



## Harvard University Native American Program

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Aloha Mahakoa!

After a semester of collaboration on moving closer to making your vision for a counseling curriculum at Anuenue a reality, it is with great excitement that we present to you our report of feasibility and future action. Please find enclosed "The Vision of Stories as Counseling Tools for Hawaiian Youth through Ke Kula Kaiapuni O'Anuenue."

Over the past semester, you have shared your unique vision for giving the students of Anuenue an innovative cultural resource in the counseling curriculum. You, Gina and Kamaka welcomed us into your home, where we shared ideas, stories and strategies for getting the project off the ground. Together we met with key actors in the Hawaiian community to navigate the best ways to do this.

In this report, we believe we have integrated the best of our collective ideas for meeting the mission of this project: gathering stories and giving them a new life through Kupuna and the school community at Anuenue. You will find the following resources in the report:

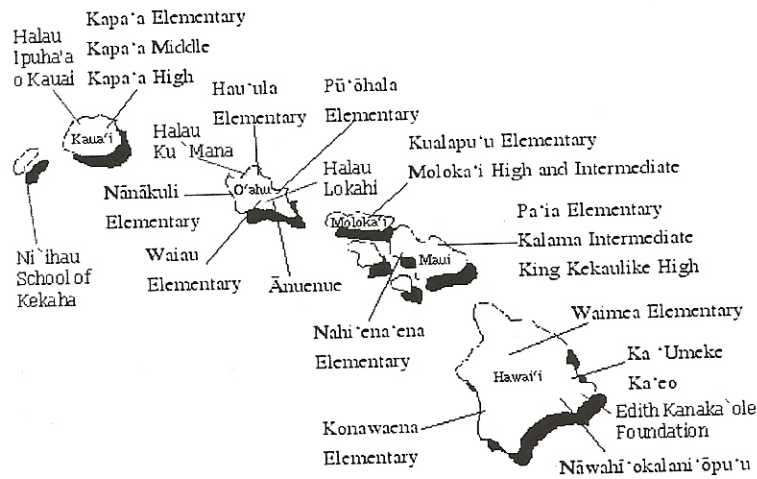
- The context and need for developing a story-based counseling program
- Methods and means to plan gathering the stories
- Options for implementing the program: Centralized, decentralized, and alternative pathways to getting the project started in the school, and keeping it going in the next three years
- First steps for action in the school community
- Resource references of contacts, organizations, and grant targets
- A sample survey for the school community on interest for the project
- A sample letter to stakeholders

Of course, please do not hesitate to enlist our help in the future in keeping this project alive. This is only the beginning, and we look forward to seeing it evolve into a model resource for the Immersion school community in Hawaii and beyond.

Mahalo,

Kristin and Weston

# The Vision of Stories as Counseling Tools for Hawaiian Youth through Ke Kula Kaiapuni O'Anuenue

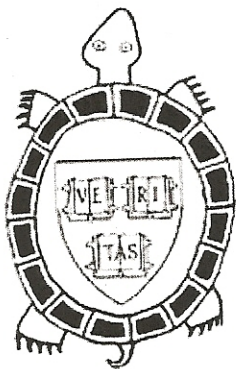


## Capacity and Strategy Options for a Story-based K-5 Counseling Curriculum

Weston Willard

Kristin Eifler Leal

May 2004



Vision

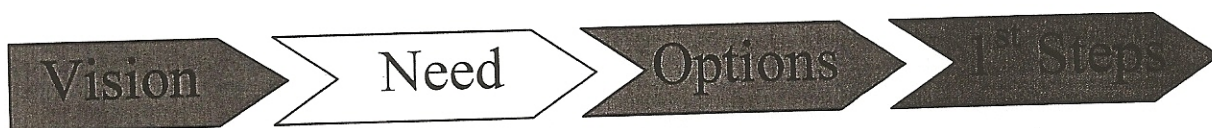
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Options

