



NATIVE HAWAIIAN LIBRARY SERVICES GRANTS

Sample Application NH-260954-OLS-26

Kanehunamoku Voyaging Academy

Amount awarded by IMLS:	\$146,625
Amount of cost share:	\$0

This project will strengthen Native Hawaiian library and archival services by developing, documenting, and disseminating culturally grounded educational resources that preserve and expand access to Hawaii voyaging knowledge. Building on an established partnership between Kanehunamoku Voyaging Academy and two charter schools, the project will support the creation of curriculum, learning tools, and educational resources that capture traditional knowledge, and support teachers and students in engaging with Hawaiian voyaging practices. Funding will support staff who will develop curriculum materials, coordinate knowledge sharing, train staff, and create educational resources and supplies to support implementation. Deliverables include a replicable educational model, curriculum resources, and tools that can be shared with Native Hawaiian schools and communities. Expected outcomes include increased access to culturally relevant information, strengthened capacity among educators to share Hawaiian knowledge, and expanded opportunities for students and families to engage with cultural learning. Primary beneficiaries include students, educators, families, and the broader Native Hawaiian educational community.

Attached are the following components excerpted from the original application.

- Organizational profile
- Proposal narrative
- Schedule of completion

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

Organizational Profile - Kānehūnāmoku Voyaging Academy (KVA)

Mission and Purpose

Kānehūnāmoku Voyaging Academy (KVA) is a Hawai‘i-based 501(c)(3) nonprofit organization dedicated to perpetuating the knowledge and practice of traditional Hawaiian navigation and voyaging and creating pathways for Native Hawaiian students to pursue contemporary ocean-based careers through academic, college, and career support.

Governance Structure

KVA is governed by a volunteer Board of Directors responsible for strategic oversight, policy development, and fiduciary stewardship. Day-to-day operations are managed by an Executive Director who leads program implementation, partnerships, and organizational administration.

Service Area and Communities Served

KVA serves communities across the state of Hawai‘i, primarily on the island of O‘ahu. Each year the organization engages approximately 500 unique participants through school partnerships, community programs, and training initiatives. KVA’s primary audiences include Native Hawaiian and local students in grades K–12 attending public and public charter schools, educators participating in professional development programs, adult learners seeking cultural and maritime training, and the broader community.

Organizational History and Program Focus

KVA originated in 2000 as a voyaging education program at Hālau Kū Māna Public Charter School under the leadership of Captain Bonnie Kahape‘a-Tanner. The program was inspired by the open ocean voyaging canoes, Hōkūle‘a and Makali‘i - credited with the revival of non-instrument navigation in the Pacific. As community interest and participation grew, the program expanded beyond the school and became the independent nonprofit, Kānehūnāmoku Voyaging Academy, in 2014. Today, KVA centers its programming around the organization’s sailing canoe, Kānehūnāmoku, a 29-foot double-hulled coastal voyaging canoe that serves as a living classroom. Through hands-on training aboard the canoe and land-based instruction, KVA teaches traditional Hawaiian navigation, voyaging practices, cultural knowledge, and ocean-based STEM concepts. Our main programming includes:

E Holo Mau - a school and community based outreach program perpetuating Hawaiian voyaging culture through hands-on learning in the classroom and aboard the canoe, Kānehūnāmoku. E Holo Mau provides services to public, charter, and private schools from grades pre-K to post secondary.

Oihana Holomoana - a curriculum development and teacher training program. This program develops teaching materials and teacher training in traditional Hawaiian voyaging culture. This program provides extended support in the integration of these practices into the classroom and workplaces.

Hoa Mau is an adult intern program designed to teach the participants about traditional voyaging culture and provides experience teaching the subject matter to the students within our partner schools. The goal of Hoa Mau is to train voyagers and promote community volunteerism as well as skilled canoe practitioners ready to fill growing voids in our schools and communities.

These programs support learners from early childhood through adulthood, cultivating the next generation of navigators, cultural practitioners, and ocean leaders while ensuring that the traditions and skills of Hawaiian wayfinding continue to thrive for future generations.

Project Justification

I. Statement of Need, Challenge, or Opportunity

“I saw the canoe as the central object of the entire culture. It lay at the heart of the culture...And everything about the culture was somehow - even if peripherally - related to the canoe. You see, no culture can exist without its objects. If a culture loses an integral object that’s cultural disintegration...But bring that object back and you can effectuate the regeneration of the culture.”

