Native American/Native Hawaiian Museum Services

Sample Application MN-258419-OMS-25

Hana Arts

Amount awarded by IMLS:	$200,000
Amount of cost share:	$0

Hana Arts will conduct a program focused on empowering the youth of East Maui through comprehensive arts and cultural education. A series of year-round classes, workshops, and community performances (hōʻike) will be led by experienced kumu (teachers) and cultural practitioners, incorporating traditional practices such as hula, oli (chanting), and visual arts. These activities will provide students with opportunities to learn and practice ancestral knowledge (ʻike kūpuna), develop creativity, and build essential life skills such as critical thinking and problem-solving. Expected outcomes include increased student engagement in arts and cultural programs, enhanced cultural knowledge and practice, stronger community bonds, and measurable improvements in student confidence and academic participation.

Attached are the following components excerpted from the original application.

- Organizational Profile
- Narrative
- Schedule of Completion
- Performance Measurement Plan

When preparing an application for the next deadline, be sure to follow the instructions in the current Notice of Funding Opportunity for the grant program and project category to which you are applying.

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Organization Profile

Mission Statement: Hana Arts is committed to providing comprehensive community arts education, emphasizing the enrichment of East Maui's Native Hawaiian youth through cultural, visual, and performing arts. Our mission is rooted in fostering creativity, cultural pride, and community resilience. This mission is formally documented and approved by the Board of Directors, last affirmed in the organization's strategic plan (February 11, 2013).

Governance Structure: Hana Arts operates under a Board of Directors consisting of a minimum of five and a maximum of nine members, with at least one member residing in Hawaii. The board oversees the organization's strategic direction, policies, and programs. The organization also includes an Executive Director responsible for the day-to-day management and execution of its mission, reporting to the Board of Directors.

Service Area: Hana Arts serves the East Maui region, with a primary focus on the community of Hana, known for its unique demographic profile and isolation. Our programs predominantly support students at Hana School, where over 80% of the student body is Native Hawaiian. The service area spans approximately a 30-mile coastal radius, characterized by a rural lifestyle, culturally rich heritage, and geographic seclusion. The community we serve includes approximately 1,500 residents, with programming that benefits both youth and broader community members through arts education and cultural events.

Brief History: Founded in 1991, Hana Arts began by offering visual arts and crafts classes for local children. Over time, the organization expanded to include performing arts, music, dance, and cultural workshops, becoming a central cultural hub in East Maui. Hana Arts has been committed to preserving Hawaiian traditions while fostering creative expression in both youth and adults throughout the community.

In response to the COVID-19 pandemic, Hana Arts quickly transitioned to virtual programming, ensuring continued access to arts education during lockdowns. During the 2023 Maui Wildfires, the organization pivoted to support recovery efforts by offering art therapy sessions, cultural healing activities, and community art installations, helping those impacted by the disaster process their grief. Through these efforts, Hana Arts remains a vital resource for community resilience and cultural enrichment.

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Project Justification for *Hoʻoikaika Hana: Elevating East Maui's Keiki through Nā Mea Noʻeau*

NANH Objective Addressed: This project will address the Native Hawaiian Museum Services Program objective of supporting educational programs that sustain and transmit traditional cultural knowledge and practices to strengthen cultural identity.

Strengthening Museum Services: The *Hoʻoikaika Hana* project will enhance Hana Arts' ability to provide museum-like services through a series of immersive educational workshops and community performances focused on preserving and sharing Native Hawaiian culture. These workshops will be led by experienced kumu (teachers) who are deeply rooted in their cultural practices. Notable kumu involved in the project include Piʻilani Lua, a renowned Kumu Hula with over 40 years of experience, known for her expertise in hula, oli (chanting), and traditional Hawaiian dance; and Kaimana Cabebe, who brings extensive experience as a teacher and curriculum developer in Hawaiian medium education. Their guidance ensures authenticity and cultural depth in the programming.

Workshops will cover traditional arts such as hula kahiko (ancient hula), where participants learn not only the dance movements but also the accompanying chants, historical context, and cultural significance. Kumu like Mililani Jackie Dee Krause will lead workshops on laʻau lapaʻau (Hawaiian herbal medicine), teaching participants about traditional healing practices and the preparation of herbal remedies, thus preserving valuable indigenous knowledge.