1<sup>st</sup> Steps

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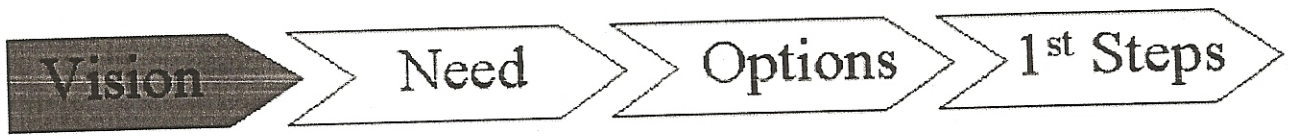
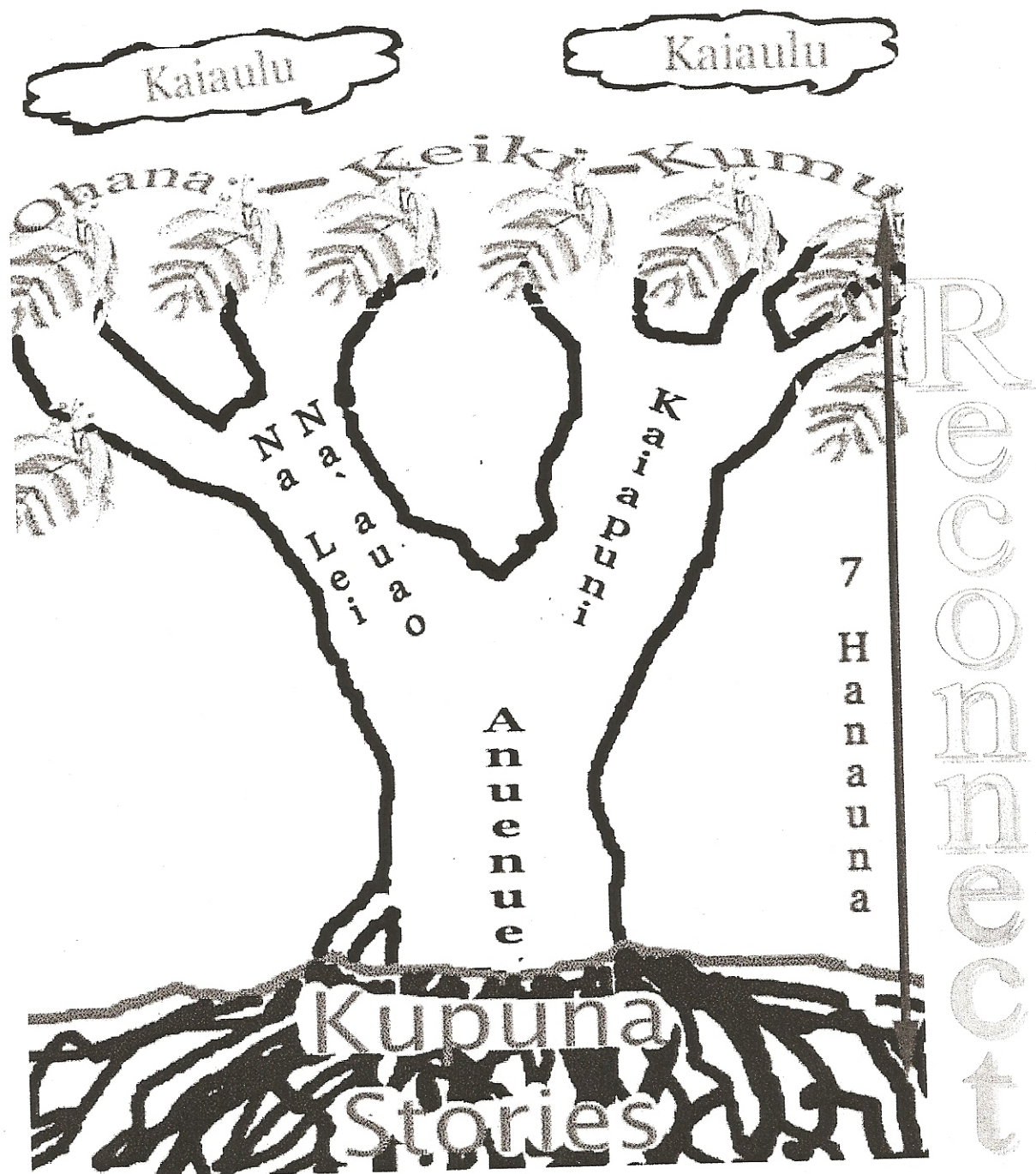
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## *Vision Statement*

Anuenue is a K-12 public Immersion school serving Native Hawaiians located in the Palolo Valley on the island of Oahu. Anuenue recognizes the need for improved counseling. The community agrees that the current systems and methodologies used in the department of education are fundamentally ineffective at Anuenue because they are not fundamentally Hawaiian. Anuenue developed a vision to create a culturally appropriate counseling curriculum based on the tradition of using stories as counseling tools which all members of the community know and use.