-Herb Kawainui Kāne, Founder of Polynesian Voyaging Society and designer of Hōkūle‘a¹

Kanehūnāmoku Voyaging Academy’s (KVA) **Ho‘omau: Amplifying Traditional Knowledge Through Capacity Building and Practice** project responds to a vital need to build sustainable capacity for delivering Hawaiian voyaging education at two Hawaiian-focused charter schools, Mālama Honua and Hālau Kū Māna (HKM). This need reflects a broader challenge faced by Native Hawaiian communities: preserving and passing on crucial cultural knowledge, especially the traditions of voyaging and wayfinding that lie at the core of Native Hawaiian identity and practices. Before the resurgence of Hawaiian voyaging in 1975, traditional navigation and voyaging skills had nearly vanished across Hawai‘i and Polynesia.² The year 2025 marked the 50th anniversary of this remarkable cultural revival, symbolized by the voyaging canoe Hōkūle‘a, and while Hōkūle‘a remains a powerful cultural icon, access to Hawaiian voyaging knowledge and skills is still limited for much of the community. Nevertheless, these practices continue to play a fundamental role in supporting cultural continuity, Native Hawaiian identity, and educational growth for Native Hawaiian students.

Hawaiian-focused charter schools serve a predominantly Native Hawaiian student population³ whose learning is significantly enhanced when culturally grounded, place-based education is integrated into curriculum and programming.⁴ However, these schools often face challenges in consistently providing comprehensive voyaging education due to limited access to essential resources, such as wa‘a (canoes) and qualified wa‘a (canoe) practitioners. As interest in voyaging continues to grow statewide within educational settings, these resources remain in high demand, highlighting the urgent need to build capacity among school-based educators themselves to sustain and expand this knowledge and practice. Formalized structured curriculum taught by teachers in the classroom fills these gaps giving students more opportunities to engage deeply with their cultural practices in ways that activate a felt sense of connection to Hawaiian history, places, and values, creating a stronger sense of identity and community.

The **Ho‘omau: Amplifying Traditional Knowledge Through Capacity Building and Practice** project directly responds to this opportunity to work together with two Hawaiian focused charter schools by developing culturally relevant voyaging curricula alongside sustained teacher capacity building, thus fostering increased and sustained access to these cultural practices within the schools' educational programming. This approach not only supports academic success and cultural identity development

¹ Nealy, Keith. “Kūpuna Talk Story: Herb Kawainui Kāne, Father of the Hawaiian Renaissance.” *Ke Ola: Hawai‘i Island’s Community Magazine*, 2013, <https://keolamagazine.com/kupuna/herb-kawainui-kane-2/>. Accessed 2026.

² Polynesian Voyaging Society. (2023). *History*. Hōkūle‘a. <https://hokulea.com/history/>

³ Hawaii State Public Charter School Commission. (2025). *AHA Kula Ho‘āmana: Annual Report 2024-2025*. Hawaii State Public Charter School Commission.

<https://www.chartercommission.hawaii.gov/images/Reports/24-25-Annual-Report-Final-reduced.pdf>

⁴ Kana‘iaupuni, S. M., Ledward, B., & Jensen, U. (2010). *Culture-based education and its relationship to student outcomes*. Kamehameha Schools.

among Native Hawaiian students but also aligns with the Native Hawaiian Library Services program's priorities to promote and disseminate Native Hawaiian knowledge and preserve indigenous cultural traditions through education. Moreover, since both schools have been KVA's longest running school partner this process is essential to the continued perpetuation of this knowledge and practice within the schools, while also setting the building blocks of continued engagement with the practice beyond the school based programs.

By anchoring the project in existing partnerships with the two charter schools and providing access to voyaging practitioners and authentic cultural resources such as KVA's 29-foot double-hulled sailing canoe, Kānehūnāmoku, while also building the capacity of teachers at the schools to deepen their relationship with this cultural practice, the project ensures that learning is immersive, authentic, and community-connected.⁵ This strategy reflects practices identified in Native Hawaiian education research, which highlights the importance of experiential, place-based, and culturally grounded learning for improving educational outcomes and fostering resilience among Native Hawaiian youth.⁶ The **Ho'omau** project fills a demonstrated need for enhanced Hawaiian voyaging education by equipping teachers with meaningful curriculum and resources, thereby expanding students' access to irreplaceable cultural knowledge that strengthens their identity and sense of kuleana (responsibility) to perpetuate these traditions for future generations.