Community performances, or hōʻike, will serve as culminating events where haumāna (students) can showcase their learning. These performances will feature traditional Hawaiian mele (songs), oli, and hula that reflect the stories and moʻolelo (legends) of East Maui, highlighting important cultural sites and figures such as Queen Kaʻahumanu and the moʻolelo of Keanini at Waikoloa. By incorporating storytelling and live performances, these events will foster a sense of unity and pride within the kaiaulu (community) and engage both residents and visitors in celebrating the rich heritage of East Maui.

These workshops and performances are designed not only to transmit cultural knowledge but to create an interactive experience where participants can engage with and contribute to the living traditions of their ancestors. By offering such programs, *Hoʻoikaika Hana* acts as a vital platform for cultural education, ensuring that traditions are actively practiced and passed down, strengthening the foundation of Native Hawaiian cultural identity f**or future generations.**

Need/Problem/Challenge and Identification: The *Hoʻoikaika Hana* project addresses the critical need to preserve and revitalize Native Hawaiian cultural knowledge among youth in the isolated community of Hana. This necessity is underscored by several key findings:

- Educational Disparities: A 2022 report by the University of Hawaiʻi Economic Research Organization (UHERO) highlighted that nearly two-thirds of adults in Hawaiʻi experienced negative effects on mental health, food security, job security, housing, and poverty due to the COVID-19 pandemic. These challenges have had a profound impact on the well-being and educational experiences of Native Hawaiian youth, particularly in remote areas like Hana. Social Sciences Department
- Cultural Education Gaps: The Hawaiʻi State Board of Education's Policy 105-7 emphasizes the

importance of integrating Hawaiian values, language, culture, and history into the public education system to prepare students for success. However, implementation challenges persist, especially in rural communities, leading to gaps in cultural education for Native Hawaiian students.
SpringerLink

- Impact of Natural Disasters: The 2023 Maui Wildfires significantly disrupted community structures and cultural practices in East Maui. While specific data on the impact in Hana is limited, our focus groups have identified heightened anxiety, decreased economic activity, and increased depression and cultural connection, emphasizing the need for programs that promote healing and resilience through cultural engagement.

These findings highlight the urgent need for initiatives like *Hoʻoikaika Hana* to provide structured cultural education and creative outlets, fostering resilience and cultural pride among Native Hawaiian youth in Hana.

Primary Audience and Involvement: The primary audience for this project is the youth of East Maui, especially the 350+ students at Hana School, over 80% of whom are Native Hawaiian. Hana is a rural and geographically isolated community, accessible primarily by the 52-mile Hana Highway, which is known for its winding roads, 620 curves, and 59 bridges. This isolation results in limited access to resources, opportunities, and external cultural experiences compared to more urban areas. The per capita income in Hana is $33,008, which is about three-quarters of that in Maui County ($42,607) and the state of Hawaii ($42,683), while the median household income is $61,250, significantly lower than Maui County's $95,379 and Hawaii's $94,814. Additionally, 16.4% of Hana's population lives below the poverty line, which is over 1.5 times higher than the rates in both Maui County (9.3%) and the state of Hawaii (9.6%).

Their involvement in the planning phase included feedback through school and community surveys, focus groups with students and parents, and consultations with school faculty. This direct input was crucial in shaping the program's content to align with their interests, cultural needs, and the realities of their economic and social environment. Given the limited resources and opportunities available in this remote area, *Hoʻoikaika Hana* aims to provide essential cultural education and creative outlets that promote resilience, engagement, and pride among Native Hawaiian youth.

Ultimate Beneficiaries: While the immediate beneficiaries are the youth participating in the program, the ultimate beneficiaries include the broader Native Hawaiian community of East Maui. Historically, Native Hawaiian culture and language faced significant threats of erasure in the 19th and early 20th centuries due to colonization and systemic suppression of indigenous practices. This led to a critical period where the ʻōlelo Hawaiʻi (Hawaiian language) and traditional cultural practices nearly disappeared. However, recent revitalization efforts have shown that a strong connection to one's culture fosters a range of positive outcomes, including higher self-esteem, better academic performance, and improved mental health.