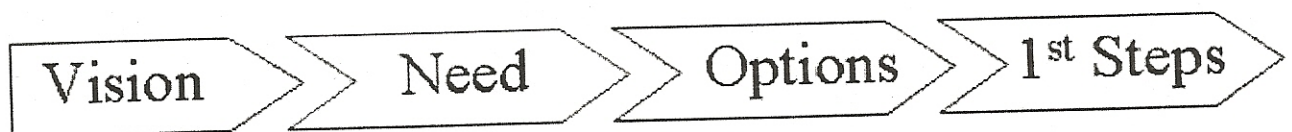
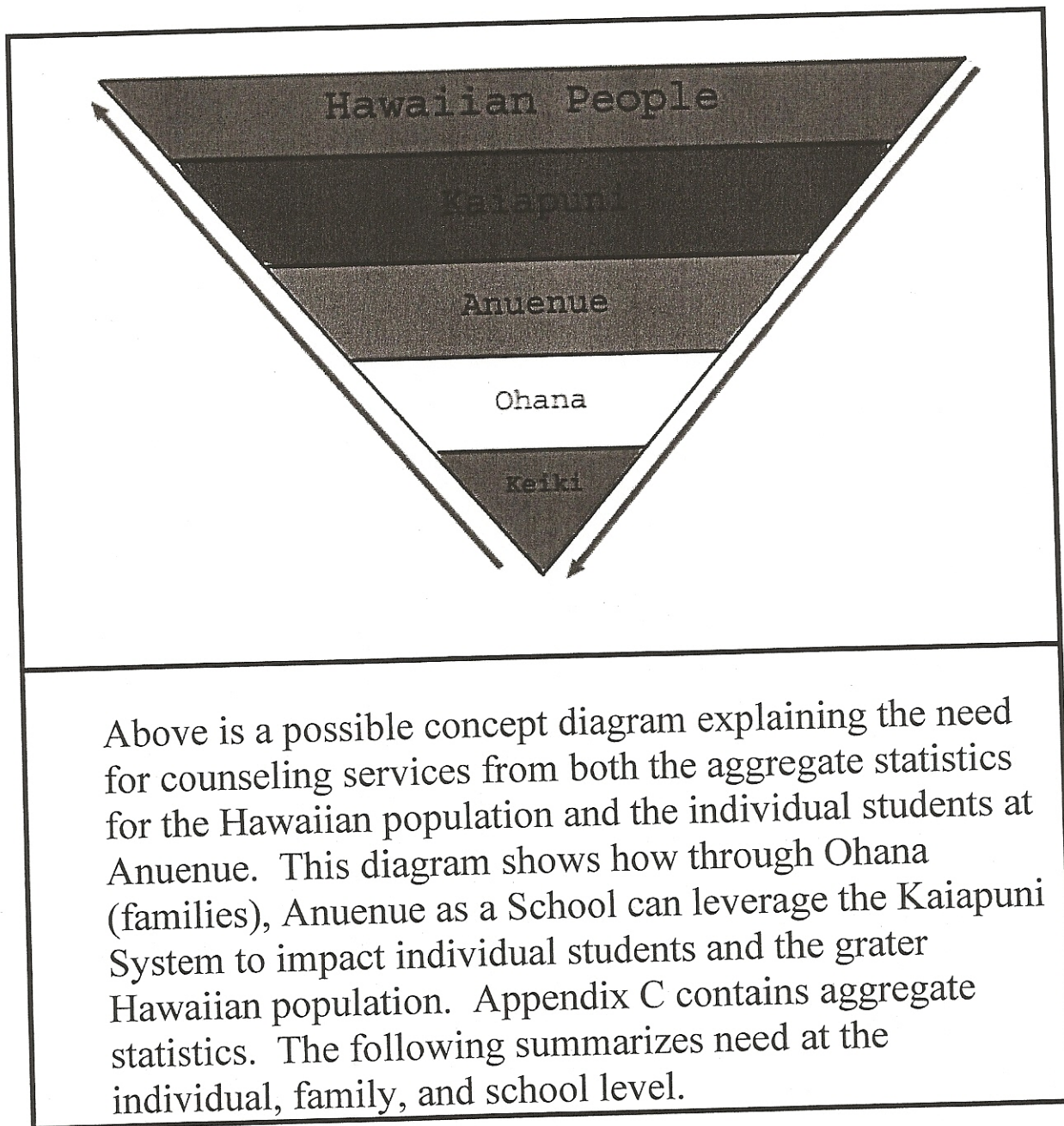
As the diagram illustrates, the school developed the vision of strengthening the community connection to cultural roots through the Kupuna (elders) to learn traditional stories and their meaning. The stories will reach Kumu (teachers), Keiki (children), Ohana (families), and Kaiaulu (community) through the schools and their networks. The goal is to replant these stories so that they may live and be passed on for hanauna (generations) yet to come. Through this, Anuenue can restore to the children and community the wisdom and tools of personal growth and development handed down to us by the ancestors.

Recognizing the need to collect and distribute stories, the school identified the complimentary and immediate need to provide counseling to students now. The dearth of available resources prevents the school from providing adequate at-risk counseling to students.

The dual need for immediate counseling and a stories based community counseling system created the demand for a second full time counselor at Anuenue. The two counselors will utilize personal and community networks to:

- Collect 4 stories per grade, grades K-5 (24 total)
  - 4 contacts per story - Asking, Gathering, Checking, Confirming
- Collect Stories from the 5 islands of
  - Kau'i, Maui, Moloka'i, Hawai'i, Oahu
- Transcribe/Translate all stories
- Develop Companion Pieces for Parents, Teachers, Counselors
- Establish Partnerships with Kaiapuni Office at DOE, Na Leo Kako'o, Na Lei Na'auao, Kupuna Advisory Councils, Parent Advisory Councils, University of Hawai'i

## II – Need at Anuenue for Increased Counseling



**The current counseling program -**

Anuenue has 350 students in the entire K-12 school. One Counselor and one Student Services Coordinator serve most of the extra-curricular needs of the students.

