



# Native Hawaiian Library Services Grant Program

Sample Application NG-04-14-0053-14

## Papahana Kuaola

Amount awarded by IMLS: \$146,094

Amount of cost share: \$7,275

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing narratives for FY2016 applications differ from those that guided the preparation of FY2014 and FY2015 applications. Be sure to use the narrative instructions in the FY2016 Notice of Funding Opportunity for the grant program and project category to which you are applying.

Papahana Kuaola (PK) is a 501 (c) (3) nonprofit organization that provides hands-on, standards-based learning experiences and instruction for students, teachers, and the general public at a cultural learning center located on 63 acres in He'eia, a rural community on O'ahu. PK also maintains a Moloka'i office and island staff provide services to the islands of Moloka'i and Lana'i.

The No Nā Mo'olelo O Hawai'i project will begin on September 1, 2014 and end on August 30, 2015. The purpose of the project is to address Native Hawaiian students' need for effective literacy opportunities that are culture-based and responsive to their learning styles. The project will target students, teachers, and community members on three islands. On O'ahu, 450 students, teachers, and community members from 10 public, private, and charter schools will be served. On the islands of Moloka'i and Lana'i, 350 students, teachers, and community members from 6 public, private and charter schools will be served. Student grade levels will range from grade 3 to grade 6 or students ages 9 to 12. The project will reach neighbor island communities that are economically disadvantaged to provide services to underserved families.

The specific project goal is to increase interest in reading through increased understanding and appreciation of traditional Hawaiian literature. This will be done through the provision of no less than 40 culture-based literacy sessions for a total of 800 participants on the islands of O'ahu, Moloka'i and Lana'i. Hawaiian mo'olelo (myths, legends, stories) will be central to the project. Through the voice of Hawaiian mo'olelo, and by using a multi-sensory learning approach, Hawaiian cultural practices, language and knowledge will be passed on to today's learners. Mo'olelo will focus on the special places of Ko'olau, O'ahu, as well as the special places of Moloka'i and Lana'i islands. Through mo'olelo participants will develop an understanding of and appreciation for the unique cultural history connected to Hawai'i, specific ahupua'a, including place names, nā akua (the gods), mo'olelo (history), and Hawaiian values. 'Ike 'Āina (knowledge from/about the land), a culturally rooted Hawaiian approach to place-based learning will be employed to achieve the following results:

- 1) an increase in understanding and knowledge of Hawaiian literature, language, and traditions;
- 2) an appreciation of reading as a means of learning about ancestors, land, and community;
- 3) increase in community awareness and interest in Hawaiian mo'olelo;
- 4) an increase number of culture-based literacy opportunities for students, teachers, and the community;
- 5) an increased number of intergenerational literacy opportunities;
- 6) an increased number of culture-based literacy resources will be available to students, teachers, and the community.

The success of this project will be measured by the following indicators:

- Service 800 participants; 450 on O'ahu and 350 on Moloka'i and Lana'i.
- Service students and teachers from 16 schools: 10 on O'ahu and 6 on Moloka'i and Lana'i.
- Completion of 3 exploration booklets.
- Completion of 40 literacy sessions (30 O'ahu and 10 Moloka'i/Lana'i).
- Completion of 3 ohana events on (2 O'ahu and 1 Moloka'i).
- Participation of 2 library and/or education interns.
- Presentation of project activities and results to the library and Native Hawaiian community.

Project success will be achieved if the following measures are met:

- 80% of students will show an increase in understanding and knowledge of the mo'olelo about their island as determined by pre- and post- assessment.
- 80% of students will be able to apply lessons learned from mo'olelo to their lives today.
- 80% of students will borrow books about mo'olelo from the library.
- 80% of completed surveys will indicate satisfaction with project.
- 80% of completed surveys will indicate participants' desire to learn more.

