food, and are no longer embarrassed to speak the language. One parent described the feeling of listening to her children: “They sing a lot, but when they sing in Chamorro, it is even sweeter. *They* are teaching *me*.”

According to staff, the family immersion component was the most important part of the project, since it reinforced the learning from the language classes. By the end of the project, 15 families graduated; these families became fluent and now speak exclusively Chamorro at home. The project director described the parents’ motivation: “The parents...feel a void because they didn’t get to learn [the language], and so they want to use it with their children.” Teachers reported parents come into the school speaking Chamorro, a change from years past.

Visitors and tourists to the island also benefited from the project through students’ cultural presentations at local hotels. This is important since the Chamorro culture is frequently misappropriated on the island, and the project helped these students learn about and reclaim their culture and traditions.

“The familial lines are kind of broken. So this is the one place we’re able to realize our language and culture.”

Parent of language student

Pa'a Taotao Tano'



Project Title: Chamorro Language

Award Amount: 794,572

Type of Grant: Native Languages

Project Period: Sept.2010-
Sept.2013

Grantee Type: Native Nonprofit

Project Snapshot

- 4.7 full-time equivalent jobs supported
- 90 Elders involved
- 520 youth involved
- \$11,232 in revenue generated
- \$243,941 in resources leveraged
- 23 partnerships
- 2 language surveys completed
- 18 language teachers trained
- 114 youth increased their ability to speak a native language
- 48 people achieved fluency in a native language

Background

Over the past 400 years, outside countries took control and heavily influenced the island of Guam, and today only about 40 percent of the island's inhabitants are Native Chamorro. The number of Chamorro community members who speak the Chamorro language fluently declined 55 percent over the last 30 years. In addition, tourism agencies frequently misappropriate Chamorro culture to the point where Native Chamorro people are learning and performing non-Chamorro or generic dances, which are being promoted as local. Founded in 2001, Pa'a Taotao Tano' (which means "Way of Life of the People of the Land") was established to preserve and promote the cultural traditions of the Native people of Guam and the Marianas.

Purpose and Objectives

Led by Master of Chamorro Dance Frank Rabon, Pa'a Taotao Tano' launched this project to develop Chamorro language tools through chants, prayers, and songs for use to preserve and maintain the Chamorro language. The project's first objective was to gather, compile, and transcribe 80 undocumented Chamorro chants/prayers and songs. Project staff compiled over 80, including musical notations, and recorded about 70 from interviews with the Chamorro elderly.

The second objective was to document and record selected Chamorro chants/prayers and songs into two Chamorro language tools: a music book and compact disc. Pa'a publicly debuted the songbook and CD in December 2012 at a concert titled, "I Ukon I Manaian-ta; Chants and Songs from Our Elders." Over 500 people attended the event.

The project's third objective was to

implement the new Chamorro language tools in eight Chamorro Cultural Dance Houses ("gumas"). Youth comprise much of the membership of the gumas, and many of these youth face significant social and educational challenges, which are caused in part by a loss of their Chamorro identity.

The training seminars coincided with implementation of chants and songs in the gumas, which leaders said was a holistic approach to learning. In June 2013, all eight gumas participated in the 10th Annual Dinana Minagof Competition and Festival at the University of Guam, an event that brought in hundreds of people. Each performed at least one of the chants or songs.

Outcomes and Community Impact

According to Master Rabon, the project's biggest impact was that, in addition to promoting an intergenerational exchange, it documented the Elders' knowledge and created tangible resources for future teachers and educators. The benefits of documentation can serve for countless years.

The project made a significant impact on youth by connecting them to Chamorro culture at a level they never had before. "We're trying to get them to understand that it's not bad being Chamorro in a Western society," said one teacher. The "misplaced identity" of the youth was a huge challenge to overcome, but at the gumas, "we're able to recapture [the youth] and help them put a value on their inner self." By the end of the project, 114 youth increased their ability to speak Chamorro. Of these, 54 percent were already nearly fluent, and by the end of the project 48 youth achieved fluency, based on the results of pre- and post-tests. These tests also

showed a 38 percent increase in the overall fluency of guma members. In one instance, a fourth-grade student from one of the gumas sang and danced for her grandmother. The significant.

In another instance, a young man who is not Native Chamorro but was born and raised on Guam made a passionate effort to join a guma and be part of the Chamorro movement for indigenous language, culture, and customs. He now uses Chamorro with his own family and the community, and said that he is very motivated to share this knowledge with people who are not Chamorro.

By the end of the project, 18 language teachers received training in music fundamentals. In sharing their knowledge, these teachers are making an impact on more than 200 guma members and potentially many more for generations to come. Project staff reported the guma members have a “thirst for training.”

According to project staff, the I Ukon I Manaiian-ta concert will become a signature event that Pa’a Taotao Tano will host every year, with funding from the local government. In addition, they will continue to sell the new language tools to help support the program. In these ways, project staff plan to continue to showcase the many indigenous chants and songs.

“One of the impacts that I treasure is the fact that we extracted knowledge from the Elders.”

**Master Frank Rabon
Chamorro Cultural
Practioner**

HUI MALAMA O MO'OMOMI



Project Title: Hanai a' Ai (Care For and Eat From)

Award Amount: \$150,000

Type of Grant: Social and Economic Development Strategies

Project Period: 9/30/2006 – 9/29/200

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 144 elders involved
- 317 youth involved
- \$13,000 in resources leveraged
- 117 people trained
- 10 partnerships formed
- 3 products developed

BACKGROUND

Hui Malama o Mo'omomi (Hui) is a Native Hawaiian nonprofit organization founded in 1993 and incorporated in 2005. Hui is located on the island of Moloka'i and its purpose is to perpetuate subsistence activities through the revitalization of Native Hawaiian values and fishing practices. The community was concerned with the management of the island's coastal marine resources and the impact of State regulation and commercial fishing. Using scientific methods of natural resource conservation, Hui addressed concerns expressed by northwest coastal native fishermen to support self-determination at the community level. The organization strove to convey traditional codes of conduct in a positive and scientific manner. However, in order to adhere to state regulations and achieve a profitable commercial existence, it became difficult for some communities to maintain a traditional subsistence lifestyle, which the Moloka'i community prides itself on maintaining. Hui developed a subtly unique approach that reflected the traditional pono or proper fishing practices.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to extend the community-based marine conservation concepts demonstrated effective along the Mo'omomi coast of Moloka'i to other Native Hawaiian communities that are dependent on subsistence fishing. Available subsistence resources are in steady decline and protecting them is an urgent need. The Project also sought to compliment the efforts of the government to manage resources

traditionally supported by the Moloka'i people through public education. Objective 1 was to produce a Hawaiian moon calendar to promote the conservation of inshore fisheries. Project staff used highlevel aerial photo images from five sections of the Moloka'i coast and inshore areas to produce the preliminary calendar. The staff created a slideshow for presentation purposes in order to gain feedback from the community. Project staff completed the calendar during the final quarter of the Project and printed 1,000 copies for distribution, focusing mainly on Moloka'i schools. Objective 2 was to conduct a workshop to obtain feedback on the moon calendar and train people in its use as a tool for local marine conservation. Members from five Moloka'i communities participated in a three-day workshop. Project staff modified the calendar according to feedback. The Project's third objective was to assess the feasibility of a fish farm along the Mo'omomi coast and conduct community workshops to address the possible venture. Project staff conducted research on the types of licenses, permits and infrastructure the Department of Hawaiian Home Lands (DHHL) and the government require to establish a fish farm. Hui then conducted a community workshop focusing on the requirements to move the fish farm forward. The workshop led to the approval of a new license agreement between DHHL and Hui, and the development of initial plans for the farm. The workshops boasted a high participation rate, demonstrating the community's interest in the subject matter. Project staff compiled the community recommendations and submitted them

to the Board for further consideration. The implementation of such a project was left to consider as a next step for the organization. A serious challenge arose regarding which information to include in the moon calendar.

By showing the public the best times to fish, the calendar also revealed the times that many species reproduce, creating a conservation conflict. As a result, Project staff omitted certain information from the calendar to favor conservation.

OUTCOMES AND COMMUNITY IMPACT

This Project advanced the protection of fishery resources on Moloka'i by utilizing both scientific and traditional facts to educate the public. The community was able to increase knowledge of the current marine resources available; this was of extreme importance due to the tenuous situation of many subsistence communities. The educational focus of the Project helped to foster pono (proper) fishing practices.

The development of the moon calendar reflects effective conservation practices that incorporate traditional Hawaiian values. This Project brought back cultural identity and preserved it for the future through education.

KA'ALA FARM, INC



Project Title: Ho'okipuka Project
Award Amount: \$571,988
Type of Grant: Social and Economic Development Strategies
Project Period: 9/30/2005 – 9/29/2007
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 5 jobs created
- 1 Native American consultant hired
- 7 elders involved
- 620 youth involved
- \$750 in revenue generated
- \$37,000 in resources leveraged
- 7 people trained
- 8 partnerships formed
- 1 product developed

BACKGROUND

The Wai'anae community is located on the western side of the island of Oahu, Hawaii. Its population grew from 3,000 in 1950 to 45,000 today, of which 40% are Native Hawaiian and 45% are under the age of 25. The urbanization of Waianae transformed the traditionally agriculture-based community, and poverty rates exceed 20%. Ka'ala Farm, Inc. was founded in Wai'anae in 1983 to promote public interest in diversified agriculture. One of Ka'ala Farm's main endeavors was the creation of a demonstration farm to serve as a focal point for disseminating traditional farming techniques and modern technology to subsistence farmers. The Farm also serves to strengthen the relationship between residents and the "aina," or land, and support culturally relevant agricultural training programs for youth.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to develop a culturally appropriate 4th grade science curriculum to pass on knowledge, practices and Hawaiian cultural values to the area's students and teachers. The Project's purpose was to evaluate the collaboration between the school and the agency to learn and record best practices that could be widely disseminated by the Project's end. Objective 1 was to develop a culturally appropriate curriculum, called the "Kipuka Science Curriculum," that staff would pilottest in local elementary schools and community learning centers for eight hundred 4th graders. Proeject

staff successfully developed four culturally-based science units and pilot-tested them with roughly 620 local schoolchildren. The units contain modern science lessons based on Hawaiian cultural traditions such as Cycles in Hawaiian Life; Farming and Fishing; the Formation of the Hawaiian Islands; and Food, Clothing and Shelter. In addition to teaching these lessons in classroom settings, Project staff presented to 250 schoolchildren visiting the Ka'ala Farm site. Incorporating the science lessons with hands-on activities such as traditional farming techniques and cloth weaving, Project staff highlighted the curriculum's utility for hands-on teaching methods. Objective 2 was to create a project learning mechanism by documenting and evaluating the curriculum development process. The focus of this objective was to capture best practices that could be used and adapted by other learning centers and schools to fit into their unique cultural contexts. Staff conducted pre- and post-evaluations for the first two units of the curriculum, but all other evaluation activities were not completed. The Project's main deliverable under this objective was the creation of a summative evaluation report. By the Project's end this document remained incomplete and it was unclear if progress would be made towards its completion after the Project's end date. The Project's major challenge was hiring qualified staff, as it took nine months for the Project to hire a Project Director and Curriculum Developer. Another obstacle arose from the original Project design, which did not coordinate the standard school calendar year into its anticipated

implementation schedule. As a result, staff needed to adjust the Project's schedule to the academic calendar of the public school system. Project staff also encountered resistance from some non-Hawaiian teachers because they felt unprepared to teach the curriculum. In response, staff provided additional training to non-Hawaiian teachers to increase their background knowledge of the Hawaiian culture.

OUTCOMES AND COMMUNITY IMPACT

Overall, the Project provided students, teachers and community members with foundational knowledge about their community's culture and environmental history in a way that links Hawaii's cultural past to modern science, creating a positive learning experience. For participating 4th and 5th grade students, the Project increased engagement in science education. For Native Hawaiian youth, Project staff members expressed their hope that lessons learned in the classroom will translate into a reconnection to the land, increased ancestral knowledge and pride in their Hawaiian culture and appreciation for its contribution to modern science. For participating teachers, the Project

increased their knowledge of Hawaiian culture and history while creating an opportunity to learn alongside the students. As a result, many teachers reported their increased confidence to teach the curriculum and new inspiration for the teaching process.

“The teachers have taken ownership of the curriculum because of their involvement in its development.”

Kilikina Mahi
Executive Administrator, Ka'ala

KAMAUOHA FOUNDATION



Project Title: Kamauoha Farms
Award Amount: \$1,479,592
Type of Grant: Social and Economic Development Strategies
Project Period: 9/1/2004 – 8/31/2007
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 11 jobs created
- 25 elders involved
- 100 youth involved
- \$826,264 in revenue generated
- \$119,775 in resources leveraged
- 314 people trained
- 6 partnerships formed
- 7 products developed

BACKGROUND

Located on the island of Oahu, Hawaii, the Kamauoha Foundation is a 501(c) 3 organization dedicated to community-based agricultural economic development; environmental community education; and the promotion of programs and services for Native Hawaiians. This Project focused on 11,000 Native Hawaiians, part-Hawaiians and Pacific Islanders living in the Koolau Loa District and the North Shore Region of Oahu. Approximately 20% of that population was living in poverty at the time of the 2000 U.S. Census as the result of decades of economic downturn in the region's sugar production and tourism industry. The Kamauoha Foundation realized that the area's agriculture industry held potential for economic growth. The Foundation identified noni (*morinda citrifolia*) as the crop most likely to succeed in sustainable and profitable agricultural production.

Pictured above, noni is an evergreen, fruitbearing tree that originated in Asia and came to Hawaii via Polynesia between 300 AD and 1000 AD. Grown throughout the Hawaiian Islands, noni produces fruit year round and requires minimal maintenance.

Noni is also becoming increasingly well known for its antioxidant content and potential cancer-fighting attributes.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to establish a noni-farm and processing plant while facilitating the expansion of the area's noni production. The Foundation hoped to support the region's agricultural industry; diversify the economy and create

jobs; encourage natural land use management and retain the cultural and historic resources of the local communities by educating Native Hawaiians, part-Hawaiians and Pacific Islanders in the traditional uses of the noni plant. The Project's first objective was to establish an 80-acre noni farm in nearby Waialua, planted with 50,000 noni seedlings. After securing a favorable land lease from the Dole Corporation, Project staff began planting seedlings. Workers quickly realized that noni bushes need to be planted with greater spacing than anticipated in order to be fully productive. By the end of the Project, workers had planted 30,000 noni seedlings. The wider spacing was vital for the survival of the plants, and therefore necessary for the Project's success. After securing an export partnership, the staff received interest from noni farmers throughout Hawaii and began to expand Kamauoha Farm's area of operation. Objective 2 was to establish a noni processing plant at the old site of the Kahuku Sugar Mill. Soon after the Project began, staff learned that the local government had put a moratorium on land at the mill site due to the presence of toxic tailings in the soil. In response, staff negotiated a lease for a building from the Dole Corporation's factory. The Project Manager then hired staff, ordered and installed processing equipment, and created safety procedure manuals. The Farm's noni based products include noni soap, leaf capsules, juice and lotion. The Project's third objective was to create a "Community Harvest" noni program to help establish new noni farms as well as assist existing farmers market and expand. Forty

potential and existing noni farmers participated in export readiness trainings developed to prepare them for international business. Objective 4 was to conduct training workshops on noni farming. Over 274 people from the surrounding communities completed training workshops on noni planting and harvesting as well as food dehydration techniques. Combined with activities from previous objectives, Project staff members were able to assist 85 noni farmers from Oahu and Hawai'i expand their operations. The major challenge facing staff during implementation was the Foundation's exclusive sales contract that limited it to a single buyer. Terms of the contract were not ideal as purchases waned unexpectedly at times. By the end of the Project, the Foundation had developed a larger customer base and expanded its product line.

OUTCOMES AND COMMUNITY IMPACT

The Project benefited 10% of all Native Hawaiian noni farmers that were operating at the time the Project began. The number of noni growers expanded by nearly 400%, from 22 to 85, resulting in stable jobs and income for the farmers. This is significant for local economies because 91% of the Native Hawaiian farmers are family-owned and operated businesses. In order to assist underprivileged

community members, the Foundation follows a policy to employ high-risk adults from the community. For eleven unemployed or underemployed community adults, the Farm provided job training, income and a positive working environment. The policy proved problematic at times due to challenges with employee attendance and behavior, but the Project Director remains firm in his conviction to target this group for employment opportunities and training.

“Our mission at Kamauoha Farms is to bring Hawaiians to the job.”

Spencer Kamauoha
Project Manager

KEIKI O KA AINA PRESCHOOL, INC.



Project Title: Houlu I Ka Mea Kanu: To Grow that which is Planted

Award Amount: \$200,000

Type of Grant: Social and Economic Development Strategies

Project Period: 9/30/2006 – 9/29/2007

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 4 elders involved
- 85 youth involved
- \$5,574,857 in resources leveraged
- 129 people trained
- 8 partnerships formed

BACKGROUND

Founded in 1996, Keiki O Ka Aina Family Learning Center (KOKA-FLC) is a Native Hawaiian nonprofit organization. The organization began by offering family strengthening services focusing on preschool aged children and their parents. The agency has since expanded to serve more than 2,000 children and their parents or caregivers at 40 different sites throughout the islands of Oahu and Maui. The rapid expansion of the agency can be attributed to the commitment of the founder, dedication of the staff and to a community outreach mission that focuses on individuals, one family at a time.

PROJECT PURPOSE AND OBJECTIVES

The Project's purpose was to establish a Native Hawaiian Cultural Learning Program (NHCLP) focused on traditional practices. Project staff designed the Program to bring families together to strengthen relationships utilizing cultural practices previously lost in the community. The Project also focused on training teachers of at-risk Native Hawaiian youth in traditional horticultural practices. In order to achieve these goals, the Project sought to establish an urban cultural resource-based program on traditional Hawaiian practices and values. The Project's sole objective was designed to establish the NHCLP. During the first few months of implementation, the Project received a \$2,000,000 land grant from the State of Hawaii, which enabled KOKA to purchase a three-acre land parcel. The buildings on the property required renovation and were uninhabitable. However, there was land on which to carry out the Project's garden plans. Project staff designed the

garden site by collaborating with the University of Hawaii architecture department. The garden included native medicinal plants, lei making flowers, loi (taro), an imu (traditional underground oven), and an outdoor Halau

(traditional cultural learning environment). Staff prepared the land for the upcoming planting season, consulting with three elders on how to raise different types of native plants. Project staff then incorporated the elders' knowledge into the curriculum training materials, to give to families who participated in the garden activities. The Project also provided participants with a starter kit of plants to grow in their own gardens. Project staff advertised and promoted community-planting days as a means of garnering community support for the Project and recruiting participants. In order to facilitate building renovations, Project staff applied to the television program "Extreme Makeover Home Edition" when they discovered the television show planned to film in Hawaii. In June 2007, "Extreme Makeover" constructed a community center and home for the Executive Director and her family valued at over \$4.5 million. Over 3,000 volunteers from the neighborhood and other Hawaiian islands worked around the clock for one week to complete the two buildings and landscaping. The Extreme Makeover team also prepared the land to accommodate the plan of the Project. The Project also conducted train-the-trainer workshops to instruct teachers on how to implement the NHCLP curriculum using traditional horticulture practices. Project staff held four workshops between August and September, training 73 teachers by the Project's end. The Project

The Project faced some minor challenges regarding work with one of the elders who came highly recommended as an expert on native plants. Unfortunately, due to a lack of expertise, some of the plants did not survive. Project staff overcame this challenge by hiring another person with a better understanding of the plants and their individual needs.

OUTCOMES AND COMMUNITY IMPACT

The Project increased KOKA's capacity to further its outreach and community service programs. Children and families now learn and participate in cultural activities together, such as the cultural planting in the garden. The "Extreme Home Makeover" show provided the Project with free publicity and access to new business partners that will sustain Project activities. The building construction enabled KOKA to be ten years ahead of their planned agency schedule gardens and outdoor classrooms for schools. Kanoelani Naone, the Project Coordinator, stated, "This Project has been amazing. We hope that every teacher and parent that attended a workshop will plant native gardens in their own communities."