**The Counselor: "Counseling is developing ground"**

Two main issues overshadow the counseling position at Anuenue: Student ratio and the breadth of job responsibilities.

The counselor is responsible for all 350 K-12 students in the school. K-5 is the elementary school, 6-8 the middle school, and the 9-12 high school is in a separate building on the Anuenue campus.

Current counselor responsibilities include:

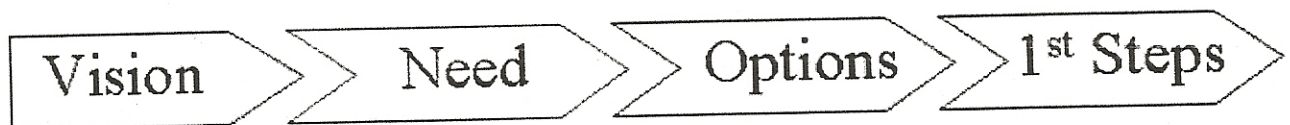
**Career Development:** Junior Police Officer program, career days featuring speakers and recruiters, field trips to college fairs, selective service registration, college scholarship and financial aid coordinating

**Social Events:** Cultural days, school social events, daily student supervision duties, prom **Extracurricular courses:** Driver's Ed, football team

**Counseling duties:** Risk/Health information, weekly speakers and events, coordinate standardized testing, counseling designated through IEP's, referrals, monitoring behavior management plans.

These are all essential activities that enrich the school community. Students will benefit from:

- Ongoing support for current projects;
- developing capacity for counselors to increase formal and informal meeting time with students;
- developing relevant programming beyond current requirements.



## Background Information

### **Student Services Coordinator (SSC):**

The SSC position is granted to every school to coordinate all supplemental services to students including special education, counseling, 504 plans, and Title I programs. The position also includes a  $\frac{3}{4}$  time assistant.

**As Anuenue is a relatively small school, the SSC does not have a full load, and the position could involve counseling and providing some of the needed services at the school.**

### **How does the school keep track of students' counseling needs?**

Counselors track at-risk students who come to their attention through teacher, parent or self-referrals. Risk is also assessed through family income level, home life demographics (such as single parents or known history of abuse), the number of previous referrals, as well as socio-economic status.

## What do students need?

1. Students needing individual attention tend to seek help on a walk-in basis or catch the counselor in the middle of other activities. The counselor is too busy to meet with students when they need it. **Students need to be able to access the counselor**
2. Students in need of individualized attention are also referred by their teachers or at the request of their parents either to the counselor or to the Special Education teachers. The counselor is currently only able to meet Special Education requirements and is unable to respond to teacher referrals. **Teachers need to be able to send student to the counselor.**
3. The Counselor is too busy to record referrals. Combined with a school culture of handling discipline in-house, to ensure culturally appropriate discipline procedures, there is no documentation of need for counseling. **The administration needs to have data that demonstrates a need for more counseling.**
4. The school currently has only one counselor and has not designated discretionary funding for a second counselor. **There is a need through either internal allocation/reorganization or external funding to create a second counseling position at Anuenue.**
5. The school currently uses ad-hoc methodologies to serve the students. This includes culturally appropriate counseling in Hawaiian. However, both the current counselor, teachers, and administration agree that there is not a substantive counseling curriculum based on Hawaiian culture available for counselors. **There is a need for a culturally appropriate counseling program.**

## Summary of Needs and Options

Need - Culturally Appropriate Counseling Curriculum for Hawaiian Students at Anuenue

Options -

- K-5 Counseling Curriculum based on 4 Hawaiian Stories per grade collected by Anuneue Counselors
  
- K-5 Counseling Curriculum Based on 4 Hawaiian Stories per grade collected by Kaiapuni schools coordinated by Anuenue Counselors

Need - Increased Capacity for Counseling Students at Anuenue

Options -

- Leverage SSC Position to provide more counseling
  
- Seek Grant funding to support extra counseling position
  
- Create School Demand for Additional Position from Existing Funding
  - Generate survey Data
  - Add Story Telling Event
  - Present to Faculty
  - Present to Parent Committee
  - Create Advisory Councils

### III - Project Options

#### Plan for Story Gathering

The story gathering vision can be accomplished through a centralized or decentralized model. It is important to acknowledge that all variables impact each other, creating different pro's and con's. For example, the decentralized model may be done without federal grant funding, but does need increased counseling capacity. The following is a sample pro's and con's analysis:

##### Centralized

Have Anuenue Counselors travel to 4 outer islands 4 times to collect, develop, and distribute 24 stories.

##### Pro's

Control and consistency over story gathering will ensure quality and integrity.

Housing and management of stories is easier. Lower risk of politics derailing the project.