Studies highlight that cultural identity plays a crucial role in overall well-being and community cohesion. For instance, research by the Kamehameha Schools' Research & Evaluation Division and the University of Hawaiʻi has shown that when Native Hawaiian youth are engaged in cultural education, they exhibit greater resilience, stronger social bonds, and a heightened sense of purpose. *Hoʻoikaika Hana* seeks to build upon this foundation by empowering young individuals with cultural knowledge and creative skills, ensuring that they can sustain and share their heritage. This empowerment fosters long-term community strength and cultural continuity, benefiting not only the youth directly involved but also their families, peers, and future generations. Ultimately, the revitalization and pride in cultural practices contribute to a healthier, more united, and resilient Native Hawaiian community.

Collections and Records: Although the *Hoʻoikaika Hana* project is primarily focused on educational programming and community activities, it includes the creation and maintenance of educational materials, artistic records, and documentation of cultural practices. These records are integral to capturing and preserving the progression and impact of the workshops and performances. Hana Arts

maintains these records in good condition, using them to enhance educational outreach and future programming.

A significant aspect of this documentation is the recording of cultural practices and student progression through video content. Workshops, community showcases, and hōʻike (performances) are filmed and shared globally through social media platforms. This practice not only preserves the cultural expressions and learning journey of the participants but also allows the broader Native Hawaiian community and those interested in indigenous cultures worldwide to witness and support the revitalization efforts. The distribution of these videos fosters global awareness of East Maui's unique cultural heritage and reinforces the importance of sustaining native practices. This visual documentation helps connect the local community to a larger network, showcasing their resilience and dedication to perpetuating Hawaiian culture for future generations.

Project Work Plan for *Hoʻoikaika Hana: Elevating East Maui's Keiki through Nā Mea Noʻeau*

Specific Activities and Sequence:

Project Planning and Preparation (Months 1-2):

- Finalize a comprehensive curriculum that includes both traditional and contemporary Hawaiian arts, ensuring half of the programs are conducted in ʻōlelo Hawaiʻi (Hawaiian language).
- Schedule workshops and integrate classes into school-day and after-school programming in partnership with Hana High and Elementary School.
- Confirm participation of respected kumu (teachers) such as Piʻilani Lua, who specializes in hula and oli, and Kaimana Cabebe, an expert in Hawaiian language education.
- Prepare video documentation equipment to capture workshops and performances for global sharing. Establish outreach partnerships with local media and community platforms.

Workshops and Classes Begin (Months 3-12):

- Launch weekly workshops, including *Papa Hula*, which is taught daily during the school day and after school, emphasizing traditional hula kahiko, oli (chanting), and the cultural significance of dance and storytelling.
- Introduce specialized after-school programs such as *Papa Waʻa* (canoe-building and navigation) and *Papa Humuhumu* (traditional crafting and weaving), involving over 100 students throughout the school year.
- Conduct daily *Piko* (morning gatherings) to center students on lawena (proper behavior) and values like laulima (cooperation), aloha (compassion), and kuleana (responsibility), reinforcing their connection to culture and community.
- Host monthly educational showcases and mini-performances to highlight student progress and encourage community participation, involving an estimated 350 students and 200 community members.
- Record and share classes and events through social media platforms, broadening the reach of Hana Arts' programming and promoting cultural pride globally.

Community Showcases and Hōʻike (Months 13-24):

- Organize quarterly *hōʻike* performances that present the students' cumulative learning and achievements. These events will draw participation from approximately 500 attendees per showcase, involving community members, students, and families.
- Highlight key activities such as traditional chants, hula performances, and art displays that reflect East Maui's rich moʻolelo (stories) and significant historical events.
- Utilize recorded performances for reflection and outreach to inspire future participation and cultural engagement.

Program Review and Adaptation (Ongoing):

- Conduct monthly evaluations with input from students, parents, and educators to assess the program's effectiveness and adapt content as needed.
- Continuously review video documentation quality to ensure it effectively represents the program's impact and extends its reach.
- Collect feedback from after-school program participants and school-day attendees to ensure alignment with their learning and cultural growth needs.

This sequence will ensure that *Hoʻoikaika Hana* maintains a high standard of educational and cultural relevance, fostering pride and empowerment among East Maui's youth.

Risks and Mitigation Strategies:

Community and School Disruptions: The project recognizes potential disruptions such as school schedule conflicts and natural disasters, which could impede planned activities. Given Hana's geographic isolation and susceptibility to weather-related events, such as heavy rains and landslides, these risks are significant. To mitigate these challenges, the project will implement flexible scheduling, allowing for adjustments based on the school calendar and local events. Backup plans will include transitioning to virtual workshops and showcases, leveraging pre-recorded lessons and live-streamed performances to ensure continuity. Hana Arts has prior experience adapting to unforeseen disruptions, such as pivoting to online programming during the COVID-19 pandemic. This adaptability will be essential in maintaining student engagement and program delivery.