NANAKULI HOUSING CORPORATION



Project Title: Project Hana Hou
Award Amount: \$594,283
Type of Grant: Social and Economic Development Strategies
Project Period: 9/1/2004 – 5/31/2007
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 7 Native American consultants hired
- 29 elders involved
- 52 youth involved
- \$761,000 in resources leveraged
- 40 people trained
- 24 partnerships formed
- 1 product developed

BACKGROUND

The Nanakuli Housing Corporation (NHC) is a Native Hawaiian nonprofit organization whose mission is to ensure every Native Hawaiian family has a home. NHC delivers financial literacy and self-help home repair training to increase home ownership. Approximately 5,500 Native Hawaiian households live on leasehold lands in Hawaii, which are managed by the Department of Hawaiian Home Lands (DHHL). More than 3,000 of these households are located on the island of Oahu. NHC estimates that 50 percent of all homes on DHHL lands are in critical need of repairs and/or replacement. The median house value of these homes is 68 percent below that of non-native housing. The repair needs of Native Hawaiian homes on leasehold lands outside of DHHL lands are equally critical.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to teach homeowners how to organize and manage home repair projects utilizing neighbors, construction mentors, and student volunteers in conjunction with traditional and culturally appropriate practices. The Project's first objective was to complete minor renovations at an abandoned Navy training center to accommodate training classes and act as a secondary storage yard for recycled housing materials and fixtures. To complete the objective, staff connected utilities, rewired the building, removed debris and installed a security system. The second objective was to assist Native Hawaiian homeowners to develop the financial skills necessary to

acquire funding for home repair projects and teach them manual repair and maintenance skills. Staff selected four Hawaiian homestead communities to work with: 1) Upper Honolulu, which includes and abuts the Hawaiian Home Lands homestead known as Papakolea; 2) Waimanalo, located on the Windward side of the island; 3) Waianae, on the Leeward coast; and 4) Nanakuli, on the Leeward coast. NHC focused on these four communities because they are older, have a higher number of homes in need of repair and lie in close proximity to non-homestead Native Hawaiian owners.

The Project selected 40 homeowners to participate in the trainings. Participants acquired skills to repair and maintain their homes, learned how to leverage community resources and bonded with neighbors. The Project leveraged \$761,000 in resources, which allowed staff to provide additional services to participants, including assistance to clear credit issues and secure home improvement financial assistance. Project staff utilized volunteers who were skilled in construction. To ensure success, staff utilized the Native Hawaiian traditional practice of ho'olaulima (many hands working together) and created four teams to work together in each community. The Project's main challenges were a delayed start due to the death of the Project's Executive Director and destruction caused by a storm. The storm flooded many

Project sites, which delayed renovation and the overall Project implementation schedule.

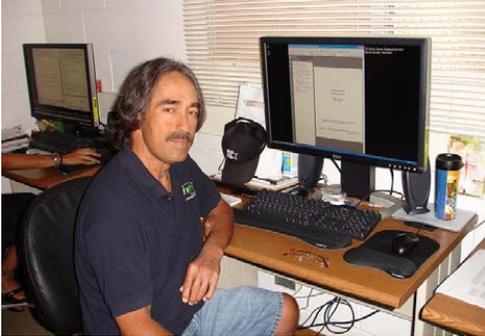
Additionally, some homeowners selected for the Project had difficulties securing home improvement financing. To overcome these challenges, ANA awarded the Project a lowcost extension for an additional twelve months, through May 2007.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

Participating homeowners received valuable training and reduced repair expenses by roughly 30 percent by using volunteer labor and donated construction materials. The homeowners reported increased self-esteem due to their new skills and the completion of home improvements. The Project developed 35 partnerships with construction company owners, retail and wholesale construction companies, financial service companies and others. Initiating and nurturing these relationships is a long-term goal of the homeowners and non-native business community.

The individual home repairs constituted significant community improvements for participating Nanakuli communities. Community members demonstrated support for the Project through their participation, and many reported feeling hope that it would continue and expand to other community members. Furthermore, Native Hawaiian communities on other Hawaiian Islands have inquired about the Project and possible participation.

STATE COUNCIL OF HAWAIIAN HOMESTEAD ASSOCIATIONS



Project Title: Building Capacity for Digitization Technology Centers

Award Amount: \$635,584

Type of Grant: Social and Economic

Development Strategies

Project Period: 9/30/2005 – 9/29/2007

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 27 jobs created
- 3 businesses created
- 1 Native American consultant hired
- 12 elders involved
- 10 youth involved
- \$243,233 in resources leveraged
- 24 people trained
- 13 partnerships formed

BACKGROUND

In 1921, the U.S. Government set aside approximately 200,000 acres in Hawaii as a land trust for homesteading by Native Hawaiians. These lands, managed by the State of Hawaii Department of Hawaiian Home Lands, are leased to individual Native Hawaiians meeting a 50% blood quantum. In 1987, Native Hawaiians founded the State Council of Hawaiian Homestead Associations (SCHHA) to promote effective advocacy and programming by its member homestead organizations. Today the SCHHA represents 23 Hawaiian Home Land community associations within Hawaii. One of the main challenges currently facing Native Hawaiians is the lack of employment opportunities. Though Native Hawaiians make up 20% of Hawaii's population, they represent only 11% of the civilian workforce.

To address this challenge in one community, the Anahola Hawaiian Homes Association, one of the SCHHA's members, created a document-digitization technology center on the island of Kauai. The technology center doubled the community's job-base by employing ten Native Hawaiians in information technology jobs.

PROJECT PURPOSE AND OBJECTIVES

This Project was designed to replicate the success of the Anahola project by

developing a technology center on the island of Oahu, within two of the island's seven homestead communities. The Project staff also sought to increase the capacity of the community to develop future businesses.

The Project's first objective was to select and initiate operations in two homestead communities and train 22 community members in technology, ranging from basic to advanced computer and digitization skills, as well as provide on-the-job training. The SCHHA selected the Papakolea Community HAssociation (PCA) and Waimanalo Hawaiian Homestead Association (WHHA) to house the technology centers. Twenty four trainees completed the program and SCHHA employed all of them, at least temporarily, at the two centers. In all, the Project created sixteen fulltime positions. The training included bitmap and vector imaging, internet graphics formats and advanced digitization techniques. Many of the trainees scaled the centers' employment ladders to become supervisors or left to accept more lucrative job offers in different locations. The second objective was to enhance the homestead associations' management capacity through training in three areas: administrative and financial management skills; maintenance for equipment, networks, software and hardware; and specific digitization management skills. Project staff fulfilled the proposed transference of skills, though not to the originally-intended target group. Rather than training the

homestead associations' management, staff focused on Project trainees, reasoning that the new skills would stay within the associations because the trainees live in the communities. The final objective was to codify best practices learned throughout the Project into a manual in order to facilitate replication and modeling by other homestead communities. By the end of the Project, staff had not completed the manual, but planned to continue working on it past the Project timeframe. SCHHA encountered three main challenges during Project implementation: lack of policies and procedures in place to support a project of this complexity, undefined roles for each of the Project partners, and insufficient protocols for the Project prior to implementation. These challenges forced SCHHA to outsource its payroll and technical training components to third parties. After making this management change, Project activities continued without major obstacles.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

The Project was effective at establishing a model for Native Hawaiian communities to integrate business with ongoing human services provided by the community. The best practices

manual for homestead associations and the infusion of new skills into the communities will help attract future economic opportunities. The Project positively affected the unemployed and underemployed population of the two communities by providing new employment opportunities, reducing unemployment in the selected homestead communities by 1%. The job skills gained by participants enabled them to work in computer technology and should assist the establishment of stable careers. With each person completing the training process and receiving on-the-job skills, the communities expanded their skilled workforces. Some Project participants used skills developed in the training program to create their own businesses, such as a lunch wagon, t-shirt company and martial arts dojo. Efforts such as these will increase employment opportunities for community members and the influx of resources into to the community.

“The project provides education and opportunities to young and old in the community”

**Puni Kekauoha,
Community member**

WAI'ANAE COAST COMPREHENSIVE



Project Title: Strengthening Families and Promoting Healthy Relationships

Award Amount: \$891,000

Type of Grant: Social and Economic

Development Strategies

Project Period: 9/30/2005 – 9/29/2007

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 15 jobs created
- 1 Native American consultant hired
- 5 elders involved
- 939 youth involved
- \$122,000 in resources leveraged
- 86 people trained
- 9 partnerships formed
- 7 products developed

BACKGROUND

The Wai'anae community is located on the western side of the island of Oahu. Its population has grown from 3,000 people in 1950 to 45,000 people today, of which 40% are Native Hawaiian and 45% are under the age of 25.

Wai'anae Coast is an economically distressed community ranked highest on the island for: households receiving financial aid and food stamps; households under the poverty line; rates of unemployment, infant mortality; and teen births. Health issues are a major concern in the community as Native Hawaiians have the highest prevalence of obesity and diabetes in the state of Hawaii. Additionally, an estimated 1,000 homeless residents, most of whom are Native Hawaiian, live on the Wai'anae Coast.

The Wai'anae Coast Comprehensive Health Center is a Federal Public Health Service Community Health Center 330(e) grantee that has served the community for the past 32 years. During this time, the Center has developed a unique model of health care that addresses individual, family and community needs through a combination of traditional and modern practices.

PROJECT PURPOSE AND OBJECTIVES

The purpose of this Project was to develop a series of innovative, fun and culturally significant community programs to

strengthen participating families and enhance their ties to Native Hawaiian culture. The Project planners endeavored to reawaken the cultural and spiritual health among at-risk Native Hawaiian youth and their families to facilitate physical, emotional and socioeconomic well-being. The Project's first objective was to develop a culinary training program to promote activities that retain or re-establish traditional foods in the family diet. The achievement of the objective motivated students to strive for future culinary careers. Twenty-nine Native Hawaiian teens completed the culinary curriculum, and two are currently working in the food service industry as a result of their participation. One planned activity, securing accreditation for the culinary trainings from a local community college, remained incomplete by the end of the Project. This was due to organizational issues within the college, rather than grantee-oriented challenges, and remains a future possibility. The second objective was to expand youth and family-centered fitness and nutrition activities from an existing fitness program called KidFit. This objective concentrated on the families of at-risk Native Hawaiian youth and successfully involved the participation of 15.2% of the community's youth in at least one KidFit activity. The third objective was to provide school based wellness activities within

Wai'anae Coast schools. Approximately 800 students participated in biannual Body Mass Index measurements conducted by Project staff. Through these regular checkups, Wai'anae schools were able to track their students' basic health indicators for the first time. The final objective was the most ambitious as it was designed to target communication issues within highly at-risk households in the community. . Activities centered upon training Native Hawaiian families through a time-intensive traditional approach to family-based communication, called Kumu Ohana. The target population was comprised of local homeless families. By the Project's end, staff had successfully worked with 38 local families, a total of 254 individuals, representing 1.5% of the Native Hawaiian households in the community. Many at-risk Native Hawaiian youth demonstrated improved self-esteem and an increased tendency to integrate culture into their daily lives. For many overweight youth, the Project's health activities provided a comfortable place to work in groups and lose weight. Youth also participated in the design of the KidFit tshirt and the Health Center's video public service announcements, increasing their

involvement with positive activities. For the involved families, the Project promoted bonding through exercise, healthy eating and the revitalization of Kumu Ohana. Participating elders shared their knowledge with younger generations, strengthening their traditional role as holders of wisdom in the community. Project staff cannot immediately measure the long-term impact of the Kumu Ohana approach in the community because the process is based on long-term evolution of family communication. However, based on the agency's belief in the practice, it has integrated Kumu Ohana as a core service of the Traditional Healing Department. To ensure sustainability, the Center will maintain the majority of activities initiated through this Project with funding from its patient service revenue. In addition, the Center's KidFit program recently received a \$100,000 grant to continue its operation.

“For the elders, this was a legacy project.”
Kamaki Kanahele
Director, Traditional Healing

HANA COMMUNITY HEALTH CENTER



Project Title: Sustainable Farm and Workplace Development Program
Award Amount: \$1,278,109
Type of Grant: Social and Economic Development Strategies
Project Period: Sept. 2005 – Sept. 2008
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 15 jobs created
- 8 youth involved
- \$362,273 in revenue generated
- \$25,000 in resources leveraged
- 10 individuals trained
- 5 partnerships formed

BACKGROUND

Hana Community Health Center, or Hana Health, is a nonprofit organization formed in 1994, and is located on the island of Maui. The mission of Hana Health is to improve the health and wellness of the Native Hawaiian community of Hana. Hana Health is the only medical facility in Hana, and serves about 3,000 residents. Many homes in the Hana area lack electricity and running water. Hana is the fourth poorest community in Hawaii, with 41% of families living below the federal poverty line. Many residents continue to practice a subsistence lifestyle. Hana Health provides prevention oriented health care, acute and chronic care, urgent care, dental care, and limited laboratory testing and x-ray services to clients. Recently, Hana Health created Hana Fresh to encourage healthy eating habits within the local population.

PURPOSE AND OBJECTIVES

The purpose of the project was to create a self-sustaining produce farm that provides local employment opportunities to Native Hawaiians. In addition, the project strived to increase healthy eating habits of the local population by increasing the amount of fresh produce consumed in the community. The project's first objective was to produce 10,000 pounds of fruits and vegetables a month, 50% of which would be consumed in Hana. During the project timeframe, project staff doubled the size of the farm to six

acres, installed three greenhouses, and experimented with a variety of crops to meet client demand. Hana Fresh sold 120,757 pounds of produce over the project's three year timeframe, and 41% of produce was sold locally. The project's second objective was to generate \$400,000 in annual revenue within three years of project funding. To complete the objective, staff created the Hana Fresh logo and packaging material to brand and publicize the farm's produce. At the end of the project period, staff secured five steady accounts. Hana Fresh lost some accounts from the island of Oahu due to the high fuel costs in 2007, making the price of Hana Fresh produce non-competitive. In addition, the project experienced challenges related to the cultivation of organic produce and was unable to successfully produce organic tomatoes, which have a high volume sale and price. Overall, the farm collected \$362,273 in revenue during the project timeframe. The project's third objective was to create and maintain twelve full-time farm-related jobs and six part-time positions for youth workers. Project staff restricted employment to Hana residents with a history of substance abuse. All workers underwent pre-employment drug screening and were monitored during work hours. Staff also provided a counseling program to all employees. Over the course of the three years, the farm employed thirteen full-time and five part-time workers. The farm steadily employed nine to ten people and had a 40% turnover rate among the farm workers. Despite

advertising within the community and local school, project staff was unable to sustain the six part-time youth worker positions. The project's final objective was to increase the amount of fresh fruits and vegetables consumed by Native Hawaiians residing in the Hana District by 25% within two years and by 50% in the third year. The implementation of project activities increased local consumption of fruits and vegetables by hosting a local farmer's market and providing free produce to 400 school children and 95 elders. By the second year of the project, consumption of fresh fruit and vegetables increased 22% among the targeted community. By the third year, consumption increased slightly, but did not reach the 50% threshold

OUTCOMES AND COMMUNITY IMPACT

The implementation of project activities provided a direct and positive impact to farm workers and the Hana community. The farm workers were provided a livable wage complete with a benefits package. The farm employed a variety of people from at-risk backgrounds. One worker leveraged their employment into a job with the County of Maui. Hana did not have a steady source of affordable fresh produce prior to the project. The Maui community benefited from having a farmer's market that included

fresh and organic produce and locally produced arts and crafts. The market provided local people free space to sell their products, provided they participated in the market each month. The project director stated that the farmer's market increased the family income levels of the nine local vendors who took advantage of this opportunity. In addition, the farm workers stated that the success of the farm encouraged local residents to create their own backyard gardens. The Hana Fresh farm is being sustained by funds from Hana Health. The farm continues to cultivate organic produce and employ local residents.

"I've seen a total transformation in him since he's been working here."

**Cheryl Vasconcellos,
Executive Director, in reference to
one of the farm's workers**

HAWAII MAOLI



Project Title: E Ho'owaiwai i ka Pono -
Bring Prosperity Through Righteousness

Award Amount: \$709,235

Type of Grant: Social and Economic

Development Strategies

Project Period: Sept. 2005 – Sept. 2008

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 27 jobs created
- 25 businesses created
- 10 Native American consultants hired
- 21 elders involved
- 31 youth involved
- \$302,300 in resources leveraged
- 450 individuals trained
- 26 partnerships formed

BACKGROUND

Hawaii Maoli was formed in 1997 in Honolulu as the nonprofit arm of the Association of Hawaiian Civic Clubs. Hawaii Maoli facilitates cultural and educational grants that provide a variety of support services to the Association and to the Native Hawaiian community.

PURPOSE AND OBJECTIVES

The purpose of the project was to increase and expand Native Hawaiian businesses and to encourage the use of cultural practices among Native Hawaiians engaged in entrepreneurial activities. The project's first objective was to develop a survey to determine the business needs of Native Hawaiian entrepreneurs. To complete the objective, project staff contracted with the Native Hawaiian Chamber of Commerce to develop the survey. Staff held focus groups with local Native Hawaiian-owned businesses to pilot survey content and ensure the survey was culturally sensitive. The project's second objective was to distribute the survey instrument to at least 1,050 Native Hawaiian businesses. Staff utilized the mailing lists from the Association of Hawaiian Civic Clubs and the Native Hawaiian Chamber of Commerce to circulate 1,624 surveys. Of these, 146 businesses returned completed surveys. Project staff then organized and analyzed the data sets, and identified the following barriers to success faced by Native Hawaiian-owned businesses: 1) access to capital, 2) accounting practices, 3)

knowledge of taxes, and 4) marketing. From these findings, staff planned to create an action plan to develop a training program that directly addressed these challenges. Staff developed a logical framework model for the training program that included quantitative benchmarks and expected longterm outcomes, but created the model in the project's third year. The logical framework model therefore served to summarize project implementation activities instead of being utilized as a program planning tool. The project's third objective was to hold a business conference for 300 Native Hawaiian businesses and entrepreneurs. Instead of staging an independent conference, Hawaii Maoli co-chaired the annual business convention presented by the Office of Hawaiian Affairs. Due to this situation, Hawaii Maoli did not control the evaluation portion of the conference, thereby limiting the project staff's access to participant feedback on the effectiveness of the workshops presented. The project's fourth objective was to provide culturally sensitive business education and training to Native Hawaiian job seekers, businesses, and entrepreneurs. Hawaii Maoli staff originally envisioned that all activities would be implemented at the Prince Kuhio Community Center in Kapolei, which was scheduled to complete construction in 2007. Funding issues delayed the completion of the Center, and the facility was not completed

within this project's timeframe. Hawaii Maoli instead received in-kind office and classroom space from the Waianae Coast Coalition. To complete the objective, project staff contracted with Empower Oahu to offer workshops on small and micro-business development. Overall, 450 people completed a workshop, which covered topics such as cash management, creating a budget, writing a business plan, and understanding taxes. Project staff did not offer the planned job skills, tourism-based business development, or business expansion trainings.

OUTCOMES AND COMMUNITY IMPACT

Workshop participants increased their knowledge on a broad range of financial topics, including cash management, budgets, marketing, accessing capital and creating a business plan. With this knowledge, 25 Native Hawaiians created a business during the project timeframe, which included t-shirt screening, purse-making, catering, and housecleaning businesses. Of particular importance, six of these businesses were created by homeless shelter residents on the Waianae coast. In all six cases, the

homeless families were able to move out of the shelter and into homes. The Kapolei Community Center is slated to complete construction in 2009, and Hawaii Maoli staff plan to continue offering business trainings for a fee in the Center's classroom space. Staff will also utilize classroom space to offer internet and copier services, as well as financial advice, to workshop participants. Finally, due to the efforts of this project, Hawaii Maoli secured a \$20,000 grant from the Office of Hawaiian Affairs to develop a Native Hawaiian Business Directory.