##### Con's

Expensive to pay for transportation, time, lodging, and food. Requires grant funding.

Centralized ownership may impede distribution beyond Anuenue

##### Decentralized

Use Kaiapuni System to have teachers on outer island collect 20 stories, transcribe them, and send them to Anuneue for development.

##### Pro's

Distributed investment results in distributed ownership. This will help with dissemination and use by more schools and students.

Much more cost effective

##### Con's

High risk of logistical problems preventing the project from succeeding

High risk of teachers on outer islands not buying into the project at a consistent level

Vision

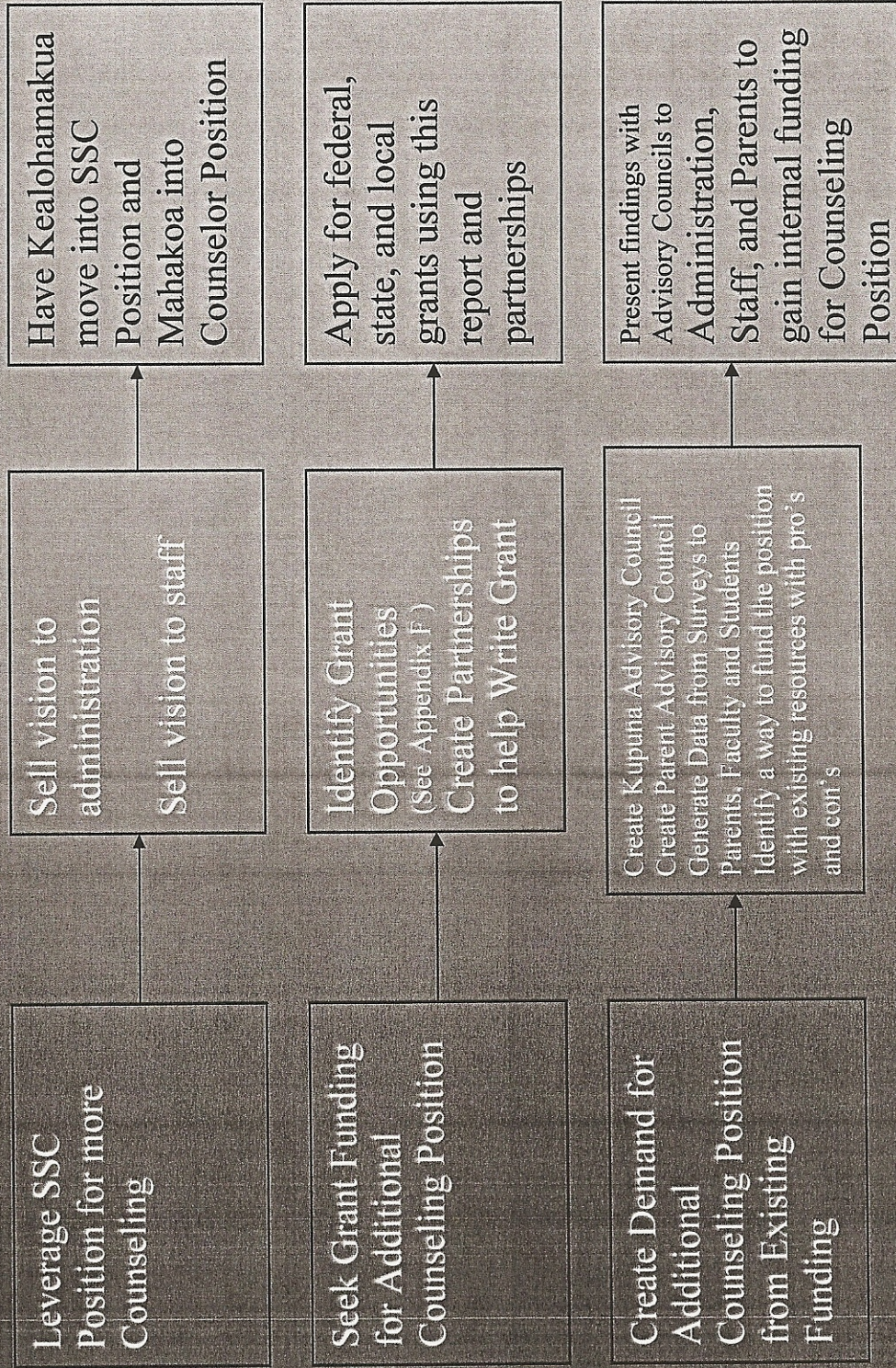
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## Options for Counseling Capacity

The following options can be pursued at the same time as none of them adversely impact the other.



## Section IV: First Steps to Get Started

The following are recommended actions steps that can be completed by the close of the 2004 school year.