## 1. Introduction and Assessment of Need

### *Description of the community*

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

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

The total population of Hawai'i, per the Year 2010 Census, is 1,360,301 of which 21% are Native Hawaiian. Approximately, 953,207 or 69% of the state population resides on the island of O'ahu and Native Hawaiians comprise 25% of this O'ahu population. Although Native Hawaiians comprise approximately 21% of the State's population, they account for approximately 28% of students in the Hawai'i Department of Education (Hawai'i DOE, February 2011). Reading scores among Native Hawaiian students lag behind total public school averages by 6 to 9 percentage points across all grades tested (Hawai'i DOE, 2010). Furthermore, Native Hawaiian achievement in reading (as measured by the Hawai'i State Assessment) declines with successive grade levels (Kamehameha Schools, 2009). This is of particular concern for it is a well-known fact that reading and writing (e.g. literacy) are essential skills for functioning effectively in school. In addition, reading difficulty contributes to school failure, which increases the risk of absenteeism, leaving school, juvenile delinquency, substance abuse, and teenage pregnancy – all which perpetuate the cycle of poverty, dependency and other at-risk behaviors.

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

### *Current role of the organization and services provided*

Papahana Kuaola operates a Cultural Learning Center to provide hands-on, standards-based learning experiences and instruction for students, teachers, and the general public. Wai Ahu O Ha'akolea, the library at PK, was established as a cultural and educational resource for staff and program participants in 2008. The library is comprised of a small but valuable collection that consists of approximately 7,000 books, photographs, pamphlets and posters, cultural objects and a special collection of curriculum materials that focus on cultural

and environmental education. There is also an on-site wireless network, 10 electronic tablets and a printer for public use. Internet access is available throughout the 63-acre site and electronic tablets are loaned to patrons for use on hiking trails, in gardens, etc. Materials are loaned to educators at public, private, charter, and home schools on O'ahu and the neighbor islands. Resources are used on-site by researchers, cultural practitioners, educators, students, and program participants. Library programming includes summer, afterschool, during school, and community evening cultural-literacy activities. Library services are available to the community Monday to Friday from 9am to 4pm and the second and fourth Saturday of the month (except December) from 9am to 2pm.

During the past year, approximately 20,000 individuals from the island of O'ahu, neighbor islands, the continental U.S., Polynesia and other international areas have participated in our programs and services. These services include: Hō'ale'ale Kapuna, a monthly cultural workshop series; weekly Hawaiian language classes; weekly Hawaiian chant classes; afterschool, school intercession, and summer cultural programs, and daily self-guided native plant walks. Students and teachers from 50 schools, pre-school to college on O'ahu participate in our culture-based education and literacy programs. On the islands of Moloka'i and Lana'i, students and teachers from all islands schools (5 on Moloka'i and 1 on Lana'i) and the general public participated in our programs.

#### *Purpose and target audience*

The proposed project addresses the following goal in the updated Museum and Library Services Act: Expanding services for learning and access to information and educational resource in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.

The purpose of this project, No Nā Mo'olelo O Hawai'i (regarding the stories of Hawai'i), is to address Native Hawaiian students' need for effective literacy opportunities that are culture-based, place-based, and responsive to their learning styles.

The project will target students, teachers, and community members on three islands. On O'ahu, 450 students, teachers, and community members from 10 public, private, and charter schools will be served. On the islands of Moloka'i and Lana'i 350 students, teachers, and community members from 6 public, private and charter schools will be served. Student grade levels will range from grade 3 to grade 6 or students ages 9 to 12. The project will target neighbor island communities that are economically disadvantaged to provide services to underserved families.