Participation Challenges: Student engagement levels may fluctuate due to varying personal and academic commitments or external factors such as family responsibilities and transportation limitations. To address this, the project will incorporate a diverse range of interactive activities that cater to different interests, such as hands-on art projects, collaborative group performances, and culturally immersive learning sessions. Regular communication with families through newsletters, community meetings, and direct outreach will help reinforce the importance of participation and keep parents informed and supportive. By fostering a sense of community and ownership, students will feel more connected and motivated to stay involved in the program.

Resource Constraints: Securing sustained funding is a potential risk that could affect program delivery. While the project is initially supported through grant funding, there is always the possibility of funding shortfalls. To mitigate this, Hana Arts will proactively seek additional grants, donations, and partnerships with local businesses and nonprofit organizations. Collaborative efforts with community partners, such as the Hana High and Elementary School and local cultural practitioners, will help share costs and resources. Additionally, the project will explore revenue-generating activities such as community fundraising events, art sales, and donation drives to create a more resilient funding base. This multifaceted approach will help ensure that program resources remain sufficient for the duration of the project.

Planning, Implementation, and Management:

- *Project Leader:* The Executive Director of Hana Arts, who has extensive experience in arts administration and community program development, will oversee the overall management of the *Hoʻoikaika Hana* project. This role includes strategic oversight to ensure that the project aligns with the outlined goals, efficient allocation of resources, and adherence to timelines. The Executive Director will maintain strong partnerships with the Hana High and Elementary School administration, ensuring seamless integration of the programs into the school day and after-school schedules.
- *Cultural Practitioners and Instructors:* Central to the project's success are esteemed cultural practitioners such as Piʻilani Lua, a highly experienced Kumu Hula with over 40 years of teaching hula and oli, and Kaimana Cabebe, an educator with 16 years of experience in Hawaiian medium education. These kumu will lead workshops that cover hula kahiko, oli, laʻau

lapa‘au (traditional medicine), and Hawaiian arts, ensuring that participants receive authentic cultural education. Their lessons will be conducted in both English and ‘ōlelo Hawai‘i to deepen cultural engagement and linguistic immersion. Hana Arts’ team of experienced staff will provide additional support during these workshops, ensuring that classes run smoothly and are well-coordinated.

- *Project Manager:* A dedicated project coordinator will manage the daily operations, including scheduling workshops, coordinating logistics, and communicating with participants and partners. This individual will serve as the main point of contact for program participants, parents, and faculty, ensuring that everyone is informed and engaged. The project manager will also oversee the preparation of supplies, coordinate with kumu and instructors, and facilitate any required adjustments to the program schedule.
- *Support Team:* Technical staff will be responsible for video documentation of workshops, performances, and community showcases. This team will manage the recording, editing, and dissemination of video content to ensure high-quality media outputs that can be shared on social media and online platforms. Their role is essential for creating a lasting archive of the program’s activities, promoting engagement, and extending the reach of Hana Arts’ work globally. This team will also support the use of digital platforms in the event of virtual workshops or showcases, ensuring seamless technical operations.

Resource Requirements:

*Time***:** The *Ho‘oikaika Hana* project will span 24 months, carefully structured to align with the Hawaii Department of Education (HIDOE) academic calendar. This schedule ensures maximum participation and seamless integration with school activities. The program will include an intensive summer program, *kula kauwela*, during the intersession, which last year saw enrollment of 97 keiki. Monthly activities will be planned throughout the school year, and summer sessions will provide in-depth cultural immersion and advanced workshops that build on the school-year programming.

Financial: The project budget is estimated at $200,000, allocated at $100,000 per year. Specific allocations include:

- Instructor Fees: $80,000 to compensate skilled kumu and teaching artists for leading workshops and performances.
- Educational Materials: $10,000 to procure art supplies, traditional hula implements, and educational tools that support hands-on learning.
- Marketing and Outreach: $2,000 for promoting events, workshops, and performances to the community and beyond.
- Travel for IMLS-Designated Meetings: $3,000 annually to cover expenses related to attending mandatory meetings.
- Indirect Expenses: $5,000 to cover administrative and operational costs that support project execution.