### • Assess Funding Options -

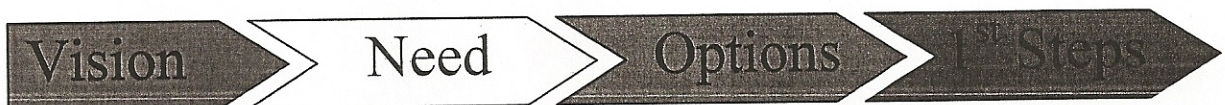
Anuenue has applied for one grant to seek a counseling position. It is now time to think about other funding and partnership opportunities in the coming months. Think about strategies within the spectrum of scenarios:

- What are the next steps after the funding arrives?
- What are the next steps if the grant is not accepted?
- What are some steps that need to occur under either outcome?
- Are there pending grant deadlines? (see Appendix D)

### • Host a Storytelling Event at Anuenue

Hosting a cultural conference or festival at Anuenue is an option for getting the story project off the ground in the absence of grant funding. The benefits to this plan are:

- Kupuna are in one location over a short period of time and have a chance to talk about stories together.
- Saves travel funding
- Would benefit the larger community sooner than launching the project after the stories have been gathered by a small group
- This is an ongoing plan that the school can develop incrementally in the absence of one person to head the project and individually gather stories.



**Chart of Activities and Goals for Launching a Storytelling Event in Spring, 2005 at Anuenue**

	Fall 2004	Spring 2005
Objectives	Assess interest Organize effort and funding	Bring school community and Kupuna together to share stories
	Establish a cohesive effort by the school community for implementing the project; Utilize community resources efficiently	
Activities	Identify a lead organizer Assess funding needs Identify dates and contacts Assess interest in the school	Bring Kupuna to Anuenue Identify theme Share Stories Transcribe Stories
	Bring the Hawaiian community together in the Immersion School context to establish true interest and resources, gather information and advice	
Benefits	Collective "ownership" of the stories School-wide participation and dialogue Starts the project in the event in absence of grant funding for counseling position and story gathering Less travel	

The Storytelling Event is a good way to keep the project active and gets other people in the school, from various levels, involved in the project. The summer is a good time to organize some of the framework for this event if grant funding doesn't come through.

Grant funders like to see evidence that an idea is attractive to the entire community, and that the community can creatively reach their goals. Implementing the beginning stages of a companion event which helps reach some of the larger goals of building the story curriculum shows a high level of commitment to potential donors.

## • Gather Data

- **Distribute surveys to students before they leave for the summer.** Surveys should be simple and distributed through the counseling office by the teachers. Survey questions might include – Do you feel the counselor is available to talk to if you have a problem? How many times have you talked to the counselor in this school year? How many Hawaiian stories do you know and understand? The survey should be developed to produce data that demonstrates a need for more counseling.
- **Distribute similar surveys to parents**
- **Distribute similar surveys to teachers,** including questions about classroom behavior, ability to send students to counseling, and need for counseling services.

Try and use yes no questions and check boxes. Surveys might include:

- Disagree  Neutral  Agree  Strongly Agree
- 0 Times  1-3 Times  3-5 Times  5-10 Times  10+ Times

- **Gather any counseling data available** of documented referrals and number of students actually serviced by the counselor.

Produce a document summarizing the data that clearly shows a high priority need for additional counseling services.

## • Develop Advisory Councils

- **Identify 5 Kupuna** who are respected by the school community and who would like the idea of a stories based counseling curriculum. Use grant seeking as a reason to create a Kupuna Advisory Council. Use this group to further develop the vision, create demand for additional counseling resources, and as a network to help access stories.
- **Identify 2 other teachers** at the school who will support the program. Create a team to help apply for grants, create demand for increased counseling capacity, and help articulate the vision of how the stories can be used in the classroom.
- **Identify 5 parents** who are respected and who are likely to support the idea of a stories based curriculum. Create a Parent Advisory Council to help generate parent demand for counseling capacity and give input on how parents will use the stories.

Use grant applications to help start Advisory Councils. Establish regular meeting times, set agenda's, and create achievable short term goals for each group such as presenting to the staff, generating a report, or completing a grant application. It is important for the teams to feel short term success and gather momentum.