#### *Needs assessment*

At the 2012 Native Hawaiian Education Association Convention, participants were surveyed and asked to rank the need for various library services in Hawaiian communities. Of the 134 surveys returned, "access to Hawaiian literature" ranked highest (71%, 95 respondents) among needed library services. The second highest need was "Hawaiian language classes" (63%, 85 respondents). Identification of the need and desire for culture-based library services is consistent with a growing demand within the Hawaiian community for strategies that integrate traditional knowledge into education. At the 2014 Native Hawaiian Education Association Convention this survey was updated. Again, "access to Hawaiian literature" ranked highest (80%) and "Hawaiian language classes" (60%) ranked second among needed library services. In a recent brief, the Native Indian Education Association (NIEA) reviewed the research on culture-based education (CBE) and found that successful programs for Native students are those that combine CBE with high academic standards (NIEA, 2011). The evidence collectively indicates a positive relationship between improved academic outcomes and the use of Native language, CBE practices, and high expectations and learning standards.

A multi-sensory approach will be employed as Hawaiians learn best in this way; they utilize all five senses for learning. Hawaiian scholar, Manu Meyer's *Reflections of Hawaiian Epistemology* (2001) states:

*"If we wish to understand what is unique and special about who we are as a cultural people [Hawaiians], we will see that our building blocks of understanding, our epistemology, and thus our empirical relationship to experience is fundamentally different. We simply see, hear, feel, taste, and smell differently. The fact that 'ike means "to see" and also "to know" shows how vision educates, how looking teaches, how watching informs."*

There are many examples in both the Hawaiian language and books that demonstrate this unique and inherently cultural trait. The Hawaiian phrase *makahana ka 'ike* (through doing comes knowledge) exemplifies this concept.

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

## **2. Project Goals and Expected Results**

### *Goals*

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

The specific project goal is to increase interest in reading through understanding and appreciation of traditional Hawaiian literature.

Hawaiian mo'olelo (myths, legends, stories) will be central to the project. Through the voice of Hawaiian mo'olelo, and by using a multi-sensory learning approach, Hawaiian cultural practices, language and knowledge will be passed on to today's learners. Mo'olelo will focus on the special places of Ko'olau, O'ahu, as well as the special places of Moloka'i and Lana'i islands. Through mo'olelo participants will develop an understanding of and appreciation for the unique cultural history connected to Hawai'i, these ahupua'a, including place names, nā akua (the gods), mo'olelo (history), and Hawaiian values. 'Ike 'Āina (knowledge from/about the land), a culturally rooted Hawaiian approach to place-based learning will be employed to achieve results.

This project will satisfy a variety of demands including but not limited to: bridging generational gaps (especially familial), increasing library awareness and usage, raising literacy skills and creating renewed interest and desire to connect with our cultural history through reading and literature.

### *Project results*

As a result of this project there will be 1) an increase in understanding and knowledge of Hawaiian literature, language, and traditions; 2) an appreciation of reading as a means of learning about ancestors, land, and community; 3) increase in community awareness and interest in Hawaiian mo'olelo; 4) an increase number of culture-based literacy opportunities for students, teachers, and the community; 5) an increased number of intergenerational literacy opportunities; and 6) an increased number of culture-based literacy resources will be available to students, teachers, and the community.

### 3. Project Design and Required Resources

No Nā Mo'olelo O Hawai'i will improve literacy services to Native Hawaiians by employing a culture-based approach that will connect Hawaiian mo'olelo, to the cultural history of their community. Stories and storytelling continue to be a popular tradition not only as a valuable tool to pass on history, knowledge and culture, but also as a means for community members to bond with each other and their environment. In this way, Hawaiian knowledge will not just be conceptual, but become a lived learning experience, remembered long after the session is over.

To increase interest in reading through understanding and appreciation of traditional Hawaiian literature, this project will provide no less than 40 culture-based literacy sessions for a total of 800 students, teachers and community members on the islands of O'ahu, Moloka'i and Lana'i. Sessions will include a 5-hour, multi-stop field trip with interpretation of the places and sites described in selected mo'olelo. Staff will research mo'olelo connected to field sites for inclusion in an exploration booklet. The culture of the Hawaiian people emanates through place names, mo'olelo, and archaeological remains. Clues about the lives of our ancestors are found in fishponds and caves, mo'olelo about gods and goddesses, and traditions of the Hawaiian people. Participants will observe the features of an area and understand their cultural connections, thus connecting the past to the present. Visual aids will supplement the session to view sites that are not accessible and to view fine details that are not easily seen. On O'ahu, programming will be conducted by O'ahu staff at specific sites in the Ko'olau area. On Moloka'i and Lana'i sessions will be conducted at specific sites by Moloka'i staff, Penny Martin, who will fly to Lana'i to service this community. Students, teachers, and chaperones will be bused from site to site, interpretation provided by PK staff, and the exploration booklets developed for this purpose will be used to focus student learning.