INSTITUTE FOR NATIVE PACIFIC EDUCATION AND CULTURE



Project Title: Ka Lama Education Academy

Award Amount: \$525,176

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2005 – Sept. 2008

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 4 Native American consultants hired
- 25 youth involved
- \$917,676 in resources leveraged
- 2 individuals trained
- 14 partnerships formed

BACKGROUND

The Institute for Native Pacific Education and Culture (INPEACE) was established as a nonprofit organization in 1994 in Waianae, Hawaii. INPEACE offers a wide range of programs to improve the quality of life for Native Hawaiians. One such program, Ka Lama Academy, recruits residents of the Waianae area to seek opportunities in the education field and then provides support services to assist recruits in becoming certified teachers. The efforts of Ka Lama Academy are based on two historical trends: The Waianae education system experiences a 20% teacher turnover rate each year, and only 10% of teachers are Native Hawaiian while 27% of students are Native Hawaiian.

PURPOSE AND OBJECTIVES

The purpose of the project was to recruit, retain, and provide support services to residents of the Waianae community to pursue teaching positions in order to develop a stable core of Waianae-based teachers. The project's first objective was to recruit and retain twenty local high school students to enroll in an introductory education course at Leeward Community College. Staff formed a partnership with Waianae High School to recruit interested seniors to attend the after-school course. The class met once a week for three hours for a full academic semester. Course content covered basic education topics in an effort to interest the students to pursue a teaching career. Sixteen students passed the course and

and received three college credits for their efforts. The project's second objective was to recruit and retain 25 local individuals to enroll in an Associate of Arts degree program at Leeward Community College. To complete the objective, Ka Lama Academy staff operated a recruitment office on Leeward Community College's campus. Staff estimated they made contact with 500 individuals during their recruitment efforts. As much of the target community qualified as non-traditional students (defined by staff as students not entering college directly from high school), staff aimed to reduce attrition by offering a variety of support services, including one-on-one consultations on how to complete an enrollment application. At the end of the project timeframe, 26 students had graduated with an Associate of Arts degree from Leeward Community College and 34 additional students were making progress towards an Associate of Arts degree. The project's third objective was to recruit fifteen Waianae-based students enrolled in an Associate of Arts degree program to enter a teacher certification program upon graduation. To achieve the objective, staff continued to offer counseling and support services, including the provision of refresher courses to prepare students for the Praxis exam, the test required by the State of Hawaii to enter a teacher education program. At the conclusion of the project timeframe, sixteen students had completed an Associate of Arts

degree, passed the Praxis exam, and received admission to an accredited teacher education program.

OUTCOMES AND COMMUNITY IMPACT

The Ka Lama Academy has created a continuum of supportive services for Waianae-based students interested in pursuing teaching careers. Project staff offered individualized recruitment, counseling, retention, and test preparation plans to each student. This support, along with the necessary dedication of each student, provided an opportunity for interested students in Waianae to pursue higher education and a professional career. Furthermore, through the various partnerships created during project implementation, Ka Lama Academy staff connected recruits not willing to commit to a teaching career to alternative programs that better fit their interests, such as health or agriculture programs. For the Waianae community, the project's cohort of participating students will serve to decrease teacher transience and reduce reliance on non-local teacher placements. These future teachers will have a strong connection to local students and provide role models for Waianae youth. Mr. Cato, a former Ka Lama student and current teacher in the Waianae School District, stated, "I provide consistency to my students and stability to my community." Miss Vai, also a former Ka Lama student and current teacher in the Waianae School District, shared, "If Waianae did not have the Ka Lama Academy, its

student and current teacher in the Waianae School District, stated, "I provide consistency to my students and stability to my community." Miss Vai, also a former Ka Lama student and current teacher in the Waianae School District, shared, "If Waianae did not have the Ka Lama Academy, its students would be without role models. Our youth need to see successful people that come from their community." To continue their recruitment and retention efforts, Ka Lama Academy staff will continue to operate their campus office with funds from the Office of Hawaiian Affairs and Leeward Community College. To expand their student support services, Ka Lama Academy staff signed a Memorandum of Agreement with Kamehameha Schools, whose teachers will provide mentoring to Ka Lama's students.

KHM INTERNATIONAL



Project Title: Molokai Reef Fish Restoration Project
Award Amount: \$671,149
Type of Grant: Social and Economic Development Strategies
Project Period: Sept. 2004 – March 2008
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 6 Native American consultants hired
- 100 elders involved
- 2,000 youth involved
- \$80,530 in resources leveraged
- 4 individuals trained
- 18 partnerships formed

BACKGROUND

Ka Honua Momona (KHM) International is a recently formed nonprofit organization located on the Hawaiian island of Molokai. Prior to contact with the western world, the Hawaiian people practiced aquaculture through the development of fishponds, of which the remnants of approximately 80 can still be seen on Molokai's southern shore.

The fishponds consisted of rock walls that allowed sea water to ebb and flow into the ponds, and a gate that would help circulate seawater and allow small fish in. Once in the fishpond, fish would eat and grow too large to swim back through the gate. The construction of the fishponds allowed Native Hawaiians to harvest fish within a semiconfined area. The mission of KHM is to work with the Molokai community to restore these fishponds and find solutions to the island's natural resource challenges.

PURPOSE AND OBJECTIVES

The purpose of the project was to restore Hawaiian fishponds, educate the community about natural resource management, and stem the decline of the native Hawaiian reef fish population. The project's first objective was to raise Native Hawaiian fish, such as mullet, moi, kahala, awa, and ulua, in fishponds. To complete the objective, KHM hired a project director and entered into a contract agreement to utilize an existing fishpond and fish nursery. Project staff soon encountered challenges in the permit procurement process to operate the fishpond, and decided to pursue the use of two different fishponds during the project's second year. The alternative ponds, Kalokoeli and Alii

fishponds, were overgrown with mangrove, causing additional delays while project staff, in collaboration with volunteers from Americorps and the local community, removed the excess growth. During the project's third year, KHM staff were able to raise a variety of fish species in the Kalokoeli and Alii fishponds. The project's second objective was to release native fish to the reef in order to increase species population and to sell native fish to gain revenue and sustain project activities past the funding timeframe. Due to project delays, project staff did not sell any native fish during the project timeframe. In the final two years of the project, staff tagged a small portion of fish and released them to a reef environment on the Molokai coast. The project's third objective was to create and implement a native Hawaiian fish and fishpond education program. KHM collaborated with the Hawaiian Learning Center to develop a curriculum entitled "Kahea Loko" or "the call of the pond". Project staff recruited teachers to conduct on-site learning experiences for students and interested community members. KHM staff and volunteer teachers held monthly community fishpond cleaning days and educational workshops at the Kalokoeli and Alii fishponds. KHM has also partnered with the local Ho'omana Hou High School and Kualapu'u Elementary School which utilized portions of the Kahea Loko curriculum in their chemistry and biology classes. KHM staff also presented as guest classroom speakers and provided guided tours of the fishponds to students.

**OUTCOMES AND
COMMUNITY
IMPACT**

The implementation of project activities benefited a wide variety of groups, including youth and elders in the Native Hawaiian and non-native communities. The Kahea Loko program educated almost 3,000 people on the history and practice of Hawaiian aquaculture and emphasized marine environment conservation and preservation. The fishponds became a symbol of cultural pride for the community. Project staff began the process of revitalizing the native Hawaiian fish population on the Molokai coast.

Staff also created a solid volunteer base, which will continue to contribute to the growth of the program. Staff secured two grants that allow KHM to continue to maintain the fishponds and raise fish. Finally, staff shared that they will soon be able to commence sales of mature fish in order to sustain the project into the future.

“The fish pond is more than looking at fish. It is sustainability of the people of the community. It is us making a difference.”

**Herbert Hoe,
Kapuna (Hawaiian Elder)**

MA KA HANA KA 'IKE



Project Title: Backhoe Training (Newly Developed Heavy Equipment Training Program)

Award Amount: \$75,662

Type of Grant: Social and Economic

Development Strategies

Project Period: Sept. 2007 – Sept. 2008

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 17 elders involved
- 21 youth involved
- \$5,200 in resources leveraged
- 21 individuals trained
- 4 partnerships formed

BACKGROUND

The Ma Ka Hana Ka `Ike Building Program, a nonprofit organization founded in 2000, is a hands-on learning program for high school students, including many at-risk youth, in Hana, Maui. The program, which had 53 students in 2007, allows youth to apply concepts in math and science to real-life situations in construction and repair work, giving them confidence and marketable skills. Ma Ka Hana Ka `Ike teaches the value of “kokua,” or helping others. In this spirit, program youth have built and renovated various community and school facilities; rebuilt homes for fire victims; erected handicap access ramps and cottages for seniors; and constructed many other buildings benefiting members of the community.

PURPOSE AND OBJECTIVES

The purpose of the project was to provide positive learning experiences and on-the-job training in construction skills for at-risk high school youth in the Hana community. The project’s first objective was to purchase a backhoe and accompanying attachments for use in the organization’s heavy equipment program. The project director completed the necessary research and purchased the equipment during the first two months of the project. The dealer who sold the backhoe to the organization provided free delivery of the backhoe and volunteered his time to train the students. The project’s second objective was to teach the students in the heavy equipment building program how to operate and maintain the backhoe. Project staff originally

intended to have community members provide the training. However, difficulties in coordinating schedules caused some challenges. In response, the project staff hired a skilled local backhoe operator to train the students. The training started early in the second month and by the end of the project the trainer had conducted 160 sessions for 21 students on safe equipment operation, backhoe operation and maintenance. After completion of the training, staff at the elder and family resource centers identified community projects for the students to hone their newly acquired skills. These 22 projects included clearing land for gardening, creating drainage canals and driveways, and building cottages and handicapped walkways.

OUTCOMES AND COMMUNITY IMPACT

The impact of the project on the community exceeded the expectations of Ma Ka HanaKa `Ike. The project staff did not anticipate that clearing the land for backyard gardens would become the most requested project. The project director shared that the backyard gardens filled with fruits and vegetables were improving the health of some community members and elders. The school principal stated that the backhoe training helped to keep the 21 students actively engaged in school and provided a good base for their future. One student from the program is now employed full time in the construction industry and is studying for his general contractor license. By purchasing the backhoe and undertaking these community projects, the community experienced the value of “kokua” (helping others). The project director believed the most important impact of the project was the sense of pride it

instilled in the youth. The youth fulfilled a community need by undertaking the projects, and consequently became a needed presence in their community. The Ma Ka Hana Ka 'Ike Building program will be sustained through private and state funding and youth will continue to undertake projects using the backhoe in their community.

“Because of this project, kids have a chance to feel needed by the community. For a 16-year-old, that is huge.”

Rick Rutiz, Executive Director

PASIFIKA FOUNDATION HAWAI'I



Project Title: Community-Based Host/Visitor Project: Phase II Community Asset Survey and GIS Map

Award Amount: \$118,464

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2007 – Sept. 2008

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 1 job created
- 2 Native American consultants hired
- 116 elders involved
- 52 youth involved
- \$38,845 in resources leveraged
- 10 partnerships formed

BACKGROUND

The tourism industry, Hawaii's leading economic sector, attributes much of its success to the islands' natural beauty and moderate climate. The industry also owes much to Hawaii's rich island culture including the history, traditions, and practices of Native Hawaiians. Social and economic indicators, however, show the Native Hawaiian community has derived minimal social and economic benefit from tourism. Since 2005, the Pasifika Foundation Hawai'i (PFH) has worked to redress this situation by providing Native Hawaiians access to, participation in, and community control over a portion of the tourism industry. In this project's first phase, funded by the Hawai'i Tourism Authority (HTA), PFH worked with Native Hawaiian community representatives to establish a strategic model known as the Community-Based Host/Visitor (CBHV) to convert tourism from a process aimed at serving the visitors' needs to one that is mutually beneficial for both host and guest.

PURPOSE AND OBJECTIVES

As the second phase of the CBHV, the purpose of the project was to lay the foundation for a community-based tourism program that is built upon Native Hawaiians' cultural, traditional and community values. The project's first objective was to structure the data design and collection process. To complete the objective, project staff drafted an information collection framework detailing entities to inventory and data fields to collect. Two specific data sets were developed: one for existing community based host-visitor sites and one for potential

community-based host-visitor sites. PFH hired two data collection team members to conduct the community inventories. The project's second objective was to collect data on existing and potential Native Hawaiian community based host activities over a 28-week period. Originally envisioned to be large community meetings, elders and board members advised project staff to follow cultural protocols and hold one-on-one meetings with community leaders. The implementation of such meetings proved to be beneficial for several reasons. The community leaders acted as gatekeepers to the community; once they understood the project's intent, community leaders were very forthcoming with additional information regarding potential partners and local tourism initiatives. Additionally, the relationships formed through one-on-one meetings laid the groundwork for continued partnerships throughout future phases of the CBHV. The project's third objective was to incorporate the information gleaned from one-on-one meetings into an information system including a database and series of GIS maps. Project staff produced a relational database consisting of the following categories: addresses, organizations, people, sites, and initiatives. PFH drafted a full project report with associated maps and graphics. At least fifteen Native Hawaiian communities expressed an interest and demonstrated the potential to develop a CBHV project. In addition, the data collection team identified approximately 85 existing and potential host persons and organizations, 73 potential and existing project partners, 64 canoe clubs, 41 Hawaiian Civic Clubs, 156

Hula Halau, 16 Hawaiian Charter Schools, and 62 traditional artists which promise to provide mutually beneficial CBHV opportunities.

OUTCOMES AND COMMUNITY IMPACT

The project was a critical element of PFH's ongoing CBHV program. In order to build a viable and sustainable CBHV program, it was first necessary to identify existing and potential hosts. Project staff created a structure of key community partnerships that will continue to be utilized in future implementation phases of the CBHV. Engaging community leaders through one-on-one meetings brought a sense of empowerment as this segment of the population has not previously been consulted on tourism endeavors. Together, project staff and community leaders developed a new discourse outlining the positive possibilities of host-based tourism.

Finally, the CBHV concept serves as a replicable model for indigenous communities worldwide interested in fostering a mutually beneficial community based host-visitor program.

"People come here to engage in the Hawaiian culture and community, and almost every time, they leave without an Hawaiian experience."

**Clarence Ching,
Board Member**

PASIFIKA FOUNDATION HAWAII, INC.



Project Title: Community-Based Host/ Visitor Project: Phase III: Host Template and Visitor Curriculum Development

Award Amount: \$389,444

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2008 – Sept. 2010

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 3 jobs created
- 6 businesses created
- 5 Native Hawaiian consultants hired
- 86 elders involved
- 90 youth involved
- \$58,261 in resources leveraged
- 9 individuals trained
- 10 partnerships formed

BACKGROUND

The tourism industry, Hawaii's leading economic sector, attributes much of its success to the islands' natural beauty and moderate climate. The industry also owes much to Hawaii's rich island culture, including the history, traditions, and practices of Native Hawaiians. However, social and economic indicators show the Maoli (Native Hawaiian) community has derived minimal social and economic benefit from tourism. Since 2005, Pasifika Foundation Hawaii (PFH) has worked to redress this situation by providing Native Hawaiians greater access to, participation in, and community control over, a portion of the tourism industry. From 2005-2006, PFH worked with Maoli community representatives and the Hawaii Tourism Authority (HTA) to establish a strategic model known as the Community-Based Host-Visitor (CBHV) model, which sought to provide a sustainable platform for host/visitor experiences, focusing on sharing cultural information, building relationships, and increasing the well-being of community hosts. From 2006-2008, PFH received ANA funding to complete CBHV Phase II, which included a community asset survey, geographical information systems (GIS) mapping, and nexus assessment of hosts and sites to determine which sites had a strong enough presence of Maoli place and culture to offer a meaningful experience and exchange for both host and visitor.

PURPOSE AND OBJECTIVES

The purpose of this project was to build on the first two phases of the CBHV project, producing an operational model giving communities greater control of the host/visitor experience. The three components of the model were: a governance template for hosts, a curriculum for visitors, and a web-based interface through which hosts and visitors could interact. The project's first objective was to conduct 15 community meetings leading to the development of a governance template and curriculum. Using CBHV Phase II findings, PFH contacted leaders in 15 particular communities, asking them if they would be willing to arrange meetings and inform community members. Fifteen meetings, throughout the five islands, were held between November 2008 and July 2009, attracting 509 people. According to Ramsey Taum, the PFH's Board President, "At each meeting, we were careful how we articulated the project; we wanted to be invited by the communities, acknowledge their protocols, and let them define themselves, to chart their own paths." Certain topics dominated the discussions, especially Maoli frustration about the tourist industry status quo, and the need to gain more control of how visitors engage the host culture.

The meetings raised significant interest; 18 groups applied to become pilot projects. Objective two was to formulate a template, curriculum, and web interface, ready for testing, by the end of year one. To do this, the project team selected six projects to participate in the test phase: the Waipa Foundation, the Kawaiokalehua Foundation, Ho'oulu Lahui, the Papakolea Community Development Corporation, the Ko'olaupoko Hawaiian Civic Club, and Kipahulo 'Ohana. In consultation with the test groups, PFH developed template and curriculum elements common to all of the pilot projects, and assisted each project with elements specific to its own curriculum. PFH's IT team then met with test community partners to devise ways to present the curricula on the website, describing the place, people, stories, and protocols for each host site. The third objective was to test the model on hosts and visitors, and to develop the final template, curriculum, and website using findings and evaluations of the testing period. Project staff held stakeholder meetings, launched a web interface beta test in November 2009, and gathered feedback from users and host communities over the next six months. From this feedback, they made improvements to the model.

OUTCOMES AND COMMUNITY IMPACT

The governance template created through the project gives host communities a tool by which they can better share knowledge and information, accommodate guests, preserve their sites, evaluate guest/host experiences, and keep financial and other records. The curricula give visitors a sense of where they are going, why they are going there, and what the appropriate protocols are for their visits. The website, at www.kawelina.net, provides a meeting place for Maoli host communities and potential visitors, allowing hosts to share their culture in a way that team members believe will perpetuate Maoli traditions, strengthen communities, protect sacred sites, and facilitate real connections with people from around the world. Together, the web interface, template, and curricula help lay the groundwork for Maoli host communities to take control of how visitors engage with them, and educate visitors on why this is important and how it can be accomplished. Ana Curie, PFH's Executive Director, iterated, "This process has been one of healing for many people in the communities we visited. Time and time again, people at community meetings told us, 'nobody has ever bothered to ask us' when defining the specifics of the host/visitor relationship. The meetings gave community members a new lens through which to see themselves in the

TE TAKI-TOKELAU COMMUNITY TRAINING AND DEVELOPMENT, INC.



Project Title: Tamoko-Tokelau Language Planning Project
Award Amount: \$142,756
Type of Grant: Language
Project Period: Sept. 2009 – Sept. 2010
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 2 jobs created
- 2 Native American consultants hired
- 130 elders involved
- 278 youth involved
- \$59,725 in resources leveraged
- 12 individuals trained
- 13 partnerships formed
- 9 language teachers trained
- 260 native language classes held
- 30 youth increased their ability to speak a native language
- 27 adults increased their ability to speak a native language

BACKGROUND

Annexed and divided by the United States and New Zealand in the 1920s, the four islands of Tokelau are located over 300 miles north of American Samoa. In the 1950s, half the native population of Tokelau was resettled involuntarily to American Samoa, where they faced harsh political, social, and economic conditions. To escape these conditions, many migrated to Oahu in the late 1950s. The Tokelauan community of Hawaii, now with over 500 people and in its fifth generation, is descended from these immigrants. About half of this community lives in the town of Wahiawa. Te Taki-Tokelau Community Training and Development, Inc. (Te Taki) is a nonprofit organization seeking “to perpetuate the language and culture of Tokelau, and to improve the economic and social welfare of Tokelau people living in the United States.” Te Taki carries out many cultural activities through its Lumanaki School, providing language and cultural teaching to youth and other community members. In 2005, Te Taki received ANA funding for a language assessment, surveying 439 community members - over 80 percent of the community - on language competence, usage, and attitude. From this survey, Te Taki learned that providing language and cultural teaching to youth and other community members. In 2005, Te Taki received ANA funding for a language

assessment, surveying 439 community members - over 80 percent of the community - on language competence, usage, and attitude. From this survey, Te Taki learned that 35 individuals spoke the language fluently, 13 spoke the language “very well,” and 345 respondents (78.65 percent) spoke at the two lowest proficiency levels.