II. Primary Audience

The primary audience for the **Ho'omau: Amplifying Traditional Knowledge Through Capacity Building and Practice** project are the 8 potential teachers and an estimated 150 students between the two Hawaiian-focused charter schools: Mālama Honua and Hālau Kū Māna (HKM). The student population is predominantly Native Hawaiian, spanning grades K–8 at Mālama Honua, and grade 6-12 at HKM, where KVA works exclusively with 9th grade students (part of school design). These learners benefit greatly from culturally grounded, place-based education that connects them deeply to Hawaiian voyaging skills, values, and knowledge provided by KVA.

Teachers at these schools, who will be directly engaged in developing and delivering the voyaging curriculum, represent a critical group to build capacity within, ensuring sustainability and authentic integration of cultural knowledge into classroom programming. The students will directly benefit from increased access to Hawaiian voyaging education that is often limited due to scarce resources and qualified practitioners.

This project builds upon longstanding partnerships between Kānehūnāmoku Voyaging Academy (KVA) and both Mālama Honua and Hālau Kū Māna. While KVA has collaborated with these schools in targeted ways over the years, comprehensive alignment and implementation of the voyaging program has not been systematically revisited in recent years. This project offers a timely opportunity to renew and expand these collaborations, ensuring that the curriculum and teacher support meet current educational needs and community aspirations.

Both principals of Mālama Honua and Hālau Kū Māna have been consulted in the project planning process, affirming their commitment and support for this work. Their letters of support, included with the application, reflect the shared vision to enhance cultural education and the capacity of their

⁵ Brayboy, B. M. J., & Maughan, E. (2009). *Indigenous Knowledges and the Story of the Bean*. Harvard Educational Review.

⁶ Kana'iaupuni, S. M., Ledward, B., & Jensen, U. (2010). *Culture-based education and its relationship to student outcomes*. Kamehameha Schools.

teaching staff through this program. Teacher input and ongoing collaboration with school leadership have also informed the project design, ensuring that the curriculum development and teacher support elements are tailored to the realities of classroom instructional time, resource availability, and school priorities. This inclusive planning process ensures that the project is responsive, culturally meaningful, and positioned for deep and lasting impact in the schools and the broader Native Hawaiian community.

Project Work Plan

III. Specific Activities and Sequence

The **Ho‘omau: Amplifying Traditional Knowledge Through Capacity Building and Practice** project will build the capacity of teachers at two Hawaiian-focused charter schools, Mālama Honua and Hālau Kū Māna, to deliver Hawaiian voyaging education to their students, increasing sustained access to valuable cultural knowledge vital to the schools' curriculum and programming.

OBJECTIVE 1: DEVELOP Within 6 months, develop a scaffolded Hawaiian voyaging curriculum that builds teachers' capacity to deliver voyaging education at two Hawaiian-focused charter schools that will emphasize content designed to enhance the schools' existing programming and foster students' connection to Hawaiian voyaging traditions. Activities include:

- 1.1 Schedule, plan, and implement six curriculum planning workshops for teachers (three at each school), 4 which will be part of the development, and 2 which will be completed after implementation has been completed.
- 1.2 Develop a scaffolded curriculum with 16 classroom lessons (two lessons each for eight grade groups), tailored to each school's grade levels and wa'a access.

OBJECTIVE 2: DISSEMINATE Throughout the project year, pilot the Hawaiian voyaging curriculum with at least eight teachers across the two schools. Collect and analyze feedback from teachers and students to assess the curriculum's effectiveness and cultural impact and provide recommendations for ongoing use and refinement. Activities include:

- 2.1. Develop a curriculum feedback process.
- 2.2 Implement the voyaging curriculum with pilot teachers.
- 2.3 Collect and analyze feedback from teachers and students.
- 2.4 Refine the curriculum based on feedback.

OBJECTIVE 3: ENHANCE Throughout the project year, provide participating teachers with teaching tools and resources, including facilitated access to a wa'a (canoe) and experienced voyaging practitioners, to enhance curriculum implementation and ensure authentic cultural learning experiences for students. Activities include:

- 3.1 Schedule, design, and implement wa'a and practitioner access points with schools.
- 3.2 Design and create supplemental curriculum materials to support teaching and learning.

Together, these activities will build teacher capacity, foster authentic student engagement with Hawaiian voyaging traditions, and ensure sustained access to this vital cultural knowledge within the schools' educational programming.