Three community 'ohana events will be held, two on O'ahu at Waipao and one on Moloka'i. On Oahu, the general public will be invited to attend a presentation about the mo'olelo of Ko'olau area as presented by PK staff and community resource people. Participants will have the opportunity to speak with presenters, and browse and borrow books from the library collection. The following morning participants, using their own vehicles and guided by the exploration booklet, will join staff in an interpretive Ko'olau tour similar to that provided to school groups. The public will have the option of camping overnight at Waipao or going home and returning in the morning for the field trip. On Moloka'i this event will follow the same format without the sleepover option.

An exploration booklet will be developed for each of the three communities to be served. Each booklet will include: 1) A map to identify tour stop locations. 2) Art work depicting key points at various stops. 3) A description of the cultural and historical significance of the sites. 3) Mo'olelo associated with each site written at a grade appropriate level. 4) Discussion questions, games, and activities to support learning. 5) Glossary of Hawaiian words. 6) Reading list of other mo'olelo that can be borrowed from the PK, school, or public library.

Each booklet will be designed as a take home activity for elementary school age students to take home to read with their parents thus extending and maximizing their learning experience. Additionally, staff will develop and produce student pre- and post- assessment tools to determine the extent of the learning at each session. A questionnaire will be developed and sent to teachers and community participants via SurveyMonkey, an on-line survey tool, to evaluate the project.

#### *Key project staff, duties, qualifications, and time and commitment to the project*

Leadership of and direction for PK is guided by a four-person Board of Directors knowledgeable about native Hawaiian culture and natural resources (See, Supportingdoc1). PK staff is passionate about their work and

enthusiastic about sharing what they know with others. They have expertise in the areas of Hawaiian culture, Hawaiian language, science education, art education, book publishing, library and museum studies, information technology, natural resource management, administration, and accounting.

Māhealani Merryman, Project/Library Director, is a full-time PK employee. She will commit 1040 hours, administer the grant, supervise all staff, lead the program development, direct activities, and monitor project accomplishments. She has more than 28 years of experience administering federal grants, and library, museum, and education programs. She holds an MA in Library and Information Studies from the University of Hawai'i at Mānoa and has successfully completed training in Managing Federal Grants and Cooperative Agreements by Management Concepts.

Marian Leong, Education Coordinator, is a full-time PK employee. She will commit 1040 hours to the project. She will be responsible for coordinating the development of literacy materials, developing project activities, and co-conducting 15 literacy sessions. Ms. Leong has 30 years of experience in designing and developing literacy and education materials and coordinating and conducting education and cultural programs. She is very knowledgeable about the cultural and natural history of Hawai'i. She holds a BA in Hawaiian Studies from the University of Hawai'i at Mānoa.

Penny Martin, Educator on Moloka'i, is a part-time employee. She will commit 830 hours to the project. She will conduct 10 literacy sessions on the islands of Moloka'i and Lana'i. A longtime resident of Moloka'i, she has more than 21 years of experience teaching students, teachers, and families. She is active in community affairs and works closely with the Nature Conservancy of Hawai'i, the Polynesian Voyaging Society, the Pacific American Foundation, and other organizations providing services to the Moloka'i community. She serves on the Conservancy's Moloka'i Advisory Council, and is a recipient of The Nature Conservancy's 2010 Kāko'o 'Āina Award. She is a graduate of Kamehameha Schools, and attended Hastings College and the University of Hawai'i.