PURPOSE AND OBJECTIVES

The purpose of the project was to begin revitalizing the Tokelauan language by developing language resources and conducting teacher training. Objective one was to develop a culturally-based curriculum, the Tamoko Tokelau Language Educational Series, comprised of teachers’ guides, student language workbooks, and parents’ guides. To determine the best approach for developing a curriculum, project staff held weekly meetings with a University of Hawaii linguist during the first quarter. Then, along with a language committee comprised of community elders, the team held three brainstorming sessions, producing a list of culturally-relevant, age-appropriate lesson modules. Working with nine community teachers, they developed draft versions of teachers’ guides, student workbooks, and parents’ guides, and created educational materials. Also, they digitized a Tokelauan dictionary first printed in 1959, placed it on Te Taki’s website, and began to make it

interactive and useful, with images, sound bites, and video clips. Objective two was to provide Lumanaki School teachers, all volunteers without formal training, with staff development training, to build their capacity in lesson planning, instructional strategies, and curriculum development. In the project's first month, the project director and seven teachers met with consultants from a respected educational services company to assess the teachers' needs. Together, they planned 12 six-hour sessions, one per month, for the teachers. Topics included: instructional strategies; interactive tasks; multiple intelligences and assessment; how to build curriculum through the use of themes, goals, and objectives; developing themes, goals and objectives for grades K-6, 7-12, and adult learners; and creating units and material for K-12 students. Nine teachers completed the training, gaining useful knowledge, skills, and abilities for use in the classroom. Also part of objective two was a cultural immersion trip to Tokelau for three students, selected through a competitive process, and five adults, including three teachers. The purpose of the trip was to build relationships with the Tokelauan community in Polynesia, facilitate a greater understanding and appreciation of the language and culture, and collect resources to be used in the development of the online dictionary and curricula. The group spent two weeks in Tokelau, learning about the life ways, culture, and environment, and bringing back myriad resources, including 12,000 photographs for use in the dictionary.

Objective three was to review, edit, print hard copies, and electronically publish the Tamoko Tokelau Language Education Series. At project's end, these activities were not complete yet. The project team estimated that these activities and the electronic publishing of the curriculum and Tokelauan dictionary would be completed in early 2011.

PURPOSE AND OBJECTIVES

The Lumanaki School's nine teachers used their enhanced teaching skills and new teaching materials to teach 260 culturally-based language classes, increasing the language ability of 30 youth and 27 adults in the community.

According to Betty Ickes, Te Taki's Executive Director, the trip to Tokelau, and the stories brought back, also made an impact, truly capturing the imagination of the community, particularly youth, "This program has made a big impression on our kids. Hearing from the kids who traveled to Tokelau talking about the trip and using slang ... has made the culture more real, something they can touch and feel. There are new trends in our community - more social networking, more art, and more expression of culture. And many people in community speak the language better - we are using it more in the home, with our kids. Within the community, our level of comfort and understanding of language and culture is improving."

KEOMAILANI HANAPI FOUNDATION



Project Title: Pilot Native Hawaiian Art Education Project
Award Amount: \$853,937
Type of Grant: Social and Economic Development Strategies
Project Period: Sept. 2008 – Sept. 2011
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

6 full-time equivalent jobs created
\$28,022 in revenue generated
\$270,606 in resources leveraged
157 individuals trained
61 partnerships formed

BACKGROUND

Keomailani Hanapi Foundation (KHF) is a Native Hawaiian nonprofit located in Waimea, in the northern region of the Island of Hawaii, with the mission to increase awareness of Hawaiian art and artists. At the time of KHF's founding in 1995, Hawaiian art markets were filled with products from non-Hawaiian suppliers, and consumers were not able to distinguish between authentic Hawaiian art and imported imitations. The devaluation of authentic art threatened Native Hawaiian artists' livelihoods, degraded and commercialized the culture, and interrupted transmission of knowledge between generations. By comparison to thriving indigenous art communities in New Mexico and New Zealand, KHF's founders believed the Native Hawaiian art community lacked the necessary recognition and exposure to be successful. To promote talented Hawaiian artists and support budding artists, KHF strove to develop an education program in traditional and contemporary Hawaiian art.

PURPOSE AND OBJECTIVES

The project's purpose was to pilot a master-apprentice art education program and increase accessibility to Native Hawaiian art through annual exhibits and an arts market. The first objective was to provide an arts education course for 120 students to celebrate Native Hawaiian and indigenous knowledge, cultures and values.

Project staff named the program Hawaiian Ohana for Education in the Arts (HOEA) and hired 10 master artists to teach traditional and contemporary Hawaiian art forms, including: lei dyeing, wood bowl turning, kapa (mulberry-soaked fabric dyeing), pahu (Hawaiian drum) making, stone carving, printmaking, jewelry making, and lauhala weaving (creating products from hala tree leaves). Project staff held winter and summer sessions annually, and students received eight hours of class time per day each week, with open studio time on evenings and weekends. After the first year, staff realized studio space and instructor time was too limited to provide meaningful instruction to 40 students each year, and therefore limited the class size. A total of 69 students enrolled in the courses, furthering their skills in wood turning, lauhala weaving, printmaking, and jewelry making.

The second objective was to teach HOEA students and 150 Native Hawaiian artists technical skills in business practices, portfolio development, pricing art work, and marketing strategies. Project staff offered —Business of ArtI classes on the islands of Hawaii, Molokai, and Oahu, and taught 141 attendees lessons about taxes, keeping receipts, income and expenses, pricing art work, and online marketing. Professional artists led some of the sessions and shared personal keys to success, teaching students how to prepare a booth and market individual stories along with their products.

The third project objective was to showcase Native Hawaiian artists and HOEA students through local shows, exhibits, and an annual art market. Project staff visited the successful native-only Indian Market in Santa Fe during the first year to learn how the market was administered. Applying what they learned to their community, project staff planned and held three HOEA Markets, featuring 130 artists and a student art exhibit. Native artists and HOEA students also displayed their work at 13 exhibits, some of which occurred at the PIKO Gallery (a professional gallery sponsored by KHF).

OUTCOMES AND COMMUNITY IMPACT

The HOEA studio was a meeting place, or —piko, where students and the larger community could connect with Hawaiian culture. Waimea locals often stopped by to tell HOEA students about their art knowledge, tradition, and family histories. As one HOEA student said, —I achieved a much richer explanation of the culture than I could have talking to my family. This project has also contributed to livelihoods and identities of several young adult artists; as one student said, —HOEA opened it up—gave me a path

to walk. Twenty-three artists trained through the HOEA program have sold their artwork; the average student increased sales at the HOEA Market from \$428 in 2009 to \$634 in 2011. Several HOEA students formed an art collective at the end of the project, pooling resources to share the cost of equipment and studio space. One HOEA student also began teaching at local public schools to pass his art knowledge on to younger generations. As a result of this project, more Native Hawaiians are producing traditional art and learning standards for evaluating its quality from master artists. Recognition of standards has added value to Hawaiian art, creating a niche in fine art markets as more artists and buyers can discern high quality, authentic Hawaiian art from imitations. Moving forward, KHF's long-term vision is to establish a community art center with an accredited post-secondary school of Hawaiian arts in the community. Through this project, KHF has learned valuable lessons about student and instructor needs and optimal learning schedules as they expand and continue Native Hawaiian arts education at a sustainable pace.

NANAKULI HOUSING CORPORATION



Project Title: Kūkulu I Nā Hale 'Ohana Makepono: Building Family Homes Affordably
Award Amount: \$585,439
Type of Grant: Social and Economic Development Strategies
Project Period: Sept. 2008 – Sept. 2011
Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

3 full-time equivalent jobs created
4 Native American consultants hired
\$86,966 in resources leveraged
7 individuals trained
65 partnerships formed

BACKGROUND

Established in 1989, Nanakuli Housing Corporation (NHC) is a nonprofit organization based in western Oahu that aims to build Native Hawaiians' financial assets through home-ownership. In Hawaii, home-ownership is influenced by the Hawaiian Homes Commission Act of 1920, which requires 203,500 acres in Hawaii to be designated for Native Hawaiian homesteads. The Department of Hawaiian Home Lands administers the act, distributing 99-year, low-rent lease lands to Native Hawaiians who meet blood quantum requirements. NHC provides services for homestead lessees, who are typically 60 to 80 percent below median income, experience crowding of six or more occupants to a house, live in deteriorated housing, and are in need of financial management assistance. To replace a dilapidated home or build on a new lot, the most affordable option is to purchase a kit home, which in 2007 cost \$182,000 to \$200,000. Given their low income, the majority of NHC's clients do not qualify for home loans at this price. In addition, financial institutions are hesitant to finance home construction on leased lands.

PURPOSE AND OBJECTIVES

The project's purpose was to build a model and partnerships for construction of affordable and environmentally sustainable

homes for Native Hawaiian families at 10 percent below the market price. The first objective was to develop three home blueprints that met housing requirements defined by the NHC community and secure two construction partners. NHC staff met with over 800 individuals, including leadership of four homestead communities and participants in NHC's programming, to solicit input into the ideal Hawaiian home. The community identified design features that value family and Native Hawaiian culture, such as ease of conversation, humility, and leaving people and places better than one found them. Community meetings also identified environmentally sustainable and structural features, including solar water heaters, skylights, clothes lines, compost toilets, energy efficient light bulbs, water catchment systems, bamboo floors, and ramps and wider door frames for wheelchair accessibility. Based on identified criteria, NHC developed six home blueprints, Kawelo Classic Cottages and Kawelo Plantation Cottages, and began pricing the plans with potential partners. NHC solidified Memoranda of Understanding with four business partners to provide high quality materials and construction labor at 10 percent below market price. The second objective was to recruit families and secure funding to build two homes. In the first year, NHC applied for Native American

Housing Assistance and Self Determination Act and Temporary Assistance for Needy Families funding and received \$83,500 in down payment, demolition, and solar energy support assistance for their clients. NHC held orientation sessions for 150 families living in sub-standard housing on the homesteads; seven families formally agreed to participate in the project. While each family completed training in money management, NHC assigned a case worker to complete a financial assessment and work with the family to pre-qualify for a low-interest, 100 percent financing mortgage and construction loan from the United States Department of Agriculture (USDA). NHC submitted loan applications for the three families who could immediately build on their lots. Ideally, once a family received the USDA loan and selected a home plan, NHC would modify it for the specific site and begin construction. However, as a result of high applicant volume, the USDA in the State of Hawaii only awarded loans to very low-income applicants in 2011. Since NHC's clients all qualified as low-income and not very-low income, no loans were granted within the project period. NHC sought other loan products, but none of the financiers could offer an equally competitive loan; thus, the families decided to wait and reapply for the USDA loan in 2012. NHC remains committed to working with these families once the loans are attained.

OUTCOMES AND COMMUNITY IMPACT

As a result of this project, NHC developed a superior-quality home model that is 10 percent

more affordable than kit homes on the market. Although NHC was not able to begin constructing homes, they secured \$86,000 in resources, prequalified seven families for the USDA home loans, and connected families with affordable, high-quality home products and construction services. Once loan financing is secured, these families will be ready to begin construction of new homes. In addition, through money management classes, seven families have improved credit scores, made payments on existing mortgages, improved savings, and increased understanding of how financial health is tied to loan financing. As one program participant said, —This project has given us so much knowledge and so much help. Furthermore, through this project NHC has designed marketable home blueprints and partnered with vendors that will build the homes at affordable prices. With these business elements in place, NHC plans to establish a for-profit subsidiary that will construct and sell homes to the general public and use proceeds to subsidize its nonprofit services for homestead leasees. NHC will have a reliable and flexible source of financing to sustain programming in the coming years with the establishment of this social enterprise.

PARTNERS IN DEVELOPMENT



Project Title: Ike No`eau: Native Hawaiian Math and Science Curriculum and Culture Project

Award Amount: \$857,278

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2007 – Dec. 2010

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

7 full-time equivalent jobs created

25 elders involved

250 youth involved

\$110,562 in resources leveraged

31 individuals trained

12 partnerships formed

BACKGROUND

From 2004 to 2006, homelessness in Hawaii increased each year. On Oahu, 42 percent of the homeless population is Native Hawaiian and the majority (nearly 4,000 people) live in cars, shelters, and on beaches on the Leeward Coast. About 700 of the homeless there are children. In 2007, six of the seven Leeward Coast elementary schools did not meet state-set targets on annual standardized tests. Leeward Coast preschool children, particularly homeless ones, have limited access to culturally sensitive early childhood education, especially in math and science. Founded in 1997, Partners in Development (PID) is a nonprofit organization dedicated to improving the quality of life for the Native Hawaiian community and the community at large using traditional Native Hawaiian values and practices. On the Leeward Coast, PID works with various local partners to break the culture of poverty among Native Hawaiian families and preschoolers, provide homeless children valuable educational opportunities, and get them off the beach and out of shelters.

PURPOSE AND OBJECTIVES

The project's purpose was to improve the math and science skills of pre-school age children living in Native Hawaiian communities falling below the poverty line through the creation of a culturally-sensitive, center-based curriculum titled —`Ike

No`eau, using computer-based technology. The first objective was to design a math curriculum aligned with Hawai`i Preschool Content (HPC) standards, emphasizing important pre-kindergarten math skills. In the first year, the project team and partners created two modules, with eight or nine lessons. Topics included counting, addition and subtraction, classifying objects by size, number, and other properties, ordering objects by properties, and recognizing, describing, and extending patterns. In year two, the team created two more eight-lesson modules. These lesson topics included: three-dimensional shapes, spatial concepts, artwork using geometric shapes, artwork and the environment, size, length, and weight. The second objective was to design a science curriculum aligned with HPC standards, encouraging students to explore the physical properties of their world while engaging in scientific study. To accomplish this, project staff designed four science modules, including 29 lessons, in two years. Modules included: lessons on experimenting with senses; showing curiosity about objects and materials; describing, comparing, and categorizing objects based on physical properties; exploring and beginning to identify changes that occur in natural and man-

made materials over time; and learning about the effect of one's actions on objects. The third objective was to break the culture of poverty by designing and carrying out lessons, field trips, and in-services utilizing unique, timeless values of Native Hawaiian culture. For this, cultural specialists from partner Malama `Aina developed a four- module, 26- lesson curriculum promoting cultural awareness and pride for youth and homeless parents, who would serve as front- line teachers to their children. The cultural curriculum was implemented at Ka Pa'alana preschool and at Onelau`ena —Good Beginnings shelter at Kalaeloa. For the first three objectives, over 400 volunteers from area schools, faith-based organizations, and other non-profits worked with the project team to teach and take care of the children, staff the mobile computer lab, and assist on field trips and other activities. The fourth objective was to produce a final curriculum, reviewed and publicly endorsed by partner agencies and cultural practitioners. Hawai'i Association of the Education of Young Children staff reviewed the curriculum, ensured it was aligned with HPC standards, ensured it effectively promoted the desired skills and youth cognitive development, and endorsed it. Next, the curriculum was endorsed by two respected cultural practitioners and adopted by two preschools, the Ka Pa'alana Preschool and Na Pono No Na 'Ohana Preschool.

The fifth objective was to teach the curriculum to homeless children in the target community. In year three, project staff and preschool teachers taught the curriculum to 250 homeless children at local shelters, Ka Pa'alana Preschool, and children in the Na Pono No Na 'Ohana community in eastern Oahu. The team conducted a quantitative survey of Ka Pa'alana teaching staff and parents on the effectiveness of curriculum, and observed lessons to ensure that they effectively facilitated desired results.

OUTCOMES AND COMMUNITY IMPACT
PID and project partners produced a three- pronged curriculum in early mathematics, science, and Native Hawaiian culture, providing 250 preschool youth with their first exposure the underlying concepts of these subjects. PID intends to promote the curriculum in additional Leeward Coast preschools serving low income and homeless families, so more children can continue to have culturally sensitive, high quality early childhood education programs. Prior to this project, I stated PID preschool teacher Jin Chang, —kids were unsupervised on beaches, and not doing anything. Now we see progress with them. Parents have commented on how much their kids have learned, on (the parents') more nurturing attitudes, and on their improved capacity to be more conversational and communicative with their kids.

WAI'ANAE COMMUNITY RE- DEVELOPMENT CORPORATION



Project Title: Kauhale: Center for Organic Agriculture and Sustainability

Award Amount: \$1,160,457

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2008 – Sept. 2011

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

25 full-time equivalent jobs created

46 elders involved

3,587 youth involved

\$46,673 in revenue generated

\$547,800 in resources leveraged

51 individuals trained

27 partnerships formed

BACKGROUND

The Wai'anae Community Re-Development Corporation (WCRC) is a nonprofit established in 2001 to launch social enterprises encouraging youth empowerment and community-based economic development. Located on the western side of Oahu island, WCRC runs numerous social initiatives and enterprises, including: MA'Ō Organic Farms; gardening, nutrition and entrepreneurship programs for middle and high school students; and a college internship program. Youth initiatives are needed in Wai'anae, where families are financially strained, and youth have limited opportunities for employment and post high school education. In 2006, only 12 percent of high school graduates in Wai'anae enrolled in a two-year college, and less than three percent enrolled in a four-year college. Recognizing that Wai'anae youth would thrive in experiential education and excel if given increased diversity of career options, WCRC strove to improve its agriculture career pathway program for youth.

PURPOSE AND OBJECTIVES

The project's purpose was to strengthen Wai'anae's agricultural economy by expanding operations at MA'Ō Farms and enhancing WCRC's youth training programs. The first project objective was to

intensify MA'Ō Farms food production activities while maintaining socially responsible growth. MA'Ō Farms intensified production by 50 percent during the project, reaching annual sales of \$500,000 in 2011. To ensure socially responsible growth, WCRC invested in staff and community by providing two professional development trainings and four entrepreneurship trainings; WCRC also hosted a food sovereignty conference, and engaged all employees in planning WCRC's asset building strategy. MA'Ō Farms expanded its Community Supported Agriculture (CSA), where members bought a share of mixed produce on a regular basis. The CSA generated \$49,751 in revenue used to support new business ventures, such as the farm's agricultural tourism enterprise.

The second objective was to support and expand WCRC's agriculture career pathway for youth, the MA'Ō Education Pipeline. The pipeline consists of programming for middle school, high school, and college-aged students. At Wai'anae Intermediate School, WCRC conducted the Science in the Garden, Healthy Living, and Aloha Aina Garden Club programs, teaching over 970 students about plant biology, cooking healthy food from the garden, and gardening and selling vegetables. Through its

Agricultural Science and Cooperative Agriculture programs at Wai`anae High School, WCRC taught 85 students how to conduct field experiments, grow traditional Hawaiian crops, and implement a CSA. WCRC also ran the Fall/Spring Break Internship program, where 30 high school youth worked at MA'O farm alongside the college interns, and the Kauhale High School Internship program, which emphasized savings and entrepreneurship by establishing bank accounts for 15 students. WCRC also implemented the MA'O Youth Leadership Training Program, a two-year internship that allows students from Leeward Community College to obtain an Associate of Arts degree while interning at MA'O farms. Thirty students participated in the training program, where their farm management and cultivation skills increased incrementally each year.