IV: Key Project Team

The project will be led by a highly experienced team from Kānehūnāmoku Voyaging Academy.

Mieko “Māhealani” Treaster, Project Director and Curriculum Developer since 2015, will oversee daily operations, curriculum development, teacher training, and grant management. Her extensive background in Hawaiian Studies, education, and curriculum design positions her to lead Objective 1 activities. She will also coordinate the curriculum refinement pieces of Objective 2 and oversee all the data collection and reporting related to all the 3 objectives.

Project Coordinator Malanai Kane Kuahiwinui, with experience as a voyaging captain and educator, will manage project coordination, educational programming, equipment maintenance, and support captaining and managing crew responsibilities for wa‘a based experiences in Objectives 2 and 3. She will also support the PD in data collect and reporting

Founder and Executive Director Bonnie Kahapea-Tanner will provide organizational leadership, fiscal oversight, and serve as the authorized captain during program activities, ensuring alignment with KVA’s mission and community goals.

Janet Clark, as Office Manager and Fiscal Officer, will handle financial management, budgeting, and grant reporting, ensuring smooth administrative and fiscal operations throughout the project.

Together, this skilled team brings deep cultural knowledge, educational expertise, and operational experience critical to successfully executing the project objectives and activities.

V: Stakeholder Involvement and Incorporation of Input

The **Ho‘omau** project builds on established, long-term partnerships between Kānehūnāmoku Voyaging Academy and the two Hawaiian-focused charter schools, Mālama Honua and Hālau Kū Māna. While collaboration with these schools has occurred in various focused initiatives over several years, the comprehensive alignment of the KVA program with the schools’ curriculum had not been systematically revisited. As the primary audience and stakeholder, both schools have been consulted through their principals, who have shared their support through letters included with this application. The relationships KVA and these schools have built over the years allows for this ongoing dialogue ensuring the project is crafted to meet the schools’ cultural and instructional contexts.

Throughout the project, stakeholder input will remain central. Curriculum planning workshops will bring together teachers, voyaging practitioners, and curriculum developers as collaborative partners to co-create content that is culturally grounded and pedagogically sound. During the pilot phase, structured feedback from teachers and students will be collected, analyzed, and used to refine the curriculum and teaching supports. Regular communication with school leadership and educators will guide adjustments, ensuring responsiveness to emerging needs and fostering sustained buy-in.

This collaborative and reflective planning process honors the community voice, strengthens cultural continuity, and maximizes the relevance and effectiveness of the Hawaiian voyaging education delivered through the project.

VI: Existing Resources and Assets to Support Project Success

Access to Wa‘a (Canoe) and Experienced Practitioners (Captain and Crew): Kānehūnāmoku Voyaging Academy’s 29-foot double hull sailing canoe, a fleet of other canoes such as a mobile land canoe, a single hulled sailing canoe, and other vessels, as well staff that are trained wa‘a practitioners who can safely operate the vessel and provide sound cultural training are foundational to the entire project. The wa‘a and the practitioners’ experience, network, and expertise are essential to this pipeline of learning. To support their involvement, the budget includes resources such as captain and crew positions, crew transportation costs and supplies for the safe operation and maintenance of the vessels.

KVA’s Experienced Staff: The project is staffed by highly qualified personnel with deep expertise in Hawaiian cultural education, curriculum development, and organizational management. Crew and captain have completed different levels of an internal 4 level wa‘a practitioner training program that starts with student and ends with captain, receiving rigorous cultural training, practicum hours in education delivery, and received certifications, including licensed United States Coast Guard captains, American Sailing Association certificates, and lifeguard and first aid cpr certifications for captains and crew. To enable full engagement of staff including key personnel mentioned above, the budget accounts for their salaries and fringe benefits proportional to their project responsibilities, including curriculum development, teacher training, project coordination, and administrative oversight. Crew salary and fringe benefit budgets to run a wa‘a experience are also included.

Existing Partnerships with Charter Schools: Longstanding relationships with Mālama Honua and Hālau Kū Māna provide access to schools, teachers, and students. Supporting this partnership includes funds to create and implement curriculum workshops and piloting activities without disrupting regular classroom instruction.

Community Networks: KVA’s connections to other voyaging organizations like Nā Kalai Wa‘a Moku O Hawai‘i and broader Native Hawaiian educational communities support cultural integrity and program authenticity. Moreover, voyage coordination also relies on KVA community networks, working with other non-profit organizations, companies, cultural practitioners and the federal, state, and city governments to secure permits for the locations and to create the student based activities determined to be an important integration into the voyages, which would be documented in the planning documents.