*Personnel***:** The project will rely on a team of cultural practitioners, teaching artists, and support staff, including:

- Mililani Krause: A highly experienced kumu with over 30 years of expertise in traditional hula and oli, fluent in ‘ōlelo Hawai‘i.
- Fawn Helekahi: An arts specialist known for integrating cultural symbolism into her art lessons.
- Maleka Tolentino: A music educator who specializes in traditional Hawaiian instruments/mele.
- Kumu Yu Vazques: Renowned for her knowledge in la‘au lapa‘au and traditional Hawaiian crafting techniques.
- Video Documentation Specialists: A technical team will oversee the recording and editing of workshops and performances to share content with a broader audience and maintain a digital archive for future use.

Materials and Equipment: To ensure comprehensive program delivery, essential materials and

equipment include:

- **Hula Implements**: Traditional items such as ʻulīʻulī (feathered gourd rattles), ipu (gourd drums), and pūʻili (split bamboo sticks) for hula kahiko.
- **Musical Instruments**: Instruments like ʻukulele and pahu drums for music classes led by teaching artists.
- **Art Supplies**: Tools and materials for visual arts workshops, including paints, canvases, and weaving supplies.
- **Video Equipment**: Cameras, microphones, and lighting setups for documenting activities and creating high-quality content.
- **Digital Tools**: Laptops, editing software, and online platforms for content sharing, virtual workshops, and showcasing recorded performances.

This combination of time, financial resources, skilled personnel, and quality materials ensures that *Hoʻoikaika Hana* can achieve its goals of enhancing cultural education, fostering community pride, and empowering East Maui's youth with meaningful cultural experiences.

Tracking Progress:

Evaluation Metrics: A comprehensive set of evaluation metrics will be employed to monitor the effectiveness of the *Hoʻoikaika Hana* project. Attendance records will be meticulously kept for each workshop, class, and community performance to track participation rates. Additionally, detailed surveys will be conducted regularly with students, parents, and kumu to gather qualitative data on engagement, learning outcomes, and overall satisfaction. These surveys will include questions about students' cultural knowledge, confidence in participating in traditional practices, and perceived benefits of the program. This feedback will be crucial for identifying strengths and areas for improvement.

Monthly Reports: The project manager will be responsible for compiling detailed monthly reports summarizing the activities completed, any challenges encountered, and the solutions implemented. These reports will include attendance data, participant feedback, progress toward project milestones, and observations from instructors and staff. Monthly reports will ensure ongoing transparency and accountability, allowing the project team to make real-time adjustments as needed.

Video Reviews: Regular assessments of video content from workshops and performances will be conducted to ensure that the recordings meet quality standards and effectively capture the essence of each session. The technical team, in collaboration with cultural practitioners, will review these recordings for cultural accuracy, engagement value, and production quality. Feedback from these reviews will be used to refine future documentation efforts and maintain the educational and inspirational quality of shared content.

Annual Review: At the end of each project year, a comprehensive annual review will be conducted to analyze progress, lessons learned, and the overall impact on the community. This review will involve a synthesis of attendance and participation data, survey results, and feedback from all stakeholders, including kumu, school partners, and community members. The annual review will assess whether project objectives have been met, identify successes, and outline areas for future enhancement. The findings will inform program improvements and strategic planning for subsequent years, ensuring continuous growth and effectiveness.

Structured Plan Impact: This structured tracking and evaluation plan guarantees that *Hoʻoikaika Hana* meets its objectives of fostering cultural knowledge, empowering youth, and strengthening the broader Native Hawaiian community through arts and cultural education. By maintaining an adaptable, data-driven approach, Hana Arts will be equipped to sustain and evolve its programs, supporting the cultural identity and resilience of East Maui's youth and community.

Project Results for *Hoʻoikaika Hana: Elevating East Maui's Keiki through Nā Mea Noʻeau*

Intended Results and Addressing Identified Challenges: The primary intended results of the *Hoʻoikaika Hana* project include the revitalization and preservation of Native Hawaiian cultural practices among East Maui's youth, increased access to culturally enriching education, and strengthened community cohesion. This project addresses challenges such as cultural erosion, limited educational resources, and the social-emotional toll resulting from the COVID-19 pandemic and the 2023 Maui Wildfires. By providing structured, culturally immersive workshops and performances, *Hoʻoikaika Hana* will directly mitigate these issues and foster resilience in the community.