Jessica Tafao, Educator, is a full-time PK employee. She will commit 1040 hours to the project. She will apply her desktop publishing skills to produce the 3 exploration booklets and other educational program materials. She will co-conduct 15 literacy sessions on O'ahu. She has 8 years of teaching experience and advance desktop publishing skills. Ms. Tafao holds a BS in Wildlife Ecology from the University of Wisconsin and a Post Baccalaureate degree in Secondary Education from the University of Phoenix.

David Akeo, Educator, is a part-time PK employee. He will commit 1040 hours to the project. He will develop and provide artwork for the O'ahu, Lana'i and Moloka'i exploration booklets. Additionally, he will co-conduct 30 literacy sessions on O'ahu. He has 7 years of teaching Hawaiian culture and art. He holds a BS in Elementary Education and minor in Art from the University of Nevada, Las Vegas.

Kimberly Simao, Fiscal Assistant, is a full-time PK employee. She will commit 520 hours to the project. She will obtain invoices for payment, track work hours, draw down and coordinate payments from ProAccounting, and collect fiscal data for reporting. She will purchase project supplies and coordinate travel arrangements. She has completed Financial Assistant training from the National Oceanic and Atmospheric Administration (NOAA) earning a Certificate of Completion. She has been trained in ProAccounting's electronic financial system, holds an AA in Liberal Arts from Chandler-Gilbert Community College and has successfully completed Accounting 201 and 202 from Windward Community College.

Students from the Kamehameha Schools' Kāpili 'Oihana Internship Program and Nā Ho'okama a Pauhai Scholarship Program will be trained as interns to implement the project.

### *Timeline*

The No Nā Mo'olelo O Hawai'i project will begin on September 1, 2014 and end on August 30, 2015. The project will proceed with the following three phases.

## Phase I: Planning Phase – August to October 2014

<u>Activities</u>	<u>Persons Responsible</u>
<ul style="list-style-type: none"> <li>Meet with staff to review the project plan and clarify roles and responsibilities.</li> </ul>	Merryman, Director
<ul style="list-style-type: none"> <li>Review the financial reporting and payment drawdown process.</li> </ul>	Merryman, Director; Simao, Admin/Fiscal Asst.
<ul style="list-style-type: none"> <li>Identify and select Hawaiian mo‘olelo that will serve as the focus of project activities.</li> </ul>	Leong, Ed Coordinator and Educators
<ul style="list-style-type: none"> <li>Schedule meetings for the development of the exploration booklets and identify visual aids for literacy sessions.</li> </ul>	Merryman, Director; Leong, Ed Coordinator; Akeo and Tafao, Educators
<ul style="list-style-type: none"> <li>Plan community ‘ohana events.</li> </ul>	Leong, Ed Coordinator and Educators
<ul style="list-style-type: none"> <li>Contact schools to inform them of grant award, distribute a project overview to participating teachers, schedule literacy sessions.</li> </ul>	Leong, Ed Coordinator and Educators

## Phase II: Development – November 2014 to February 2015

<ul style="list-style-type: none"> <li>Research mo‘olelo, and develop and produce exploration booklets for O‘ahu, Lana‘i, and Moloka‘i.</li> </ul>	Merryman, Director; Leong, Ed Coordinator; Educators
<ul style="list-style-type: none"> <li>Develop assessment and evaluation tools.</li> </ul>	Merryman, Director; Leong, Ed Coordinator; Educators
<ul style="list-style-type: none"> <li>Obtain visual aids for literacy sessions.</li> </ul>	Leong, Ed Coordinator; Educators