Curriculum Development Infrastructure: KVA’s proven capacity for developing and refining culturally responsive curricula is supported by materials and supplies budgets, which cover printing lesson plans, producing educational aids, and purchasing hands-on activity resources essential for experiential learning.

Facilities and Educational Equipment: Facilities for training and boat maintenance, along with educational tools, are critical assets. Budget considerations include costs for classroom and wa‘a access days supplies, food for voyages, technology tools for curriculum development and feedback collection, and any necessary facility-related expenses to support workshops and training sessions.

Administrative and Project Management Support: To ensure smooth operations, the budget allocates funds for administrative staff handling financial management, grant reporting, and general office expenses.

VII: Sharing Results and Lessons Learned

KVA will share the results of the **Ho‘omau** project and lessons learned primarily with the participating schools and teachers to ensure direct community impact. Additionally, curriculum outlines, lesson plans, and teacher guides will be published as open-access digital resources on the Kānehūnāmoku Voyaging Academy website that links to other shared educator platforms, like the state of Hawai‘i Office of Hawaiian Education website. This will provide sustained support for Hawaiian voyaging education beyond the grant period and make these materials accessible to broader Native Hawaiian educational communities, including other charter schools, immersion programs, and cultural organizations, such as voyaging and maritime communities with interests in traditional navigation and education.

Collaborative reflection will be integral throughout the project. Teachers, practitioners, and students will be engaged in ongoing discussions and feedback sessions to articulate lessons learned, challenges, and successes. This participatory approach ensures that the community’s voice guides the documentation and dissemination of outcomes, fostering collective capacity building.

Final reports and required data will be submitted to IMLS in accordance with grant guidelines. These reports will also be shared internally with partner schools and stakeholders and support the Native Hawaiian Library Services program’s goals of promoting the dissemination and preservation of Native Hawaiian knowledge and cultural practices.

Project Results

VII. Intended Results and Products

The primary outputs for Objective 1 include the development of 16 classroom-based lesson plans—two lessons tailored for each of eight grade groupings (K, 1-2, 3-4, 5, 6, 7, 8, 9)—and the completion of six curriculum planning workshops (three per school). These workshops will engage teachers, cultural practitioners, and curriculum developers collaboratively to ensure the curriculum is culturally grounded and aligned with school programming.

These results directly address the need identified in the Project Justification section by building teacher capacity to deliver authentic Hawaiian voyaging education. Success will be reflected by 75% of participating teachers reporting an increase in their ability to teach voyaging content, as well as agreeing that the curriculum enhances their school’s programming and fosters deeper student connection to Hawaiian voyaging traditions. The development of the full set of lessons ensures concrete, usable teaching materials that embed vital cultural knowledge, supporting the goal of sustained access to this indigenous knowledge in the classroom.

Objective 2 focuses on piloting and disseminating the Hawaiian voyaging curriculum by having at least eight teachers deliver a minimum of one classroom lesson each. This pilot phase is designed to ensure that the curriculum provides sustained access to valuable cultural knowledge integrated into the schools’ programming. Success will be measured by 75% of teachers affirming that the curriculum effectively supports ongoing Hawaiian culture based education, and 75% of students achieving an average score of 75% or higher on any curriculum-based assessments created with the curriculum. These outcomes directly support the project’s goal of increasing meaningful student engagement and cultural learning through effective curriculum implementation.

Objective 3 aims to enhance curriculum delivery by providing experiential learning opportunities and teaching resources. Key outputs include facilitating 40 wa‘a (canoe) visits across the two schools,

conducting three student voyages, and organizing one ‘ohana (family) day annually. The anticipated outcomes are that 80% or more of scheduled visits will be completed, and 75% of teachers will report that access to the voyaging canoe, experienced practitioners, and educational tools significantly enhances curriculum implementation. These results address the identified need for authentic, hands-on cultural experiences that deepen students’ connection to Hawaiian voyaging traditions and support teacher capacity.

VIII. Defining Success and Evaluation Approach

Success for the Ho‘omau project is defined by measurable improvements in teacher capacity and student engagement with Hawaiian voyaging education, the effective implementation and refinement of a culturally grounded curriculum, and the meaningful integration of experiential learning through access to voyaging canoes and practitioners. The project’s evaluation employs a comprehensive, mixed-methods approach incorporating both formative and summative assessments to continuously monitor progress, guide improvements, and document final outcomes across all three objectives.