Specific Changes in Knowledge, Skills, Behaviors, and Attitudes: As a result of participating in the program:

- **Knowledge Gains**: Students will gain an understanding of hula kahiko, oli (chanting), laʻau lapaʻau (herbal medicine), and traditional crafts, with an expected 75% of participants demonstrating proficiency in one or more cultural practices by the end of the program.
- **Skill Enhancement**: Youth will develop performance, artistic, and creative skills through daily classes like *Papa Hula*, with over 80% reporting improved proficiency in at least one art form.
- **Behavioral Shifts**: Students will embody Hawaiian values such as laulima (cooperation), aloha (compassion), and kuleana (responsibility), evident in enhanced collaboration and respect during group activities. Surveys are expected to show that 90% of students feel more connected to their culture and community.
- **Attitudinal Growth**: Students will display increased self-confidence and a stronger sense of identity. By project end, 85% of students are anticipated to report improved self-esteem and pride in their heritage.

Products and Accessibility: The project will yield several tangible and digital products, including:

- **Instructional Videos**: High-quality recordings of workshops and performances, shared through Hana Arts' social media channels and website, reaching an estimated audience of 5,000 local and global viewers.
- **Educational Materials**: Curriculum guides and resource handouts, designed for continued use in classrooms and community programs.
- **Art and Performance Archives**: A repository of student work and recorded performances, made available for future educational and cultural programming. These products will be archived and utilized in future teaching, ensuring ongoing access for students, parents, and educators. They will also support community outreach by providing culturally enriching content that can be shared and celebrated.

Sustaining Benefits Beyond the Performance Period: The *Hoʻoikaika Hana* project will build a foundation for sustainable cultural education through ongoing partnerships with Hana High and Elementary School and local cultural practitioners. After the formal project period, Hana Arts will incorporate the recorded instructional materials into its continuous programming, ensuring that future students benefit from these resources. The relationships formed with kumu like Piʻilani Lua, Kaimana Cabebe, and other local educators will foster an environment where cultural knowledge is passed down to new generations. Additionally, funding from future grants and community support initiatives will be pursued to maintain and expand the program.

Improvement in Collections and Records: Although focused on educational programming, the project will significantly enhance the management, care, and accessibility of cultural education records. The comprehensive documentation of workshops, performances, and student projects will create a high-value archive of cultural practices. These records will be stored digitally, ensuring they are preserved and accessible for future educational and cultural initiatives. This approach will improve the quality and reach of Hana Arts' educational content, fostering continuous learning and cultural preservation for East Maui's community.

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Schedule of Completion for *Hoʻoikaika Hana: Elevating East Maui's Keiki through Nā Mea Noʻeau*

Year 1 (Months 1-12)

Months 1-2: Planning and Preparation

- Finalize curriculum and confirm schedules for workshops and performances.
- Secure participation of kumu (e.g., Piʻilani Lua, Kaimana Cabebe) and teaching artists.
- Set up video documentation equipment and establish outreach partnerships.
- Kick-off meeting with project team, school administration, and community partners.

Months 3-5: Initial Workshops and Classes

- Begin daily *Papa Hula* sessions and after-school programs (*Papa Waʻa* and *Papa Humuhumu*).
- Conduct *Piko* morning gatherings to center students around Hawaiian values like laulima and kuleana.
- Start documentation of activities and student progress.

Month 6: First Hōʻike (Community Showcase)

- Organize the first quarterly *hōʻike* showcasing student work and learning.
- Share recorded videos on social media platforms.

Months 7-9: Continued Workshops and Monthly Check-Ins

- Continue daily *Papa Hula* and after-school programs.
- Conduct monthly feedback surveys with students, parents, and kumu.
- Host mini-performances to maintain community engagement.

Months 10-12: Mid-Year Review and Adjustments

- Compile and analyze participation data and feedback from surveys.
- Adjust curriculum as needed based on mid-year review findings.
- Continue regular video documentation and dissemination.

Year 2 (Months 13-24)

Months 13-15: Expanded Workshops and Preparations for Intensive Summer Program

- Plan and prepare the summer *kula kauwela* intensive session.
- Continue daily and after-school workshops.
- Integrate new cultural components as suggested by mid-year feedback.