## Appendix A – Sample 3 Year Plan

	Year 1	Year 2	Year 3
<i>Project Objectives</i>	Collect 24 Hawaiian Stories	Develop Companion Resources for 24 Stories	Distribute Stories throughout The Hawaiian Islands
<i>Proposed Activities</i>	Provide and document need for culturally appropriate at-risk counseling services to Hawaiian youth		
	Four Exploratory Trips Four Gathering Trips 24 Appointment Schedule	Develop Companion Resources 4 Confirmation Trips Transcribe 24 stories into English/Hawaiian	Present Materials at 2 Conferences 4 Training Trips
<i>Outcomes</i>	Half of Counselors time will be spent on direct counseling services for at-risk youth		
	24 Digitally recorded story Appropriate counseling for at risk youth – Trial applications of stories –	Typed companion resources for parents, counselors, and teachers Confirmation of story transcripts and meaning from original source	Expose all Kaiapuni and Na Lei Na'auao organizations to stories. Train organizations in use of stories
<i>Evaluation Activity</i>	Documented Appointment Schedule Review of recordings by Kupuna advisory council	Focus Group Feedback. Documented confirmation of story transcripts and meaning	Feedback from Participants Survey Data and # of schools trained
<i>Person Responsible</i>	Documented categorized counseling referrals and services – Survey data from students, parents, and teachers		
	Counselors/Teacher Guides Counselors/Kupuna Council Counselors/Grant Coordinator	Counselors/Focus Groups Counselors/Kupuna/Teacher Guides	Counselors/Partner Schools Grant Coordinator
<i>Leveraged Resources</i>	<ul style="list-style-type: none"> <li>Unique access to Kupuna and cultural resources through Kaiapuni, Na Lei Na'auao, and personal networks</li> <li>Volunteer time of Kupuna, counselors, and teachers</li> <li>Voucher assistance from Kaiapuni Office</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer time of teachers, parents, counselors, students, and Kupuna</li> <li>Voucher assistance from Kaiapuni Office</li> </ul>	<ul style="list-style-type: none"> <li>Kaiapuni Conference</li> <li>Na Lei Na'auao Conference</li> <li>Housing, transportation, food, and volunteer time from host schools in all 4 partner islands</li> </ul>

## Appendix B – Collection Information

*Preserving the cultural authenticity of the Stories is the priority of not only this phase of the project, but of the subsequent process of documenting and giving the stories a place in the Anuenue school. In this phase, cultural and financial resources matter in generating a plan for efficiently and effectively transforming oral history into a counseling resource.*

### **Story Gathering**

Traditional stories live in the minds and hearts of Kupuna all over the islands. Accessing these stories and preserving them for future generations of Hawaiians means spending time with Kupuna in their communities listening to the stories unfold.

The story-gathering process requires:

- Appropriate and qualified people to gather the stories;
- adequate time;
- accurate and appropriate interpretation and documentation;
- financial resources.

### **The Gatherers**

The team gathering the stories must be culturally appropriate: they must be equipped with the appropriate cultural knowledge, background, as well as linguistic ability to meaningfully interact with Kupuna.

### **Documenting oral history**

Sensitively and effectively documenting the stories is essential to a successful gathering process. Several ethnographic methods are available, and identifying the right one for specific situations is key. Being prepared for any situation and accurately judging the circumstances will be part of the expertise of the gatherers.

Documentation options: note-taking; audio recording; video recording; combination of all three

#### ***Note Taking***

Gatherers use no technological equipment while interviewing.

Benefits:

- Best method for story tellers uncomfortable with technology
- May be only option to capture stories for which Kupuna feel recording is inappropriate

Drawbacks:

- Tedious, imprecise work
- Distracts from the listener's experience with the story: attention is diverted by accurately recording notes

#### ***Audio recording***

Hand-held recorder placed in middle of conversation setting.

Benefits:

- Relatively unobtrusive
- Accurate recording of all dialogue and voice tones
- Researchers are hands-free

Drawbacks:

- Inhibiting to story teller, especially if uncomfortable with technology
- Cultural issues with recording; keeping story sacred
- Does not record visual data, such as facial expressions
- Not foolproof: can be difficult to understand and transcribe later

***Video recording***

Camcorder mounted on tripod near conversation setting.

Benefits:

- Accurate recording of visual and audio data of storyteller and surroundings
- Researchers hands-free

Drawbacks:

- Same issues as with audio recording, perhaps exacerbated
- Technical issue of bright light fill in dark places

***Audio and Video combination***

Researchers sometimes like to use both a video camera (with audio) as well as a hand-held voice recorder.

Benefits:

- Enhances accuracy of documenting audio data

Drawbacks:

- Exacerbates the issues mentioned above

***Supplies***

Anuenue has videotaping equipment at the school. Audio recording equipment can be rented, prices discussed in Logistics section.

**Story Verification**

*Variations of stories will emerge from Kupuna in different regions. Clarifying discrepancies and documenting the validity of differing interpretations will retain the individuality of story variations and preserve their origins.*

Verification will entail often re-visiting Kupuna to elucidate and clarify symbolic meaning in the stories. Documenting the variation of this symbolism will retain the story's accuracy and insure appropriate application in the curriculum.

Throughout the gathering process, the gatherers will transcribe the stories, identify key clarification points, and judge how to best clarify discrepancies.

An additional component to collecting the stories is creating a comprehensive glossary of symbols that appear in the stories. This is a way to document different symbolic meanings as a key to the stories. This will also be an important teaching tool.