Objective 1 Evaluation: Success will be measured quantitatively by the completion of 16 scaffolded classroom lesson plans and six curriculum planning workshops. Teacher capacity gains and curriculum impact will be assessed through end-of-year surveys with Likert-scale questions. Formative evaluation includes fidelity checks for lesson plan completion and qualitative feedback gathered from planning notes and open-ended survey responses, ensuring the curriculum development process remains responsive and culturally relevant.

Objective 2 Evaluation: The pilot implementation phase will be evaluated quantitatively via end-of-year teacher surveys and student assessment scores derived from curriculum-based rubrics and skill testing. Formative assessments such as teacher observations and reflections on student work will provide ongoing qualitative insights into student learning and curriculum effectiveness. Summative qualitative data from open-ended survey responses will capture challenges and successes experienced during implementation.

Objective 3 Evaluation: Success in enhancing curriculum efforts will be assessed quantitatively through teacher surveys and the documentation of at least 80% completion of 40 scheduled wa‘a visits, as well as attendance records and meeting minutes tracking resource use and task fidelity. Formative qualitative evaluation will include service logs and anecdotal notes detailing the quality and impact of canoe engagements. Summative evaluations will rely on teacher reflections collected through open-ended survey questions to assess the perceived value of teaching tools, wa‘a access, and practitioner involvement.

This multi-faceted evaluation strategy enables the project team to identify strengths and areas for improvement in real-time and to document culturally meaningful educational outcomes that support the project’s goal of sustaining and expanding Hawaiian voyaging knowledge in the partner schools.

IX. Dissemination of Project Results

The Ho‘omau project will disseminate its results and deliverables primarily to the participating schools and teachers. Curriculum materials, including lesson plans and teacher guides, will be published as open-access digital resources on the Kānehūnāmoku Voyaging Academy’s website and other shared educational platforms, ensuring long-term accessibility. This will allow educators within Mālama Honua,

Hālau Kū Māna, and the broader Native Hawaiian educational community—including other charter schools, immersion programs, and cultural organizations—to access and utilize the curriculum.

Project results, including population served and their demographics, will be used for our annual reports that are shared with other funders and community partners, as well as internally with our staff and with our board. Formal reporting requirements will be met through timely submissions to IMLS, with these reports also made available to community stakeholders and posted as appropriate to support transparency and knowledge sharing aligned with the Native Hawaiian Library Services program’s goals.

X. Sustainability of Project Benefits

To ensure sustainability, the **Ho‘omau: Amplifying Traditional Knowledge Through Capacity Building and Practice** project centers on building local teacher capacity through professional development and the creation of a scaffolded, culturally grounded curriculum that can be continuously used and adapted by educators at Mālama Honua and Hālau Kū Māna. By equipping teachers with accessible, high-quality resources and fostering strong relationships with experienced voyaging practitioners, the project empowers schools to maintain and enrich voyaging education independently.

Open-access publication of curriculum materials facilitates ongoing use by educators beyond the project timeline and supports dissemination to other Native Hawaiian programs. The partnerships established between Kānehūnāmoku Voyaging Academy (KVA), the schools, voyaging practitioners, and other community organizations provide a robust support network that will continue to coordinate voyaging educational experiences well into the future.

Furthermore, built-in mechanisms for feedback and reflection encourage continuous improvement and responsiveness to community needs. The incorporation of ‘ohana days and student voyages foster community engagement and ownership, further strengthening cultural transmission and educational impact over time. Through these strategies, the project ensures that the benefits of enhanced Hawaiian voyaging education endure well beyond the grant period.

SCHEDULE OF COMPLETION

HO'OMAU: AMPLIFYING TRADITIONAL KNOWLEDGE THROUGH CAPACITY BUILDING AND PRACTICE

	Year 1 Oct 1 2026- Sept 30 2027			
	Q1	Q2	Q3	Q4
1.1 Schedule, plan and implement teacher workshops				
1.2 Develop Hawaiian Voyaging Curriculum				
2.1 Develop curriculum feed back process				
2.2 Implement Voyaging Curriculum				
2.3 Collect and analyze curriculum feedback				
2.4 Refine Curriculum				
3.1 Schedule, plan, and implement wa'a experiences				
3.2 Design and create curriculum materials				