Month 16: Second Hōʻike (Community Showcase)

- Organize the second major *hōʻike*, showcasing progress and including new student-led performances.
- Continue to share recorded showcases through online platforms.

Months 17-18: Intensive Summer Program (Kula Kauwela)

- Host *kula kauwela* with anticipated participation of over 100 students.
- Focus on deeper cultural practices and intensive learning experiences.
- Document workshops and student presentations for future use.

Months 19-21: Regular Programming and Video Reviews

- Resume school-year programming.
- Conduct evaluations and incorporate new elements based on summer outcomes.
- Assess video content for quality and impact, adjust documentation strategy as needed.

Month 22: Third Hōʻike and Preparation for Project Conclusion

- Hold the third quarterly *hōʻike*, showcasing achievements from the intensive summer and subsequent workshops.
- Prepare comprehensive documentation of the entire program cycle.

Months 23-24: Final Program Review and Annual Showcase

- Compile final feedback and analyze participation data from the second year.
- Conduct a comprehensive final review with staff, students, and parents.
- Plan for sustainability strategies and outline follow-up programs.
- Complete final reporting and submit a comprehensive summary of activities, results, and video archives for future use.

This schedule outlines structured, progressive activities across the project's two-year period, ensuring thorough documentation, participant engagement, and community impact.

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Performance Measurement Plan

Performance Measurement Plan for *Hoʻoikaika Hana*

Performance Measure	Data Collected	Data Source	Method of Collection	Schedule
Effectiveness	Attendance and participation rates	Attendance sheets and program registration logs	Collect attendance data at each workshop, class, and performance	Weekly
Effectiveness	Student knowledge and skill development	Pre- and post-program surveys and kumu evaluations	Conduct surveys and kumu evaluations at the start and end of each semester	Start and end of each semester
Effectiveness	Student and parent feedback on cultural engagement	Feedback forms and focus groups	Distribute feedback forms after major performances and conduct focus group discussions with parents and students	Quarterly
Efficiency	Allocation of resources and program budget adherence	Financial reports and budget tracking	Review financial reports and compare actual expenditures with the budget plan	Monthly
Efficiency	Instructor and staff productivity	Staff timesheets and program delivery logs	Review staff work hours, lesson plans, and program delivery logs to ensure optimal use of time	Monthly
Quality	Satisfaction with program content and delivery	Student, parent, and kumu satisfaction surveys	Distribute satisfaction surveys to participants and conduct informal interviews with kumu	After each workshop and performance

Quality	Video documentation quality	Review of recorded workshops and performances	Evaluate recorded content for production quality, cultural accuracy, and educational value	Monthly
Timeliness	Adherence to project timeline and milestones	Project activity reports and calendar check-ins	Compare actual progress with the project timeline; document completed milestones	Monthly
Timeliness	Scheduling and completion of workshops and showcases	Program logs and event reports	Verify scheduled activities against completion reports	Monthly

Performance Data Collection Methods:

- **Surveys and Questionnaires**: Distributed to students, parents, and kumu to measure satisfaction, learning outcomes, and engagement.
- **Attendance Sheets and Logs**: Collected at each event to track participation.
- **Feedback Forms and Focus Groups**: Used for qualitative feedback from participants and stakeholders after quarterly *hōʻike* events.
- **Video Reviews**: Conducted by a dedicated technical team to assess the quality and impact of video documentation.
- **Financial Reports**: Monitored monthly to ensure adherence to budget.

Data Analysis and Reporting Schedule:

- **Weekly**: Track attendance and participation.
- **Monthly**: Review financials, staff productivity, video content quality, and adherence to schedule.
- **Quarterly**: Compile participant feedback, analyze survey results, and adjust program components as needed.
- **End of Each Semester**: Conduct comprehensive evaluations of knowledge and skill development.
- **Annual Review**: Aggregate all data to evaluate progress, identify areas for improvement, and refine strategies for the following year.

Performance Perspective Summary:

- **Effectiveness**: Measured through participation rates, skill development, and feedback.
- **Efficiency**: Monitored through resource allocation, adherence to budget, and instructor productivity.
- **Quality**: Assessed via satisfaction surveys and video content reviews.
- **Timeliness**: Ensured through adherence to the project timeline and scheduled milestones.

This plan will help Hana Arts monitor its success in achieving the project's objectives and making adjustments as needed to maximize the impact on East Maui's youth and community.