OUTCOMES AND COMMUNITY IMPACT

As a result of WCRC's activities, Wai`anae has better access to nutritious, organic, and locally grown produce as an alternative to imported foods. This is a great achievement in a state where 85 percent of the food supply is imported; as one staff member said, —Just growing food in our community is a social mission in itself. In addition, WCRC has refined collaboration with Wai`anae schools. As a result of relationship building over three years, teachers fully participate in running in- school gardening programs alongside project coordinators, and the school is also contributing to the cost of garden supplies and materials. As project staff said, —Through the grant, we stopped silo-ing education and social entrepreneurship. Now the school is much more integrated into our school

garden and nutrition programming. Furthermore, project staff observed students in the Leadership Training embodying the value of —kulianal (responsibility to the community) and recognizing how their choices affect others. One participant said the training —puts new meaning into what I do and what I don't do. WCRC staff also saw an increase in civic action among youth in the training program.

As young people move through the MA'O pipeline, they gain skills selling a high- demand and socially responsible product: affordable, healthy food. More youth are beginning to see farming as a viable future career and a welcome alternative to leaving the community for work. WCRC is attempting to gain accreditation so that its two-year associate degree applies towards a four-year college degree in the University of Hawaii system; if successful, WCRC will open up a wider range of career opportunities to potentially hundreds of young people and further revitalize Wai`anae's local food economy.

WAIPA FOUNDATION



Project Title: Waipa Community Kitchen and Business Incubator Project

Award Amount: \$530,491

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2008 – Sept. 2011

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT 7

full-time equivalent jobs created

\$1,252,731 in resources

leveraged

24 individuals trained

25 partnerships formed

BACKGROUND

The Waipa Foundation (WF) is a nonprofit organization located on the north shore of the island of Kauai'i, Hawaii, within the Waipa valley. Owned by Kamehameha Schools (KMS) and managed by WF since 1994, the Waipa valley is a 1,600-acre ahupua'a, a division of land running from the top of a mountain ridge to the sea. Traditionally, ahupua'as were sustainable and interdependent agricultural communities, but now only a few ahupua'a (including Waipa) remain undeveloped and undivided. In the 1980s, KMS planned to develop a luxury gated community in the valley, but WF leadership presented an alternative vision of restoring the ahupua'a as a Hawaiian community gathering place and creating a sustainable model for land use management. Their advocacy prompted KMS to halt development and eventually become WF's strongest donor and partner. One of the foundation's goals is to provide diverse economic opportunities in the valley; many Native Hawaiians have few options for work outside of service-level jobs in the tourism industry. Several families in the ahupua'a farm traditional staples (such as the taro root) and sell value-added food products; however, sales are limited due to the absence of a Department of Health certified commercial kitchen. To address this barrier, WF and KMS

planned to construct a certified commercial kitchen in 2008 to lease by the hour to community entrepreneurs.

PURPOSE AND OBJECTIVES

The project purpose was to furnish a commercial kitchen and provide community businesses and youth with entrepreneurial training to promote a sustainable local food economy. The construction of the kitchen and mill was part of a larger initiative, funded by KMS, that was to include a multipurpose meeting space separate from the kitchen complex. Construction plans called for the meeting space to be built before the kitchen and mill. KMS intended to break ground during the project's first year; however, the permitting agencies did not grant construction permits until spring of the second project year. Because of this delay and changes in the economy, the projected cost of the multipurpose space construction rose by \$1 million. KMS required additional time to raise funds. Due to these constraints, by the end of the second year builders had not yet broken ground for the multipurpose space, and it seemed unlikely the kitchen and mill would be built by the end of the project period. Thus, WF could not achieve the first project objective, which was to provide equipment

and supplies for the kitchen and a poi (taro processing) mill, promote the facility, and provide training for kitchen users. Project staff returned ANA funding related to this objective and focused on other project objectives. The second objective was to provide community food producers with mentoring, networking assistance, product development, and business support. WF taught 12 community food producers how to apply for a Department of Health certificate to sell value-added food products and secure small business development resources from the Office of Hawaiian Affairs. In addition, WF recruited 32 potential kitchen users, who recognized the value in leasing time at the certified commercial kitchen once it was constructed. The third objective was to provide entrepreneurship training to youth from the community. Project staff designed the Lima‘hana Workforce Training Program for a core group of 24 teenage youth, teaching them to manage sales and food production and providing them with career counseling. The youth organized a dinner fundraiser, which included planning a meal, selling tickets, and managing proceeds; worked at the weekly farmers’ market to prepare and sell produce and practice sales pitches; managed booths at food festivals; and developed a cookbook. The youth also organized catered lunches for 120 children who participated in WF’s seasonal camps. In addition to the workforce training program, project staff implemented a Teen Waipa culinary program, where middle school youth worked with a local chef to prepare and present dishes, winning numerous awards at island culinary competitions.

OUTCOMES AND COMMUNITY IMPACT

As a result of this project, at least 24 youth gained skills in creating value-added food products, sustainable cultivation, leadership, and teamwork. Participants also gained an appreciation for a nutritious diet.

Furthermore, 12 food industry entrepreneurs now understand how to obtain certification, and WF has willing producers who will take advantage of the commercial kitchen, once established. As a result of discussions with entrepreneurs, WF staff have a better sense of the community’s business management training needs.

By the winter of 2012, KMS trustees provided \$1 million to meet raised costs of the multipurpose space construction. WF expects that KMS will break ground by spring to construct the multipurpose space and kitchen. Once the kitchen is built, WF will move forward with the original project goal to provide food entrepreneurs with training and opportunity to lease the kitchen. In addition, WF will sustain and enhance their youth services over the next three years, having secured a commitment of at least \$300,000 in funding from the Hau’oli Mau Loa Foundation.

AHA PUNANA LEO



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 train 15 Hawaiian-speaking interns in television broadcasting, including pre- and postproduction skills and techniques. The HAWAII 60 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 Aha 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 nonspeakers 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.



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 microorganism 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



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 bilingual 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



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



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

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

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

contemporary agricultural practices, cognitive skills, preemployment 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 'aina (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, selfhealing, 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



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 hostbased 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



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

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 HAWAII 72 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.

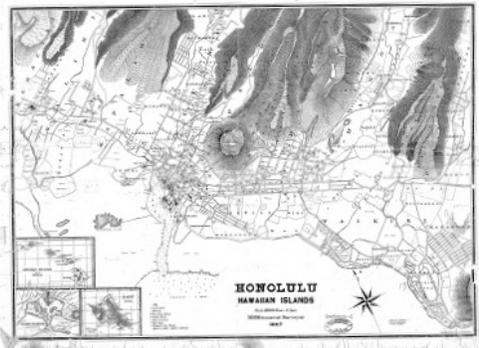
OUTCOMES AND COMMUNITY IMPACT

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 ongoing 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**

Edith Kanaka'ole Foundation



Project Title: Kamakakuoka'aina - Ancestral Knowledge & Land Empowerment

Award Amount: \$1,340,214

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2010 – Dec. 2013

Grantee Type: Native Nonprofit

Project Snapshot

- 12.1 full time equivalent jobs supported
- 1 Native American consultant hired
- 1 Elder involved
- 5 youth involved
- \$45,988 in resources leveraged
- 20 individuals trained
- 12 partnerships formed

Background

Edith Kanaka'ole Foundation (EKF) is an indigenous, family-based nonprofit organization located in Hilo, Hawaii. Founded in 1990, EKF's mission is to teach and encourage heightened indigenous Hawaiian cultural awareness and participation through cultural education. EKF implemented this project in partnership with Kamakakuokalani Center for Hawaiian Studies (KCHS), which is a department of the Hawai'iinuiakea School of Hawaiian Knowledge at the University of Hawaii-Manoa.

In the 1800s, Native Hawaiian land managers, known as konohiki, recorded a wealth of land maps and other natural resource records. During the same time period, Land Commission Awards (LCAs) and native and foreign testimonies were created when Hawaii transitioned to a Western government system. LCAs are documents that confirm or reject all claims to land arising prior to December 10th, 1845; they show when the system for proving land ownership changed from the Hawaiian monarchy to the Western government system, including information on which individuals and families owned the land. Native testimonies of land ownership are written records of an individual

and families owned the land. Native testimonies of land ownership are written records of an individual claiming land for himself or his family, and foreign testimonies are written records of a second party, such as a friend or neighbor, corroborating a native testimony. All of these types of documents have been archived in hard copy records that have not been readily accessible, resulting in a significant loss of ancestral and historical knowledge over the years.

Purpose and Objectives

The project purpose was to improve the capacity of Hawaiians in the decision-making and oversight of lands and resources by sharing ancestral knowledge with the living descendants.

The first objective was to create an easily accessible online database of 12,400 ancestral maps and land documents. The project team scanned and digitized three primary types of documents: 1) Handmade maps created by konohiki in the 1800s; 2) Native and foreign testimonies of land ownership; and 3) LCAs. Staff obtained these documents primarily from the State of Hawaii Archives, and also from the Office of Hawaiian Affairs (OHA) and Ka Huli Ao Center of Excellence in Native Hawaiian

Law. The vast majority of documents were only available in hard copies, so the project team hired a business called Advanced Micro Image to digitize them. Once digitized, the project team transcribed and converted the documents into XML and HTML programming languages to enable upload into two databases. In order to make the documents easily accessible to all Native Hawaiians (or anyone else interested), the project team built and publicized a website (www.avakonohiki.org) that houses one of the databases. The other database is on the UH-Manoa network where the KCHS team worked, and is accessible to the faculty and students. By the end of the project, staff significantly exceeded the target by digitizing and uploading 18,948 land documents to the databases, including 330 maps, 8,523 LCAs, 4,779 native testimonies, and 5,316 foreign testimonies.

The second objective was to train 10 Native Hawaiians in the knowledge of land and resource practices through upper-level university courses and cultural-based instruction and participation. In 2005, KCHS established a Master of Arts (MA) program in Hawaiian Studies that focuses on training in land and resource management that is consistent with the geography and history of Hawaii. Students in this program worked as graduate assistants on this project while simultaneously learning ancestral land and resource management practices. The graduate assistants also participated in culture based trainings, visiting fish ponds and sites such as Mao Farms, which is a locally owned produce farm that educates people about sustainable local food production with a goal of reducing

Hawaiians dependence on imported foods.

Outcomes and Community

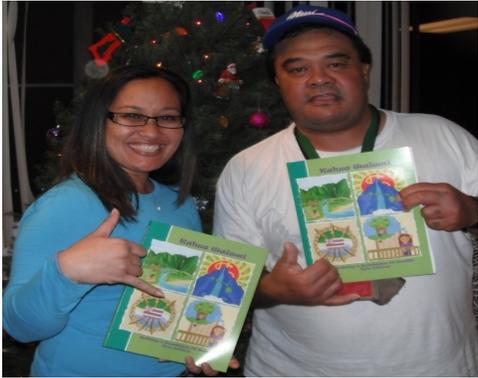
Impact

By the end of the project period the ten graduate assistants were fully trained as konohiki, with a detailed

understanding of ancestral knowledge and management practices of agri- and aqua-cultural resources. All 10 assistants completed or were in the process of completing masters degrees – nine in Hawaiian Studies and one in Library Sciences. The students also developed professional skills and bolstered their income by working on the project as graduate assistants at UH-Manoa.

Establishing the avakonohiki web site marks the first time that this historical and ancestral knowledge has been readily available to everyone with an Internet connection. By the end of the project there had been over 60,000 unique visitors on the web site. According to project staff, accessing this previously unavailable knowledge has allowed Native Hawaiians to expand their understanding of Hawaiian history and culture, and strengthen their sense of cultural identity.

Hawaiian Community Assets



Project Title: Financial Literacy/Renter Education & Credit Counseling for the Homeless Living in Transitional Shelters on the Wai'anae Coast

Award Amount: \$820,180

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2010 – Sept. 2013

Project Snapshot

- 4.6 full-time equivalent jobs supported
- 100 Elders involved
- 62 youth involved
- \$61,958 in resources leveraged

Background

Despite being commonly thought of as a tropical paradise, the housing situation on the Hawaiian Islands is especially desperate for many of the islands' residents. Because of overcrowding and the inflated cost of living, housing and rental prices are the second highest in the U.S., and vacancy rates are historically lower in Hawaii than in any other state. Native Hawaiian households, which have a significantly lower per capita income, are disproportionately affected. Despite recent progress on the islands in creating transitional shelters, many clients find it very difficult to secure permanent housing due to poor credit history and lack of financial skills. Hawaiian Community Assets (HCA), a nonprofit founded in 2000, works to build the capacity of communities to achieve economic self-sufficiency with a particular focus on Native Hawaiians.

Purpose and Objectives

To address this need, the project set out with three objectives, the first of which was to survey and interview residents of the homeless shelter to gather information on barriers and long-term solutions for effective service delivery. HCA surveyed each participant served during the project, a total of 417 people. The results were compiled into a report to the Task Force on Homelessness (appointed by the Governor of

of Hawaii) and other key stakeholders. The project's second objective was to provide financial literacy and renter education workshops and credit counseling to at least 300 residents of transitional shelters on the Leeward Coast. HCA exceeded this target, providing education services to 354 people.

Importantly, HCA also built the capacity of 21 case managers at the shelters to provide financial assessments for residents and assistance in creating individual work plans for obtaining permanent housing. Staff also worked with clients to perform credit checks and develop Individual Development Accounts. Community service specialists monitored the progress of the participants' plans and provided regular follow-up to address issues. In total, community services specialists coordinated and conducted 32 workshops on financial literacy, credit reports, and renter education throughout the project. The project's third objective was to develop a network of landlords and private housing agents who would rent to homeless shelter residents, provided specific objectives are met. Though this was a challenge given the low vacancy rates on the island, HCA developed a list of 20 potential landlords and signed a Memorandum of Understanding with a private property management company for referrals.

HCA also partnered with several other nonprofits in the area to make each of their programs more efficient, complement each other's services, and make a bigger impact on the homelessness problem.

Outcomes and Community Impact

A key outcome of the project, as stated by HCA staff, was that 70 families secured rental housing during the three years of the project. One former client of the homeless shelter, a Native Hawaiian mother who completed the training and requirements and was in the process of moving to her permanent housing, commented, "It's a good feeling to know that [I have] savings, something to fall back on. It feels good to have that."

Another success story of the project came from a Native Hawaiian and U.S. Army veteran. Upon returning from service, he found himself homeless while waiting for his lease award on Hawaiian Homelands. While residing at a shelter, he completed HCA's Kahua Waiwai Financial/Renter Education Workshop series, established a monthly budget, set a savings goal, and created an action plan to purchase a home. In July 2013, while working full-time, he closed on a mortgage loan and moved into a beautiful home on Hawaii Island. Thanks to his hard work and HCA's financial literacy education, he went from being homeless to a homeowner in just 30 months. The baseline data gathered through the assessment will inform development of the HCA Kahua Waiwai Renter Education handbook, which will be part of a curricula series for first-time home buyers and youth ages 13 and older. HCA secured five two-year fee-for-service contracts to institutionalize financial literacy services within emergency and

and transitional shelters statewide. This new service provision, combined with the increased capacity of shelter case workers, will ensure the project and its benefits are sustained in the coming years. Thanks at least in part to the concerted efforts of HCA and other nonprofits and government agencies in Hawaii, several shelters reported vacancies for the first time in 4 years—a good sign that the homeless epidemic in Hawaii is on the decline.

"It wasn't a handout but a hand up"

Former homeless shelter client and project beneficiary

Kipahulu Ohana, Inc.



Project Title:Kipahulu Traditional Hawaiian Agricultural Restoration
Award Amount:\$687,280
Type of Grant:Social and Economic Development Strategies
Project Period:Sept. 2010 – Sept. 2013
Grantee Type:Native Nonprofit

Project Snapshot

- 3.3 full-time equivalent jobs supported
- 2 Elders involved
- 4 youth involved
- 13 individuals trained
- 14 partnerships

Background

Established in 1995 by a group of lineal descendants of Maui’s Kipahulu district, Kipahulu ‘Ohana is a nonprofit dedicated to the cultural sustainability of the districts. Kipahulu and Hana are traditional districts that encompass eastern Maui. About 2,000 people live there, 35 percent of whom identify as Native Hawaiians. In 1997, Kipahulu ‘Ohana became a 501(c)(3) nonprofit in order to enter into a formal agreement with the National Park Service (NPS). The organization undertakes cultural and resource management projects with Haleakala National Park, and works to develop culturally based self-sufficiency opportunities for local Native Hawaiians. Many Hawaiian families maintain a subsistence-based lifestyle to supplement their diets with traditional practices. However, Native Hawaiians suffer disproportionately from health challenges such as diabetes and cardiovascular disease, for which diet is a significant contributing risk factor. Taro, called kalo in Hawaiian, is the main staple of the traditional Hawaiian diet and is central to Native Hawaiian culture. It is often eaten as poi (kalo mixed with water and ground into a paste), which is highly nutritious. According to United States Department of Agriculture statistics, the statewide production of kalo has declined from 7 million pounds in 2000 to 4 million pounds in 2009, despite the

cultural and social value of growing kalo. In response to the scarcity, high price, and sometimes poor quality of poi in isolated East Maui, the community identified a desire to have more poi for elders, infants, pregnant mothers, and those with diet-related illnesses.

Purpose and Objectives

The project goal was to restore ahupua’a (traditional watershed area) land in the Kipahulu section of Haleakala National Park into active production of kalo and other traditional Hawaiian crops, and then to distribute these crops to the community. The project’s first objective was to restore 21 acres of land to active production of kalo and other traditional crops. Although project staff faced challenges working with the NPS due to federal requirements, staff were able to secure four alternative sites. Project staff also utilized the existing 4-acre Kapahu Farm, which Kipahulu ‘Ohana has managed on NPS land through a cooperative agreement for the past 20 years. After the project began, staff learned that some of the land they had planned to harvest was unsuitable for cultivation. Kipahulu ‘Ohana cleared 14 acres of land, 12 of which were under cultivation or pasture by the end of the grant period. The funding allowed Kipahulu ‘Ohana to restore the fields and obtain equipment such as a chipper and tractor. Staff organized monthly community work days to help clear,

prepare, and plant the sites. Participants included casual labor, local volunteers, and school and youth groups from across the U.S. In addition to restoring traditional kalo terraces at several sites, project staff and community members planted citrus fruits and other in-demand crops including banana, guava, limes, avocados, sugarcane, breadfruit, and coconut trees.

The project's second objective was to process and distribute 30,000 pounds of poi for community consumption; Kipahulu 'Ohana came close to this goal, producing and distributing an estimated 29,500 pounds. To help achieve this, project staff organized community harvest and processing days at the Kipahulu 'Ohana commercial kitchen (the only licensed kitchen in the area), where many community members learned how to make poi. Staff provided poi and fruit to volunteers and others who helped in farming and processing. Kipahulu 'Ohana also supplied poi for traditional events where people serve poi, including luaus, graduations, and funerals. The organization's participation in the annual East Maui Taro Festival helped sell poi and raise awareness about the project and the organization.

Outcomes and Community Impact

The project not only helped restore traditional kalo patches, but also provided opportunities for people who want to begin family planting and harvesting for traditional events and home consumption. It increased the amount of kalo local residents can provide for themselves and connected hundreds of people to a central component of Native Hawaiian culture. An estimated 2,000 individuals benefitted from the project.

This number includes the participants at the farm and work sites who learned about agriculture and gained cultural knowledge. The beneficiaries also include Kipahulu and Hana residents who received poi and other food. Given their expanded capacity to farm, Kipahulu 'Ohana can now donate more kalo and other crops to the community. This will continue to improve local diets. Another benefit of the project is that the community work and harvest days were a platform for younger generations to become more comfortable with traditional culture and learn from the Elders. The project helped improve local wages by providing flexible employment through casual labor on the farm. Residents now have improved income opportunities, since they can produce fruit and other crops to sell to local vendors at lower prices. Staff indicated the next step is to further engage people in taking a greater part in the culture through growing their own kalo and helping maintain kalo patches; this is when even greater change will come.