## Phase III: Programming – February to August 2015

<ul style="list-style-type: none"> <li>Conduct literacy sessions on O‘ahu.</li> </ul>	Leong, Ed Coordinator; Tafao, Akeo, Educators; Interns
<ul style="list-style-type: none"> <li>Conduct literacy sessions on Moloka‘i and Lana‘i.</li> </ul>	Martin, Educator
<ul style="list-style-type: none"> <li>Conduct community ‘ohana event on Moloka‘i.</li> </ul>	Martin, Educator
<ul style="list-style-type: none"> <li>Conduct community ‘ohana events on O‘ahu.</li> </ul>	Leong, Ed Coordinator; Educators; Interns
<ul style="list-style-type: none"> <li>Evaluate sessions and adjust as needed.</li> </ul>	Leong, Ed Coordinator; Educators; Interns
<ul style="list-style-type: none"> <li>Photo document key aspects of the project.</li> </ul>	Educators; Interns
<ul style="list-style-type: none"> <li>Present project accomplishments at the Moloka‘i Earth Day celebration and the NHEA Convention.</li> </ul>	Merryman, Director; Leong, Ed Coordinator; Martin, Educator
<ul style="list-style-type: none"> <li>Prepare project accomplishments, present and attend grantee meeting.</li> </ul>	Merryman, Director
<ul style="list-style-type: none"> <li>Compile and analyze evaluation data.</li> </ul>	Merryman, Director; Educators, Interns

*Other resources necessary to support this project include:*

- Books of Hawaiian mo‘olelo and related subject areas.
- Paper, printing, laminating, binding and other supplies required to produce the exploration booklets.
- Programming supplies including chart paper, camera batteries, hand sanitizer, paper towels, trash bags.



- Travel is required for Penny Martin, Moloka'i Educator to travel to the island of Lana'i to conduct sessions and for her to travel from Moloka'i to Honolulu to participate in the development of program materials.
- Library book shelves with locks to display and secure rare and valuable books and cultural items in our collection.
- Conference fees to attend the Native Hawaiian Education Association Convention (NHEA) to present project activities and results.

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

This project does not develop digital projects.

#### **4. Evaluation Methods, Dissemination, and Sustainability**

A series of evaluation instruments will be used including data collection and analysis, setting benchmarks/objectives, conducting surveys and assessments. Much of the data such as library material use, program participation, etc. will be collected daily. Surveys completed by participants will be used for gathering feedback as well as assessing the impact of the project. Pre- and post- test data, parent and community comments, and teacher surveys will be reviewed and discussed as received to monitor project performance and outcomes. Information will be used to adjust project as needed.

As indicated above pre- and post- assessments will be used to determine the extent of each student's learning and understanding. Teacher evaluations will be administered via SurveyMonkey by the project Educators following each session. E-mail addresses will be obtained from sign-in sheets.

Project success will be achieved if the following measures are met:

- 80% of students will show an increase in understanding and knowledge of the mo'olelo about their island as determined by pre- and post- assessment.
- 80% of students will be able to apply lessons learned from mo'olelo to their lives today.
- 80% of students will borrow books about mo'olelo from the library.
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- Completion of 3 exploration booklets.
- Completion of 40 literacy sessions (30 O'ahu and 10 Moloka'i/Lana'i).
- Completion of 3 community 'ohana events (2 O'ahu and 1 Moloka'i).
- Participation of 2 library and/or education interns.
- Presentation of project activities and results to the library and Native Hawaiian community.

Project activities and results will be presented at the following venues:

- Moloka'i Earth Day Celebration
- Native Hawaiian Education Association convention
- Annual IMLS grantee meeting at ATLAM conference

While PK does collect data on each project participant, it would be difficult to track the progress of the target audience after the target ends and the student moves up a grade level. Upon completion, continued project implementation will be covered by general operating costs, allowing incorporation of No Nā Mo'olelo O Hawai'i in teaching opportunities provided to schools and communities in the years ahead. PK plans to expand this project to schools on other islands that we do not currently service, as funds become available. This would involve partnering with other Hawaiian organizations to deliver services, hiring new staff to service another island, or sending experienced Oahu staff to service another island. All of these options will be taken into consideration by Papahana Kuaola.