Kula no na Po'e Hawaii



Project Title: Kawaihonaakealoha Phase II: Papakolea's Elder Service Project

Award Amount: \$509,691

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2009 – May 2013

Grantee Type: Native Nonprofit

Project Snapshot

- 4.2 full-time equivalent jobs supported
- 1 business created
- 98 Elders involved
- 1,030 youth involved
- \$480,133 in resources leveraged
- 427 individuals trained

Background

Established in Honolulu in 1934 as a Hawaiian Homestead Settlement, the Papakolea community is the only urban Hawaiian homestead in the State of Hawaii. The community is densely populated and has the highest proportion of Native Hawaiians in Honolulu, with some of the lowest incomes in the state. Founded in 1992, Kula no na Po'e Hawaii (KNNPH) is a community-based nonprofit with the mission to provide educational activities for residents of all ages in the Papakolea community. Papakolea has a significant number of elderly residents – 32 percent of the total population. Most of these Elders live in homes with limited accessibility, and the Elders receive care from family members in the traditional Hawaiian system of 'ohana. After a year-long planning project to identify the health and safety needs of residents 55 years and older in the community, KNNPH developed a phased series of projects to create a community support system to permit elderly residents to safely "age in place" in a culturally appropriate manner.

Purpose and Objectives

The purpose of the Phase II project was to develop and implement a case management program to help Kupuna (Elders) remain in their homes

while receiving social and health services. The project's first objective was to develop a cultural competency curriculum and a case management team training manual for health and social service workers coming in to the community. Project staff worked with nursing and social work students to create the cultural competency curriculum. Community members and academics reviewed the team training manual, which project staff developed as a service learning manual.

The second objective was to conduct case management team training for nursing and social work graduate students at the University of Hawaii and Hawaiian Pacific University. To accomplish this, KNNPH staff and advisors hosted more than 60 training sessions covering topics such as traditional Hawaiian values, beliefs, and healing practices. The team created a diverse range of resources for families. The case management team also hosted an annual community health fair, which brought in over 60 vendors, including many Native-owned businesses. The first part of the project's third objective was to provide case management services to the community's Elders. The Kupuna have many diverse needs, ranging from health problems to home repairs, and addressing all of these needs was a challenge.

Nursing and social work students provided at-home care to elderly patients, which gave family members much-needed relief, as well as training to provide better care of elderly family members. The students carried out additional projects as part of the coursework, such as conducting studies and developing resources for the program. At the end of each semester, the students presented on their final products to the Kupuna. The second part of the third objective was to conduct summative evaluations of the project. The subsequent report, authored by the project director and a faculty member at the University of Hawaii, outlined the results of the project as well as the prospects and challenges for the future.

Outcomes and Community Impact

One of the clearest impacts of the project is on family caretakers, who received training and resources to assist in caring for the Kupuna. Family members have increased capacity to address the needs of the Kupuna. As a result, Kupuna are now better able to age comfortably at home. The Kupuna stated the quality of care improved, and many acquired additional knowledge and resources. Project staff hosted weekly educational classes in which doctors, pharmacists, and students presented. According to one Elder, the Kupuna learned something new every week. The new partnerships with academic institutions, as well as the new curriculum, will continue to serve additional Kupuna and new cadres of students.

Dozens of nursing and social work students gained hands-on training and experience in cultural competency. The students provided 17,348 volunteer hours, contributing services for dozens of Native Hawaiian families who otherwise would not have had such access. Kupuna who were served reported being happy with the services received, and many said the services exceeded expectations. The students' research projects provided invaluable benefits. In one project, students found a high prevalence of diabetes – 25 percent – amongst the elderly in the community. Based on those results, another group of nursing students created a recipe book for people with diabetes. In one research project, students found a lack of smoke detectors, so KNNPH installed smoke detectors in every home. According to staff, the project made the community and KNNPH more aware of the need for additional assessment of the complex needs of Kupuna. An unexpected benefit of the project was the effect of having college students around youth in the community. According to the staff, many youth saw what the students were doing and thought, “Hey, I could do that; I could go to college.”

Na Kamalei – Koolauloa Early



Project Title: Native Hawaiian Family-Strengthening Curriculum Pilot and Comprehensive Activities
Award Amount: 1,446,871

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2010 – Sept. 2013

Grantee Type: Native Nonprofit

Project Snapshot

- 14 full-time equivalent jobs supported
- 23 Elders involved
- 194 youth involved
- \$39,600 in resources leveraged
- 503 individuals trained
- 27 partnerships

Background

Na Kamalei-Ko’olauloa Early Education Program (KEEP) was formed in 1995 as a community-driven program to bring parents and their young children together for interactive, culturally based education. Na Kamalei-KEEP is located on the island of Oahu’s rural east side in Ko’olauloa, an ancient Hawaiian district. Thirty-four percent of the state’s Native Hawaiians reside here, and 56 percent of local public school students are Native Hawaiian.

Ko’olauloa residents value ecology, family, children, and heritage. The traditional extended family system of ‘ohana is commonly practiced by family members, who provide childcare for their children rather than placing them in Western-style childcare centers. Since 1995, Na Kamalei-KEEP has collected lessons and cultural protocols demonstrated to work well with area families, providing education through a mobile program in an outdoor, natural environment.

Under a previous ANA grant, program staff created a family learning curriculum called “Lei Aku, Lei Mai (Lei Given, Lei Received): A Reciprocal Exchange of Knowledge.” While this curriculum has been successful, Native Hawaiian families in Ko’olauloa face fast-diminishing opportunities for cultural experiential learning

would support family resiliency.

Purpose and Objectives

The project goal was to implement and measure a new comprehensive family strengthening curriculum for low income/high risk participants, affecting 1,299 Native Hawaiians in Ko’olauloa.

The project’s first objective was to plan, implement, and measure a family learning curriculum pilot in homes and at community classroom sites for Native Hawaiian children and parent/family members. Children ages 18-48 months received the curriculum at four community sites for the 40-week pilot. Each site had class two days per week, and all the sites met at the Na Kamalei-KEEP outdoor Discovery Garden on Fridays. Children and family members attended the program a total of 9 hours per week. Two certified parent educators visited children ages zero through 18 months in the home, each conducting about five visits per week.

The program served 194 children and 137 families. Unduplicated annual enrollment increased from 36 Native Hawaiian and 27 non-Native children in the first year to 57 Native Hawaiian and 54 non-Native children in the third year.

The second objective was to provide 290 teachers, parents/family members, and community residents with the skills, knowledge, and resources necessary to mentor and teach children in class and at home. Na Kamalei-KEEP conducted curriculum training for the community twice a year, in addition to regularly scheduled staff trainings.

More than 100 teachers, parents, and community members received training on the “Lei Aku, Lei Mai” curriculum and Hawaiian language and culture each year, with a total of 503 individuals trained throughout the project.

The project’s third objective was to develop, produce, and post new additions to the project’s website to be used as interactive supplementary curriculum materials expressing Hawaiian culture, language, and values. To accomplish this, staff created a media page on the Na Kamalei-KEEP website, which includes music, videos, printable activities, and the registration form for the program. By the end of the project, the team posted 27 new resources to the site. The organization also uses a Facebook page to announce events and post photos.

Outcomes and Community Impact

Through this program, Ko’olauloa children and their families received cultural education on honoring, respecting, and actively maintaining the well-being of family, self, community, and the *‘aina* (life-giving land). Na Kamalei-KEEP board members reported the program is more visible in the community and classes are now at capacity.

Parents reported seeing changes in their children’s behavior such as increased engagement and empathy skills, social skill development, increased confidence, and the ability to communicate and express feelings. One parent remarked that her child surprised her with how much he could learn and how much he grew.

Parents also gained a lot from the program, such as increased awareness of parenting styles, awareness of improvements in behaviors and positive socialization, and empowerment; all of which strengthen the family and improve children’s well-being. Parents reported changes in their behavior, such as one stay-at-home mom who admitted she felt she had been neglecting her child, and that she learned to “help myself focus on my son and his education and development.”

The flexibility and affordability of the program is also unique; it costs about \$35 per month, compared to nearly \$800 for other programs.

The community greatly benefited through increasing relationship networks, supporting and connecting parents, and strengthening diversity and multicultural connectivity. In addition, families reconnected to Native heritage and extended this knowledge and values to non-Native families.

Native Nations Education

Foundation



Project Title: High School Diploma & Community Enrichment Program
Award Amount: \$694,720

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2010 – Sept. 2013

Grantee Type: Native Nonprofit

Project Snapshot

- 4 full time equivalent jobs supported
- 20 Elders involved
- 68 youth involved
- \$24,435 in resources leveraged
- 184 individuals trained
- 7 partnerships
- 80 adults increased their ability to speak a native language

Background

Native Nations Education Foundation (NNEF) was founded as a nonprofit in 2002. NNEF is committed to creating diverse educational opportunities for Native Hawaiians, who have experienced a disproportionate high school dropout rate on the east side of the island of Hawaii, where this project was implemented. Additionally, it has been difficult for many Native Hawaiians to obtain high school diploma equivalency due to the financial cost of General Educational Development (GED) programs and lack of cultural sensitivity in the courses that are offered.

Purpose and Objectives

The project purpose was twofold: to provide an opportunity for Native Hawaiians that had not completed high school to obtain diploma equivalency, and to provide community workshop trainings focusing on life skills, workforce preparedness, and Native Hawaiian culture. The first objective was to provide culturally appropriate GED and Competency-Based High School Diploma Program (CBHSDP) courses for Native Hawaiians. Staff initially conducted a survey of 371 Native Hawaiians to assess general demographics and attitudes toward education, as well as topics of interest within Hawaiian culture, workforce development, and life skills. Staff used survey results to

inform curriculum development and course offerings. For example, Hawaiian culture and language were the strongest interests and thus became a heavy focus in the curricula. Basic computer skills for workforce preparedness and life skills such as money management were also in high demand, so staff also incorporated these topics into the offerings for the high school diploma and community workshop components of the project.

In keeping with the State of Hawaii's Department of Education (DoE) guidelines, project staff administered initial placement tests of reading and math skills to participants seeking diplomas. The test results placed individuals into one of three tracks: GED is the highest, CBHSDP is in the middle, and the lowest scores enroll in Adult Basic Education (ABE). GED and CBHSDP students receive diplomas after completing the courses, with the main difference being that GED courses require fewer hours than CBHSDP. By contrast, ABE students enroll in 60 hours of remedial coursework before being able to take the placement exam again. ABE is not a diploma path; completion simply qualifies a person to test again to get into one of the diploma paths. For participants initially on the cusp between two levels, project staff provided pre-placement tutoring. Staff administered

the placement exam to 91 clients, 60 of whom enrolled in classes. Of the 60, the initial exam placed 22 into GED, 23 into CBHSDP, and 15 into ABE. According to staff, this breakdown would likely have been less favorable without the pre-placement tutoring, which significantly expedited diploma acquisition for students able to test into higher levels. Pre-placement tutoring was a key difference between NNEF's approach and the state DoE process, which does not offer this service.

Project staff taught GED and CBHSDP classes with two teachers and generally no more than eight students per classroom, providing plenty of individual attention for students. Another key difference from the state DoE offerings was that all classes were subsidized by NNEF and therefore free for students, including those who were referred to ABE classes in the state-run program.

The second objective was for project staff to provide nine community workshops open to all community members. Students in the diploma courses also attended many of these workshops. Topics included computer literacy, financial literacy, genealogy, computer graphics, and five workshops teaching various aspects of Native Hawaiian language and culture.

Outcomes and Community Impact

By the end of the project, 154 community members attended the nine various workshops, and 30 individuals received GED or CBHSDP diplomas. Participants increased their knowledge of Hawaiian language and culture, and simultaneously developed life and job skills such as financial literacy and computer proficiency.

The impact on participants that received diplomas was profound in many cases. Beyond simply obtaining diplomas, graduates reported a strong feeling of accomplishment and improved self-esteem; furthermore, graduates gained the ability to go on to higher education or better, higher paying jobs. Upon request, staff referred graduates to the local community college for secondary education and technical training, and by the end of the project 17 of the 30 graduates became employed, received higher pay at existing jobs, or had enrolled in community college or technical schools. Exit surveys conducted by project staff show participants reported positive experiences that have had beneficial effects on their lives and the lives of their families.

One participant, a mother of five, has been volunteering at HOPE Services Hawaii for the past four years helping people experiencing homelessness obtain shelter assistance. Upon completion of the program she plans to attend community college and, with her increased education, become a full-time staff member at HOPE and make a career out of helping others. She has stated that none of this would have been possible if it was not for NNEF's program.

Polynesian Voyaging Society



Project Title: Perpetuating Hawaiian Voyaging Traditions

Award Amount: \$879,960

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2009 – Sept. 2013

Grantee Type: Native Nonprofit

Project Snapshot

- 3.6 full-time equivalent jobs supported
- 250 Elders involved
- 520 youth involved
- \$3,404,903 in resources leveraged
- 309 individuals trained
- 30 partnerships

Background

Established in 1973, the Polynesian Voyaging Society (PVS) has the mission to perpetuate the art and science of traditional Polynesian voyaging and the spirit of exploration. PVS does this by providing experiential educational programs to the community.

Hawaiian voyaging traditions include deep sea voyaging, navigation, and building double-hulled sailing canoes. For over 600 years, these traditions were lost in Hawaii. In 1975, however, PVS finished construction of a 62-foot functioning replica of an ancient double-hulled voyaging canoe, the Hōkūleʻa, meaning “Star of Gladness.” Hōkūleʻa’s first voyage was in 1976 and in 1980 she took the first voyage navigated by a Hawaiian, to Tahiti and back, a feat that had not been accomplished in 600 years.

Voyaging traditions are a great source of pride for the Native Hawaiian community and are a means to transmit Hawaiian values of caring, love, knowledge-seeking, sharing, justice, and healthy living. There is an imperative need to perpetuate these traditions and prevent the repeated loss of this highly specialized practice.

Purpose and Objectives

The project goal was to perpetuate Hawaiian voyaging traditions by training a new generation of captains, navigators, and crew in the

in the knowledge and skills of sailing double-hulled canoes. Staff hoped trainings would culminate in sailing Hōkūleʻa on a worldwide voyage in 2013.

The project’s first objective was to train captains, navigators, and crew in sailing and non-instrument navigation of double-hulled canoes, as part of preparation for the worldwide voyage. The training included more than 100 coastal sails, eight interisland sails, and two deep sea sails. The crew studied with Master Navigators Nainoa Thompson and Bruce Blankenfeld, and although there was some classroom learning, 90 percent of the training was experiential. PVS trained 19 captains, 14 of whom are deep-sea qualified. All crew is taught the basics of traditional (non-instrument) navigation. This project also had six apprentice navigators, some of whom will become masters through the worldwide voyage. In addition to the captains, PVS trained 290 crew members, greatly exceeding the projected training hours.

As part of the crew training – and as the first leg of the worldwide voyage – PVS conducted two statewide sails throughout the Hawaiian Islands. The first sail reintroduced Hōkūleʻa after it was completely refitted (part of the project’s second objective). The second sail was meant to test the canoe, conduct outreach around the islands, recruit new people, and develop community

buy-in.

The project's second objective was to train captains, navigators, and crew in building double hulled sailing canoes. PVS did this through the refitting of Hōkūle'a, which was taken apart completely for the first time since she was built. The dry dock refitting involved removal of all components, teaching about them in Hawaiian, and building new parts. Around 1,000 people participated in the dry dock, providing over 26,500 volunteer hours. This process was critical not only for building community involvement, but was essential for crew members to learn about the canoe's balance, understanding the weight of the canoe, and steering. After 18 months in dry dock, Hōkūle'a was re-launched on March 8, 2013, the 37th anniversary of her original launching.

Hōkūle'a will be accompanied throughout the worldwide voyage by a sister canoe, which will serve as a support boat, a platform for conducting science experiments, and a base for radio and film crews.

Outcomes and Community Impact

The project started with just a handful of individuals, master navigators, who held the traditional knowledge; now, there are literally hundreds, and interest around the islands is growing. A learning process and curriculum are now in place to train new navigators and crew members. Through its partnerships with local educational institutions, PVS is promoting navigation as a viable teaching tool for science and math, and recruiting more Native Hawaiians into the higher education systems.

Project staff estimate over 5,000 individuals benefitted from the project, many through the dry dock refitting and training, as well as others who came aboard and learned about the project during the statewide sail. Hōkūle'a and the worldwide voyage are inspiring others and serve as a learning platform about rich Native traditions.

Hōkūle'a has already brought many cultures together and, according to staff, has been a major factor in the Native Hawaiian cultural renaissance of recent decades. The canoe inspires pride in current generations of Native Hawaiians. PVS is bringing back traditional knowledge and implementing cultural values towards natural resource management through honoring indigenous cultures and using indigenous knowledge. In this view, the voyage is not only about traditional voyaging, but also sustainability, learning between cultures, and peace. By the end of the project, PVS was completing the Hawaiian Islands leg of the worldwide voyage. They plan to set sail on the next leg, to Tahiti, in May 2014, eventually returning to Hawaii in 2017.

“When people find out Hōkūle'a is real and where she has been, they start to realize what they can do individually and collectively.”

Heidi Kai Guth
Project Director

Puko'a Kani 'Aina Community Development



Project Title: Mohala I Ka Wai: Native Hawaiian Community Impact Organization

Award Amount: \$1,080,311

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2010 – Sept. 2013

Grantee Type: Native Nonprofit

Project Snapshot

- 5 full time equivalent jobs supported
- 1 Native American consultant hired
- 25 individuals trained
- 15 partnerships

Background

Puko'a Kani 'Aina (PKA) is a nonprofit organization incorporated in 2009, located in the communities of Waimea and Keaukaha on the island of Hawaii. PKA's mission is to improve opportunities for Native Hawaiians and their communities to achieve empowered, healthy, and sustainable lifestyles. To carry out its mission, PKA aims to serve a variety of nonprofit and community education organizations (CEOs) that serve Native Hawaiians.

Many Native Hawaiians face challenges in achieving academic success, and numerous statistics demonstrate an achievement gap between Native Hawaiians and their non-native counterparts. Many nonprofits and CEOs on the island of Hawaii lack critical capacities and resources which limits their ability to serve Native Hawaiian students and communities.

Purpose and Objectives

The project purpose was to develop the organizational capacity of native-serving nonprofits and CEOs on the island of Hawaii to increase their impact and reduce the educational achievement gap for Native Hawaiians. Early in the project period, staff noted that reducing the education gap was not a feasible goal for a three year project, so the focus shifted exclusively toward building capacity of CEOs and nonprofits.

The first objective was to identify 15 organizations with capacity building needs, and to help them complete organizational assessments and plan capacity

15 organizations with capacity building needs, and to help them complete organizational assessments and plan capacity building activities. By the end of the project period, staff identified 17 organizations; 15 completed assessments and five planned capacity building activities. For the assessments, staff used an existing instrument known as the McKinsey Capacity Assessment Grid which consists of seven dimensions, including aspirations, strategy, organizational skills, human resources, systems and infrastructure, organizational structure, and culture. Capacity planning activities consisted of helping organizations draft detailed work plans to address needs identified through the assessments. Project staff helped 10 organizations draft work plans, and five completed the activities they had identified by the end of the project.

The second objective was to provide support services to client organizations to build capacity in the areas identified in the assessments. To publicize the available services, staff developed a brochure and website, and conducted one on one consultations with client organizations. The consultations were also used to customize the services to each client's particular needs.

Fiscal management was the most commonly requested support service. PKA staff helped clients work with

budgets, payroll, disbursement of funds, financial reports, and other tasks related to fiscal management. In six cases, PKA acted as the fiscal sponsor for client organizations and managed financial functions while simultaneously building organizational capacity so that clients could eventually become self-sufficient in these tasks. PKA provided other support services including human resources, fundraising, legal consultation (with an attorney that was brought on as a consultant), drafting cases for support, referrals to available funding sources, and guidance on how to incorporate as a nonprofit organization.

Outcomes and Community Impact

Participating client organizations built capacity in a variety of ways. By the end of the project period, the six organizations that received financial management support developed the skills to manage those tasks independently. Three organizations were not formally organized as legal entities, but with the help of PKA were able to incorporate as nonprofits. Six other organizations completed cases for support, which will help them access future funding

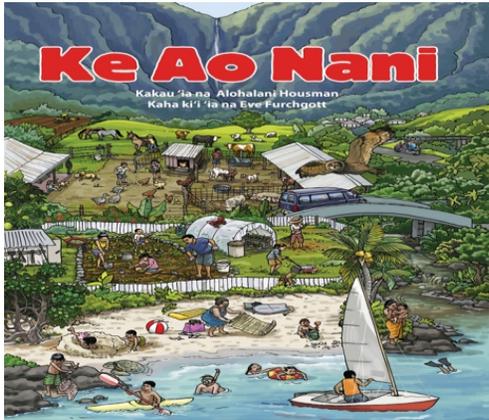
opportunities. PKA also helped four organizations develop and begin to implement strategic plans. Lastly, several organizations have already received financial awards from funding opportunity announcements that PKA referred them to.

The client organizations that PKA assisted have a variety of focuses and were assisted in different ways, however the shared common ground is in serving the educational, social, and cultural needs of Native Hawaiians. The participating organizations developed capacity and are more effectively carrying out their missions and better serving Native Hawaiian communities as a result.

“The essence of this project was to work with groups that had great ideas for community development but lacked the technical knowledge that they needed to actualize those visions and ideals. PKA’s role was to provide them with that information and knowledge to help turn their vision into reality.”

Olani Lilly
Project Director

University of Hawaii at Hilo



Project Title: Ka Olelo Oiwi: Hawaiian Oral Language Development Project
Award Amount: \$903,519
Type of Grant: Native Languages
Project Period: Sept. 2010 – Sept. 2013
Grantee Type: Native Nonprofit

Project Snapshot

- 6 full time equivalent jobs supported
- 12 Elders involved
- 124 youth involved
- \$181,225 in resources leveraged
- 422 individuals trained
- 21 partnerships
- 3 language surveys developed
- 278 language surveys completed
- 32 language teachers trained
- 2,341 youth increased their ability to speak a native language

Background

In 1987 the State of Hawaii's Department of Education established the Hawaiian Language Immersion Program (HLIP) to revitalize the Native Hawaiian language in public schools. There are 15 total HLIP schools on five islands, grades K-12. Classes are immersion in grades K-4, then bilingual but still predominantly Native Hawaiian in grades 5-12.

In 1989, the Hawaii State Legislature established the Hale Kuamo'o Hawaiian Language Center within the Hawaiian Language College at the University of Hawaii's Hilo campus. The Language Center's mission is to support the expansion of the Hawaiian language in HLIP schools and beyond, and it is the only entity that creates and publishes educational resources for the HLIP program. However, the state legislature has not appropriated funds for the Language Center to carry out its mission; therefore, it has relied primarily on grant funding to provide the necessary support to HLIP schools.

Purpose and Objectives

The purpose of this project was to create curricula and printed resources for HLIP students K-6, and to provide trainings for teachers and families of students at HLIP schools. The first objective was to develop, print, and disseminate 25 language resource units, each consisting of a lesson plan for 10-20 hours of instruction and activities, as well as the materials needed to teach each

lesson plan. The project team created 26 resource units by the end of the project. Twenty-one of the units were for teachers at the HLIP schools, and five were for student family workshops.

A language assessment prior to the project identified grammar, fluency, and cultural perspectives as the three most pressing areas of need in HLIP schools, so the resource units focused primarily on those three areas. The project team created a variety of materials to support the resource units, including 20 books, 44 posters, four games, nine workbooks, an educational song on CD, and four audio recordings of native-speaker storytelling and interviews. Project staff published and distributed hundreds, and in some cases thousands, of copies of each resource to all 15 HLIP schools and to the families that attended workshops.

The second objective was to provide teacher trainings on best practices for oral language development and assessment. In year two of the project, staff conducted two trainings for 32 teachers (16 at each training). The 32 teachers came from 13 of the 15 total HLIP schools, indicating strong demand for the trainings. The highlighted teaching methods included interactive, participatory oral language activities such as conversation in small groups, total physical response (TPR), "think/pair/share/square," use of songs, and pairing into partners for question and answer dialogue. Staff also developed teacher assessment skills through instruction on conducting oral evaluation pre-

- and post- tests.

The third objective was to provide oral language literacy workshops for families of K-6 HLIP students. The project team conducted seven workshops for families of students on all five islands. The workshops were attended by 390 family members and provided families with activities and resources to facilitate language acquisition at home.

Outcomes and Community Impact

Follow up surveys with parents and teachers that attended the trainings provided positive feedback, particularly from parents, who indicated that participation resulted in strengthening of cultural identity, family bonding, and continued language acquisition in the homes of HLIP students.

The project team stated that the 2,341 students at HLIP schools have been able to increase their language skills through the use of the books, curricula, and other resources and materials that were developed through this project. The project director stated that these resources also convey an important cultural and psychological benefit to the students. Until somewhat recently HLIP schools did not have sufficient resources printed in Native Hawaiian, so the schools used books and other resources printed in English with pictures and illustrations of Caucasian people.

Native Hawaiian words were then pasted on to these resources in order to make them usable for instruction. Utilizing these makeshift books and materials had the psychological effect of making the students feel marginalized, like second class citizens. The project director was pleased to report that because of projects like this one, today's HLIP students are able to develop a sense of pride in their language, culture, and heritage.

“This is it. This is the only center creating these materials and we have over 2000 K-12 students in immersion schools that need them, so the ability to supply the schools with these resources is critical.”

Alohalani Housman
Project Director

Aha Punana Leo



Project Title: Teachers Development Project

Award Amount: \$801, 269

Type of Grant: Native Language Preservation and Maintenance

Project Period: August 2011-July 2014

Grantee Type: Native Nonprofit

Project Snapshot

- 49 teachers completed an early childhood development course
- 45 teachers completed a Hawaiian Language Course
- 6 new college-level courses developed

Background

Aha Punana Leo is a non-profit organization based in Hilo, Hawaii, that runs a network of 11 pre-schools across the island chain. Each Aha Punana Leo school operates within the Hawaiian medium, meaning that all coursework is delivered in the Hawaiian language with Hawaiian culture and practices integrated into lesson plans. In the late 2000s, rapid growth in language nest enrollment was exceeding the number of available teachers. Many teachers had little experience working in a Hawaiian medium school and needed training in the Hawaiian language and in immersion pedagogy. To build staff skills, Aha Punana Leo implemented a Native Language Preservation grant from 2011-2014. This ANA project provided college-level Hawaiian language courses from the University of Hawaii at Hilo to 45 teachers, with several students advancing from the 101 to the 404 level. Staff also worked with the university to develop six college courses in early childhood development with an emphasis on integrating Hawaiian cultural teachings and cross-cultural understanding into age-appropriate lesson plans. The courses included topics such as sensory skills development, lesson planning, building life skills for families, and using music in the classroom. Classes were held either online or at the university during teacher work days and evenings.

Project Outcomes and Impact

Prior to the Teacher Development project, many Aha Punana Leo teachers had no exposure to college. The project gave them an introduction to what college is like and made higher education less intimidating. Many teachers said they will continue taking college courses in pursuit of a degree. As one participant said, “I’m grateful to have the opportunity to take classes. I wouldn’t have had that otherwise.” Another said, “If I hadn’t gone to classes, I would’ve been stuck and not able to grow”. In addition, the courses brought every teacher’s skill level up, and created a common vocabulary and understanding of early childhood development concepts. As one lead teacher said, “It got my team and I on the same page” in terms of “what we needed to give our kids, and what to prepare for physically, emotionally, and mentally” as they grow up.

Prior to the project, teachers were intimidated by highly educated and/or fluent parents of some of their students. They felt ill-suited to provide advice or progress updates when they felt the parents knew more than they did.

After the project, teachers said they had more confidence to

to communicate with parents and chart out a learning strategy for students. As one teacher said in regards to new-found confidence, "My career is now at another level." ANA Punana Leo plans to partner with the state to keep providing college-level learning opportunities for teachers.

Ke Kula o Nawahiokalaniopuu



Project Title: Hawaiian Language Survival School

Award Amount: \$605,414

Type of Grant: Native Language Preservation and Maintenance

Project Period:

Grantee Type:

Project Snapshot

- 123 students improved their ability to speak a native language
- 6 college level courses developed
- 23 high school students enrolled in college courses

Background

Ke Kula o Nawahiokalaniopuu Iki, also known as Nawahi, is a public charter K-12 Hawaiian medium school located in Keaau, HI. Nawahi is part of the pre- school through post-graduate Hawaiian Medium initiative in Hawaii County, with Aha Punana Leo offering pre- school, Nawahi offering K-12 programming, and University of Hawaii at Hilo offering bachelor and graduate degree programs, all in the Hawaiian language. From 2011-2014, Nawahi implemented a language preservation grant to increase the university-readiness of Nawahi high school students, and increase the use of Hawaiian among middle school students. Through the grant, Nawahi developed opportunities for students to interact with graduate students and professionals who use Hawaiian on a day-to-day basis. These interactions occurred through field trips to museum and petroglyphs, participation in hula festivals, and an after-school recitation program where the students learned to perform oratory in the traditional style. Nawahi staff also partnered with the University of Hilo to develop six new courses that were appropriate for both university and Nawahi high school students, covering topics such as statistics, environmental studies, and oratory. Twenty- three students learned how to enroll at the university and completed the courses alongside college students, all in the Hawaiian language.

Project Outcomes and Impact

Project staff said that as a result of the project, middle school students began using Hawaiian more and started to see speaking Hawaiian as an asset in finding a career, and not a barrier. As one staff member said, the program “planted ambition” in all of their students to attend college, and develop career paths. The student success coordinator said students are also less nervous about college, as they are now familiar with how to fill out paperwork, apply for financial aid, and register for courses. The University of Hawaii professors also benefited, by learning what to expect from incoming classes of Nawahi students. Nawahi staff believe the project increased all 123 students’ motivation and ability to speak Hawaiian.

Partners in Development



Project Title: Pa`alana Homeless Family Education Program

Award Amount: \$1,175,991

Type of Grant: Social and Economic Development Strategies

Project Period:

Grantee Type:

Project Snapshot

- 900 Families served
- 450 homeless children received early childhood education
- 1 nationally accredited program
- 30 fathers participated in fatherhood program

Background

Since 2007, Partners in Development (PID) has been providing a free pre-school program for Native Hawaiian homeless children on Oahu's leeward coast. From 2010- 2013, PID implemented a SEDS project to develop an accredited curriculum for their pre-school program and expand upon their family support services. PID hired a curriculum specialist who created a preschool curriculum that met accreditation standards from the National Association for the Education of Young Children (NAEYC). The curriculum included age-appropriate lessons based on child development stages and heavily featured Native Hawaiian vocabulary, beliefs, metaphors, and stories. PID staff taught the curriculum to 120 children at the Hope Shelter and 330 more children at the other preschool sites. In addition, PID staff held kindergarten readiness and health fairs, providing free

school supplies and haircuts to families and introducing parents to social service providers in the area. Focusing on father engagement, PID staff also developed and implemented a curriculum for fathers to build values of teamwork, conflict resolution, and leadership, and to connect them to Polynesian heritage. Staff also facilitated activities to reinforce the curriculum, including leading a visit to a Polynesian museum and helping fathers host an imu, a traditional barbecue feast, for the Hope Shelter community.

Project Outcomes and Impact

In 2013, the Hope Shelter received NAEYC accreditation, partly due to the high quality preschool curriculum developed by PID staff. Now, PID has even more credibility, which staff believes will encourage donors to support their program. The curriculum was well-received by families; PID staff said the integration of cultural values helped families relate more and be more engaged, and staff believe this will result in higher education achievement among the children they serve.

Furthermore, PID staff saw a transformation in the fathers they worked with, and see them modeling positive behaviors, including finding employment, securing stable housing, and stopping drug abuse. PID's SEDS grant helped further anchor their position as a wraparound organization supporting children and families from many angles. Moving forward, they hope to be a model for other organizations trying to weave culture and Western accreditation models together.

The Library Friends



Project Title: “Children of Our Homeland” Social/Cultural/Family Preservation Center

Award Amount: \$962,500

Type of Grant: Social and Economic Development Strategies

Project Period: 9/1/2004 - 12/31/2007

Grantee Type: Native Nonprofit

PROJECT SNAPSHOT

- 52 Native American consultants hired
- 20 elders involved
- \$332,000 in resources leveraged
- 137 people trained
- 31 partnerships formed
- 42 products developed

BACKGROUND

The Commonwealth of the Northern Mariana Islands (CNMI) is located in the western Pacific Ocean, and consists of fifteen islands approximately three quarters of the way from Hawaii to the Philippines. CNMI has a population of approximately 80,000, including the native Chamorro and Carolinian peoples.

There are currently only 25,000 Chamorros in the world, and fewer Carolinians. The indigenous culture, customs, traditional family preservation systems, indigenous languages and knowledge of native history are all features of the native community that are in serious decline. The long-term and continued loss of these cultural aspects is the most serious of all problems currently facing the native community. Social problems that were once rare, such as divorce, drug and alcohol abuse, and spousal and child abuse, are now common in CNMI.

The Joeten-Kiyu Library facility, located on the main island of Saipan, was built in 1990, and

, and serves as a public library for the native and non-native community. Almost one-third of the facility was originally intended as a conference center, but due to the construction of a similar facility nearby, the space was rarely used.

PROJECT PURPOSE AND OBJECTIVES

This Project’s purpose was to establish a Social/Cultural/Family Preservation Center and children’s library in the unused portion of the Joeten-Kiyu Library and utilize the new space for cultural activities. Prior to the Project, the Center collected Chamorro and Carolinian cultural, familial, social, language, and historical material and information that was scattered throughout the Northern Mariana Islands. Collection of indigenous materials was designed to reconnect the native community to traditional history, language, customs and culture.

The first year objectives were to renovate the designated area into a children’s library and cultural center, and to collect and plan for

the use of all available materials dealing with the Chamorro and Carolinian cultures. Despite some initial delays involving the hiring of staff and a renovation contractor, the grantee completed all of the activities except the cataloguing of all the collected materials, which was hindered by a shortage of library staff. The grand opening for the Center occurred in September 2006, one year behind schedule.

The second year objectives were designed to implement a pilot activity plan to utilize collected materials during first year activities, as well as develop and implement a project evaluation and improvement system. Outreach materials for the community were produced, including brochures and pamphlets. Project staff participated in local cultural events to garner community support and promote the Project. Staff also launched a bookmobile stocked with a variety of resources and operated by trained staff. A suitable evaluation model could not be found, so Project staff drafted a plan which the Board adopted. However, staff did not implement the plan due to

excessive changes from the Board. The third year objectives were to sustain the Project through implementation of an activity plan and development of a marketing plan to create revenue. The cultural center hosts activities such as reading groups and traditional art demonstrations. The grantee did not complete the marketing plan as anticipated. Initially, the plan focused on the island's tourism industry, which mainly consists of package tours from Japan. However, due to the nature of these tours there was no possibility of including the library as a tourist attraction. In order to overcome this obstacle, the Project staff collaborated with the Marianas Visitors Bureau and the Department of Commerce to develop a business plan. It is unknown if staff completed the business plan by the conclusion of the Project timeframe. Some minor challenges were encountered during implementation. The late hiring of the Project Director coupled with typhoon season and problems finding a contractor to complete the renovation work caused a delay in completing many of the first year's activities. The

delay in completing many of the first year's activities. The geographic isolation of Saipan also impeded the purchase of materials, which often cost up to three times the US mainland price and require additional shipping time. Project staff overcame this challenge by purchasing materials from Asia.

PROJECT OUTCOMES AND IMPACT ON THE COMMUNITY

This Project advanced the indigenous population's ability to preserve, protect and promote its history, culture, language and customs, while at the same time improving the literacy of the community. The resources in the library are available to all youth on the island, and Project staff reported a significant increase in youth participation in library activities. Youth are more respectful of the library because it provides them with an opportunity to have ownership of a supportive place to learn, read and complete homework. Parents are appreciative of the library as a good resource for books and activities for children and families. In addition to the activities outlined in the Project, the staff also recorded three oral histories from local elders, translated six books and eighteen other local language materials and developed fifteen cultural DVDs. Many of these materials are available for sale, the proceeds of which are used to sustain the Project.

Inetnon Æmot Natibu/Ammwelil

Safeyal Faluwasch



Project Title: Enhancement of Cultural Self-Sufficiency through Revitalization of Traditional Healing

Award Amount: \$157,327

Type of Grant: Social and Economic Development Strategies

Project Period: Sept. 2007 – Dec. 2008

PROJECT SNAPSHOT

- 5 jobs created
- 1 Native American consultant hired
- 112 elders involved
- 10 youth involved
- \$50,660 in resources leveraged
- 1 individual trained
- 16 partnerships formed
- 1 product developed

BACKGROUND

The Commonwealth of the Northern Mariana Islands (CNMI) is comprised of fourteen islands with a total land area of 184.25 square miles. Once comprised primarily of indigenous Chamorros and Carolinians, the majority of the CNMI's population (56%) is now of Asian ancestry. The recent wave of migration and influence from Asia has posed social and cultural challenges to indigenous knowledge systems and practice. In response, myriad indigenous organizations have made efforts to preserve traditional ways.

The Inetnon Æmot Natibu/Ammwelil Safeyal Faluwasch (IÆN/ASF) is a nonprofit organization formed in 2007 that advocates, recognizes, and supports traditional healers in the Northern Marianas; helps protect habitats of medicinal plants; documents the healing tradition in vernacular languages; and publishes educational materials in print and electronic formats. Based on the island of

Saipan, the organization also serves the less populated islands of Tinian and Rota.

PURPOSE AND OBJECTIVES

The purpose of this project was to help revive and sustain the tradition, knowledge, and practice of traditional healing in CNMI.

The project's first objective was to provide the community with a comprehensive tri-lingual directory (English and Chamorro and Carolinian) of indigenous traditional healers in the CNMI. The 700-page directory was designed to recognize traditional healers and allow them to share a portion of their knowledge and practice with the community. The healers' participation in the directory was voluntary, and some healers were reluctant to share practices due to what they perceived as the spiritual nature of their knowledge. Project staff worked with the healers to copyright the information in the directory to ensure the ownership of the knowledge remained with the healers. A total of 112 traditional healers agreed to be in the directory.

The project's second objective was to convene two community events on traditional healing and

practices. The community events, titled traditional healing symposiums, were held on the islands of Tinian and Saipan and included presentations on the indigenous medicinal plants by healers and experts from the CNMI Department of Land and Natural Resources. A total of 45 people attended the Tinian symposium and 77 people attended the symposium on Saipan. In addition to the symposiums, IAN/ASF disseminated information of this project to 13,909 people through the local media and by giving presentations at the schools, village meetings, and cultural events.

OUTCOMES AND COMMUNITY IMPACT

The directory of traditional healers is the first of its kind on CNMI. The creation of the directory allowed traditional healers to improve their knowledge of cultural practices and promote the conservation of many indigenous plants.

Some traditional healers expressed that as this directory was created, they became aware of other healers on the islands of CNMI. This

OUTCOMES AND COMMUNITY IMPACT

The directory of traditional healers is the first of its kind on CNMI. The creation of the directory allowed traditional healers to improve their knowledge of cultural practices and promote the conservation of many indigenous plants.

Some traditional healers expressed that as this directory was created, they became aware of other healers on the islands of CNMI. This networking of healers improved the knowledge of the medicinal plants in the CNMI and helped to sustain and expand the Chamorro and Carolinian traditional healing practices. Project staff stated that because of the symposiums and extensive outreach, some community members are preserving the indigenous medicinal plants previously thought of as just weeds.

Staff distributed the directory to the schools and libraries of the CNMI, and the CNMI government, as well as to all the healers and others that participated in the project. Many of the activities of IAN/ASF will be

sustained through sales of the directory.

“Without the revitalization of our traditional healing practices, this is our cultural end.”

Liz Rechebei

IAN/ASF Board Member

APPENDIX: ANA Pacific Region Projects Funded 2004-2015

Grant Types: NA=Social and Economic Development Strategies, NL=Native Language, NE= Sustainable Employment and Economic Development Strategies, NO - Native Asset Building Initiative, NI - Native American Healthy Marriage Initiative

<i>Grantee Name</i>	<i>Project Description</i>	<i>Loc</i>	<i>Grant</i>	<i>Project Period</i>	<i>Total Federal</i>
AHA KANE - FOUNDATION FOR THE ADVANCEMENT OF NATIVE HAWAIIAN	Hale Mua: Re-establishing practices of traditional Hawaiian Male responsibilities, including preparation of adolescent males for adulthood	HI	NA	2013-2016	\$994,108.00
AHA KANE - FOUNDATION FOR THE ADVANCEMENT OF NATIVE HAWAIIAN	Mana ĀŌŌ...ĀŌŌlelo: Training Hawaiian men as language leaders in the cultural practice of ceremony, oratory, and storytelling.	HI	NL	2015-2018	\$ 299,831.00
'Aha Kukui O Molokai	Project Outrigger Canoe	HI	NA	2007-2009	\$96,308.00
Aha Punana Leo	Hawaiian Language Television Broadcast video training, development and broadcast	HI	NA	2009-2012	\$1,469,986.00
Aha Punana Leo	Teacher Development Project	HI	NL	2010-2014	\$801,269.00
Aha Punana Leo	NA MEHEU O NA KUPUNA (The native behaviors & beliefs of our ancestors)	HI	NL	2014-2017	\$599,899.00
Ali'i Pauahi Hawaiian Civic Club	Ka Mahi' ai 'Ihi o Wailea (The Sacred Farm of Wailea)	HI	NA	2009-2012	\$1,455,721.00
America Samoa Soil and Water Conservation District	"Pigs in Paradise: Retaining a Samoan Cultural Tradition"	AS	NA	2007-2008	\$230,822.00
American Samoa Community College	Establishment of a Samoan Studies Institute for Economic, Social and Political Development	AS	NA	2005-2008	\$433,000.00
American Samoa Government Dept. of Parks & Recreation	Urgent Award: Amanave mo Taaeo - Amanave for Tomorrow	AS	NA	2010-2011	\$35,802.00
American Samoa Swimming Association	Swimming and Water Safety Education	AS	NA	2005-2007	\$465,407.00
Anahola Homesteaders Council	Project Faith an Economic Development Plan for a Multi-Purpose Community Cultural Ctr	HI	NA	2004-2006	\$479,640.00
Catholic Social Services	Urgent Award: Recovery and Empowerment Project	AS	NA	2010-2011	\$72,454.00
CNMI PUBLIC SCHOOL SYSTEM	Project Traditional Technology	CNMI	NA -	2013-2016	\$455,846.00
Consortium For Hawaii Ecological Engineering Education	Hoopili Project	HI	NA -	2013-2016	\$1,042,834.00
Edith Kanaka'ole Foundation	Kamakakuoka'aina - Ancestral Knowledge & Land Empowerment	HI	NA -	2010-2013	\$1,340,214.00
Elim Pacific Ministries	The Dream Project will enable 27 homeless Pacific Islander women with disabilities housing, therapy, workforce training, and grants for micro-enterprises.	GU	NA -	2013-2016	\$1,047,561.00
Farm to Table-Guam Corp.	Guam Value-added Agriculture Planning (GVAP) Project	GU	NA -	2012-2013	\$135,078.00
Farm to Table-Guam Corp.	PROJECT TANOM, FATINAS, YAN SUSTANSIA (PLANT, PREPARE, AND SUSTAIN)	GU	NE -	2013-2018	\$1,180,526.00
Gef Pa'go	Revitalizing Historic Inarajan	GU	NA	2004-2006	\$465,133.00
Guam Community College	The Protehi I Lengg?hen Chamorro project will plan and design 4 scripts in various media forms (video/CD/DVD)	GU	NL -	2007-2008	\$ 42,692.00
Guam Community College	Go'ti Yan Adahi I Fino'ta Chamorro Project	GU	NL	2009-2012	\$ 593,459.00
Guam Memorial Hospital Authority	Guam Memorial Hospital Authority (GMHA)	GU	NA	2004-2006	\$ (262,562.00)
Guam Memorial Hospital Authority	Guam Memorial Hospital Authority (GMHA)	GU	NA -	2004-2006	\$293,000.00
GUMA GUAM UNIQUE MERCHANDISE ART	Establish Business Incubator Program for Cultural Producers and Entrepreneurs	GU	NE -	2014-2017	\$ 589,269.00
Hana Community Health Center	Sustainable Farm and Workforce Development Program	HI	NA -	2005-2008	\$1,278,109.00
Hawaii Alliance for Community Based Economic Development	Hina'i: Hawai'i Center for Sustainable Food & Agriculture	HI	NE -	2013-2016	\$1,390,042.00
Hawai'i Maoli	E Ho'owaiwai i ka Pono (Bring Prosperity Through Righteousness)	HI	NA -	2005-2008	\$ 709,235.00
Hawaiian Community Assets	Brokering Mortgages to Support Financial Literacy Enhancement Project	HI	NA -	2007-2009	\$763,384.00
Hawaiian Community	Financial Literacy/Renter Education & Credit Counseling	HI	NA	2010-2013	\$820,187.00

APPENDIX: ANA Pacific Region Projects Funded 2004-2015

Assets	for the Homeless Living in Transitional Shelters on the Waianae Coast					
Healani Canoe Club	Hawaiian Canoe Restoration and Cultural Preservation Project	HI	NA -	2005-2008	\$245,879.00	
Historic Inalahan Foundation, Inc.	Youth Engagement in Culture and Community	GU	NA -	2008-2011	\$671,900.00	
Ho'oulu Lahui Inc.	Ke Ala o ka Alaka'ina A Culturally Responsive Entrepreneurial Curriculum	HI	NA -	2005-2009	\$625,250.00	
Ho'oulu Lahui Inc.	Ike 'Aina: From the Seed to the Table To develop a comprehensive agriculture and culinary program	HI	NA -	2009-2012	\$ 900,860.00	
Hui Ho'oniho	Project Halau Pohaku - Restoring Hawaiian Masonry Practices	HI	NA -	2009-2012	\$406,255.00	
Hui Malama o Mo ' omomi	Hanai a "Ai (care for and eat from)	HI	NA	2006-2007	\$150,000.00	
Huraa, Inc.	To develop Chamoru Immersion Curriculum manuals in which 20 Chamoru educators will be trained	GU	NL	2010-2013	\$ 856,236.00	
Inetnon Amot yan Kutturán NatibuMwiischil Safey me Kko	Enhancement of Cultural Self Sufficiency through Revitalization of Traditional Healing	CNMI	NA	2007-2008	\$ 158,646.00	
Inetnon Amot yan Kutturán NatibuMwiischil Safey me Kko	Revitalization of Native Knowledge, Practices and Resources and Enhancement of Native Cultural Self-sufficiency	CNMI	NA -	2010-2012	\$ 480,881.00	
Institute for Native Pacific Education & Culture (INPEACE)	Ka Lama Education Academy	HI	NA	2005-2008	\$516,172.00	
Institute for Native Pacific Education & Culture (INPEACE)	BASIC Hawaiian	HI	NL -	2012-2015	\$ 772,661.00	
Institute for Native Pacific Education & Culture (INPEACE)	Financial Literacy Empowerment Project	HI	NO	2014-2019	\$ 415,111.00	
Intersections, Inc.	Crossroads Theatre for Youth "Community Transformation through The Arts"	AS	NA -	2004-2007	\$1,032,135.00	
Intersections, Inc.	LE NUANUA CONNECTIONS A youth development project utilizing media to develop leadership and job skills	AS	NA -	2008-2011	\$972,764.00	
Intersections, Inc.	Urgent Award: Nuanua Recovery Project	AS	NA -	2010-2010	\$106,750.00	
Ka Meheu 'Ohu o ka Honu	The Kali'i Project, The Making of a Chief, is the training, education and grooming of Hawaiian youth to be leaders in service to their families and community	HI	NA -	2012-2015	\$1,003,190.00	
Ka'ala Farm, Inc.	H'okipuka Project	HI	NA -	2005-2007	\$571,988.00	
Kamaaha Education Initiative	Kukeao Native Hawaiian Science Language Resource	HI	NL -	2014-2017	\$ 593,607.00	
Kamauoha Foundation	Kamauoha Farms	HI	NA -	2004-2007	\$1,479,592.00	
Kanu o ka Aina Learning Ohana	Ke Ala `Ike - The way to Knowledge	HI	NE -	2014-2019	\$792,252.00	
Ke Kula o Nawahiokalaniopuu Iki	HAWAIIAN LANGUAGE SURVIVAL SCHOOL	HI	NL -	2011-2014	\$605,414.00	
Keiki O Ka Aina Family Learning Centers	Houlu I Ka Mea Kanu - To grow that which is planted (figuratively people, literally plants)	HI	NA	2006-2007	\$400,000.00	
Keiki O Ka Aina Family Learning Centers	Ho'Ohiki Pilina Project - To Maintain Commitment	HI	NI -	2007-2012	\$ 1,012,097.00	
Keomailani Hanapi Foundation	Pilot Native Hawaiian Art Education Project	HI	NA -	2008-2011	\$ 853,937.00	
Keoua Honaunau Canoe Club	Honaunau Ola Mau Loa, Phase I: Honaunau Forever Healthy and Life-Giving	HI	NA	2015-2017	\$141,398.00	
KHM International	Molokai Reef Fish Restoration Project	HI	NA -	2004-2008	\$671,149.00	
Kipahulu Ohana, Inc.	Kipahulu Traditional Hawaiian Agricultural Restoration	HI	NA -	2010-2013	\$ 687,280.00	
Kula no na Po`e Hawaii	"Kawaihonaakealoha (respectfully submitted with love) Phase II" Papakolea's Elder Service Project - Kula no na Po`e Hawa	HI	NA -	2009-2013	\$509,691.00	
Le Fetuao Samoan Language Center	Le Fetuao Samoan Language Preservation and Maintenance in Hawaii	HI	NL -	2013-2016	\$687,392.00	

APPENDIX: ANA Pacific Region Projects Funded 2004-2015

Ma Ka Hana Ka 'Ike Building Program	Backhoe Training (Newly Developed Heavy Equipment Training Program)	HI	NA -	2007-2008	\$75,662.00
Mana Maoli	Mana Mele Youth Development Project	HI	NA -	2013-2016	\$1,194,411.00
Maui Economic Opportunity, Inc.	MEO BEST Hanai (Feed the People) Agricultural Project	HI	NA -	2009-2012	\$1,454,425.00
Micronesia Business Association	Na Metgot I Familia (Make the Family Strong)	GU	NI -	2009-2010	\$137,486.00
Na Kamalei-Koolauloa Early Education Program	Na Kama o Ko'olauLoa	HI	NA	2006-2010	\$1,007,690.00
Na Kamalei-Koolauloa Early Education Program	Native Hawaiian Family-Strengthening Curriculum Pilot and Comprehensive Activities	HI	NA -	2010-2013	\$1,446,871.00
Nanakuli Housing Corporation	Project Hano Hou	HI	NA	2004-2007	\$494,167.00
Nanakuli Housing Corporation	Kukulu I Na Hale `Ohana Makepono: Building Family Homes Affordably	HI	NA	2008-2011	\$585,449.00
Native American Samoan Advisory Council	Empowerment in Native American Samoa Agri-business: Revitalizing Tradition and Identity	AS	NA -	2004-2007	\$ 504,582.00
Native American Samoan Advisory Council	Native American Samoan Ceremonial Siapo Restoration Project	AS	NA -	2007-2009	\$464,690.00
Native American Samoan Advisory Council	Urgent Award: Back to the Land	AS	NA -	2010-2011	\$ 55,595.00
Native American Samoan Advisory Council	Native American Samoan Youth Livelihood Training: Respectful of Culture & Environment Project	AS	NA -	2011-2014	\$ 735,432.00
Native American Samoan Advisory Council	Promoting Paradise, Protecting Posterity: Developing Community Driven Ecotourism	AS	NE -	2014-2019	\$599,572.00
Native Hawaiian Tourism & Hospitality Association	Shaping the Future of Tourism: Expanding Economic Opportunities for Native Hawaiians	HI	NA -	2006-2009	\$ 841,978.00
Native Nations Education Foundation	High School Diploma & Community Enrichment Program	HI	NA -	2010-2013	\$ 694,720.00
Native Nations Education Foundation	Employment Readiness and Career Pathways Support Services Program for Native Hawaiians	HI	NE -	2013-2018	\$970,859.00
Northern Marianas College	Project Connect: Inter-Island Distance Learning Network	CNMI	NA -	2006-2010	\$ 902,684.00
Pa'a Taotao Tano'	Pa'a Taotao Tano Northern Cultural Performing Arts Project	GU	NA -	2006-2009	\$ 883,077.00
Pa'a Taotao Tano'	"Eskuelan Maestro Kutturam Chamorro: Chamorro Cultural Preservation Apprentice Project"	GU	NA -	2009-2012	\$ 944,707.00
Pa'a Taotao Tano'	I Minagahit Kutturam Chamorro: Authentic Chamorro Dance and Traditions Project	GU	NA -	2012-2015	\$ 799,152.00
Pa'a Taotao Tano'	Chamarro Language Assessment Survey (CLAS) Project	GU	NL -	2009-2010	\$ 97,399.00
Pa'a Taotao Tano'	Chamarro Language thru Chants/Prayers & Songs-"Ginen i Kanta yan Tinaitai, Ta Na' Metgot i Fino Chamorro", (CLCS) Project	GU	NL -	2010-2013	\$ 794,572.00
Pacific Islands Center for Educational Development	Youth Empowerment for Success (YES)	AS	NA -	2004-2007	\$442,340.00
Pacific Islands Center for Educational Development	Urgent Award: Youth Serving Samoa	AS	NA -	2010-2011	\$42,004.00
Pacific Youth and Community Development	Project: 'Tausi Feagaiga (Covenant Keeper)	AS	NE -	2015-2020	\$ 460,000.00
PA'I Foundation	'Au'a 'Ia: Hold Fast to Your Culture	HI	NA -	2014-2015	\$218,063.00
Para I Probechu'n I Taotao-ta, Inc.	Chamarro Language through the revitalization the revitalization of the traditional chanting of "Kantan Chamorrta" - "Na Lala I Kantan Chamorrta Para I Probechu'n I Lenguahi", (NLKCPPL) project.	GU	NL -	2015-2018	\$ 267,893.00
Partners in Development Foundation	Ohana Kokua Ohana (Families Helping Families)	HI	NA -	2004-2006	\$ 699,545.00
Partners in Development Foundation	`Ike No`eau: Native Hawaiian Math and Science Curriculum and Culture Project	HI	NA -	2007-2011	\$ 857,278.00
Partners in Development Foundation	Ka Pa`alana Homeless Family Education Program	HI	NA -	2011-2014	\$1,181,991.00
Partners in Development Foundation	KA PA'ALANA HOMELESS FAMILY EDUCATION PROGRAM	HI	NA -	2014-2017	\$621,752.00
Pasifika Foundation Hawaii,	Community-based Host/Visitor Project: Phase II	HI	NA -	2007-2008	\$118,464.00

APPENDIX: ANA Pacific Region Projects Funded 2004-2015

Inc.	Community Asset Survey Analysis & GIS Map					
Pasifika Foundation Hawaii, Inc.	Community-Based Host/Visitor Project: Phase III: Host Template & Visitor Curriculum Dev.	HI	NA -	2008-2010		\$389,444.00
Pasifika Foundation Hawaii, Inc.	Community-based Host/Vistor Project: Phase 4 Ka Welina Network Expansion	HI	NA	2011-2012		\$327,547.00
Polynesian Voyaging Society	Perpetuating Hawaiian Voyaging Traditions	HI	NA -	2009-2013		\$ 879,960.00
Puko'a Kani 'Aina Community Development Corporation	Mohala I Ka Wai: Native Hawaiian Community Impact Organization	HI	NA -	2010-2013		\$1,080,311.00
San Vicente Elementary School Community Based Management	San Vicente Elem School Aquaculture Science & Self-Reliance Project	CNMI	NA	2008-2010		\$ 571,124.00
Sanctuary, Incorporated	Fan Macho'ocho Healing Farms	GU	NA -	2005-2009		\$1,205,478.00
Sanctuary, Incorporated	Relationship Intelligence Project	GU	NI -	2009-2012		\$804,032.00
State Council of Hawaiian Homestead Associations	Building Capacity for Digitization Technology Centers On Hawaii Home Lands Pilot	HI	NA -	2005-2007		\$ 591,899.00
Te Taki-Tokelau Community Training & Development Inc.	Kalele-Native Tokelau Language Assessment	HI	NL -	2005-2006		\$97,599.00
Te Taki-Tokelau Community Training & Development Inc.	Tamoko-Tokelau Language Planning Project	HI	NL -	2009-2010		\$142,756.00
The Library Friends	"Children of Our Homeland" Social/Cultural/Family Preservation Center	CNMI	NA -	2004-2007		\$962,500.00
The Neighborhood Place of Wailuku, Inc.	Wailuku Ho'onui Mana 'Ohana Initiative Family Strengthening Program	HI	NA -	2006-2009		\$1,254,226.00
University of Guam	Preservation of Chamorro Language in Post-Secondary Education	GU	NL -	2013-2016		\$ 600,106.00
University of Hawaii	Ko'olau Hawaiian Language Assessment & Stategic Action Plan Formation	HI	NL -	2010-2012		\$88,447.00
University of Hawaii	Ka Olelo Oiwai: Hawaiian Oral Language Development Project	HI	NL -	2010-2013		\$ 903,519.00
Wai'anae Coast Coalition for Human Services	Wai'anae Coast Family Center	HI	NA -	2007-2009		\$542,064.00
Waianae Community Re-Development Corporation (WCRC)	Waianae Organic Farmers Cooperative (WOFC)	HI	NA -	2004-2006		\$443,192.00
Waianae Community Re-Development Corporation (WCRC)	Kauhale: The Center for Organic Argriculture & Sustainability	HI	NA -	2008-2011		\$1,160,457.00
Waianae Community Re-Development Corporation (WCRC)	Ho`owaiwai An Edupreneurial Youth Asset Building Initiative	HI	NO -	2011-2016		\$1,246,587.00
Waiane District Comprehensive Health & Hospital BD, Inc	Strengthing Families and Promoting Healthy Relationships	HI	NA -	2005-2007		\$ 816,056.00
Waipa Foundation	'Aina Ho'ohanai- A project to provide in, improved land and learning spaces	HI	NA -	2007-2008		\$104,250.00
Waipa Foundation	Waipa Community Kitchen and Business Incubator Project	HI	NA -	2008-2011		\$ 530,491.00
Waipa Foundation	Kaipuholo, A Community Assessment & Plan for Halele'a, Kaua'i	HI	NA -	2014-2015		\$99,857.00
Waipa Foundation	Huliamahi: Community Learning & Enterprise	HI	NA -	2015-2018		\$290,844.00
						\$ 73,465,997.00

Grant Types: NA=Social and Economic Development Strategies, NL=Native Language, NE= Sustainable Employment and Economic Development Strategies, NO - Native Asset Building Initiative, NI - Native American Healthy Marriage Initiative