## Appendix C – Need Statistics and Explanation

### Youth at risk: Statistics of Hawaiian Youth

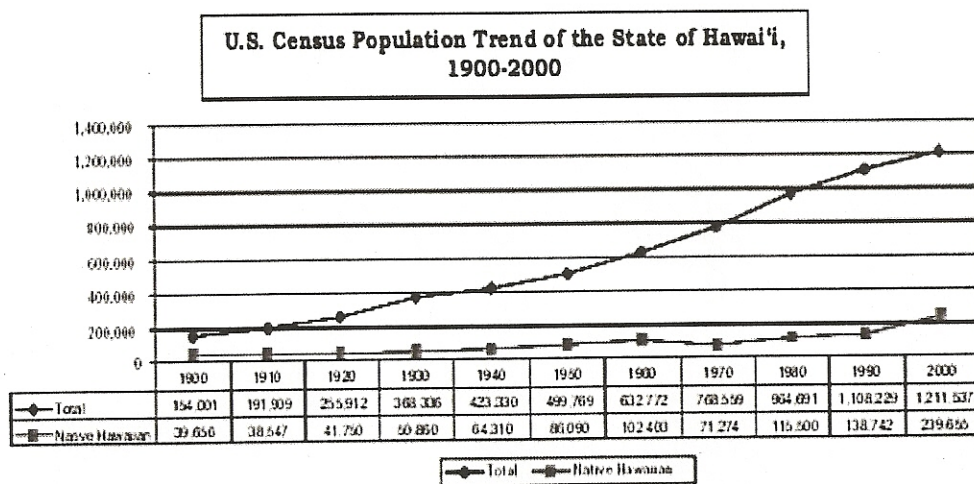
*This section paints a picture of risk of the entire Hawaiian youth community, of which Immersion school youth are a part. Immersion school students tend to represent the norms rather than the outliers of these statistics, especially in terms of recreational drug and alcohol use.*

#### The Population

Hawaiian youth today share room on the islands with many ethnic groups. The total population of the islands grew over the last century from 154,000 to 1.2 million. Though the Native Hawaiian population has steadily grown since 1900, with the exception of a significant decline during the 1960's, the number of Native Hawaiians as a percentage of the total population on the islands has generally decreased. However, between 1990 and 2000 the percentage of Hawaiians increased from 12% to 19%. (see Table 1)

This promising statistic is probably due to better health services, population growth, people returning to the islands, an increase in people self-identifying as Hawaiian, and more sensitive census methods.

**Table 1: Growth of total population versus Native Hawaiian population in Hawaii from 1900-2000**



Source: U.S. Census Data, 2000

#### Substance Abuse Risk

Compared to state averages, Hawaiian youth are at greater risk of using drugs and alcohol. In 2000, Hawaiian 6<sup>th</sup> graders reported having drunk alcohol and smoked cigarettes and marijuana at least 5% more than the state average. In the 8<sup>th</sup> and 10<sup>th</sup> grades, this difference in average doubles in most cases to 10%. By the 12<sup>th</sup> grade, the difference returned to about 5%. There was a significant and steady increase in the number of Hawaiian and non-Hawaiian users. Predictably, recreational drug use sharply increased as kids enter and move through high school. Between the 10<sup>th</sup> and 12<sup>th</sup> grades, the number of Hawaiian kids who reported smoking regularly increased from 19% to 26%, about 5% higher than the state average increase over that time. Over the same

period, there was a 5% increase in alcohol use by Hawaiian youth, from 77% to 82%, which is about 7% higher than the state average. There was a similar increase in marijuana usage for both groups, but with about half the number of users. With the exception of Ecstasy, which about 9% of Hawaiian 12<sup>th</sup> graders have used, harder drugs were used much less frequently than more recreational drugs by Hawaiians and non-Hawaiian youth. (see Table 2)

**Table 2: Statistics from 2000 comparing drug and alcohol use for native and non-native 6<sup>th</sup>-12<sup>th</sup> graders**

- Lifetime Prevalence Report of Alcohol, Tobacco, or Other Drug Use, Year 2000**

Alcohol, Tobacco, and Other Drug Use	6 <sup>th</sup> Grade		8 <sup>th</sup> Grade		10 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	State	Native Hawa	State	Native Hawa	State	Native Hawa	State	Native Hawa
Tobacco	12.7%	17.0%	37.2%	47.8%	50.5%	57.6%	60.6%	68.0%
Cigarettes	12.2%	16.3%	36.3%	46.5%	49.5%	56.1%	58.8%	66.5%
Chewing Tobacco	1.2%	1.8%	3.6%	5.5%	5.3%	7.1%	10.0%	14.1%
Smoked Cigarettes on a Regular Basis	2.1%	3.6%	11.8%	15.4%	19.3%	23.9%	25.6%	30.6%
Alcohol	24.2%	29.1%	49.2%	62.7%	67.1%	78.5%	77.2%	82.8%
Beer or Wine	23.3%	28.3%	47.2%	59.6%	64.5%	75.7%	74.9%	81.1%
Hard Liquor	5.1%	6.7%	25.5%	37.2%	51.0%	63.3%	66.3%	75.5%
Been Drunk in Lifetime	2.9%	4.3%	17.3%	27.6%	37.5%	51.2%	53.0%	63.4%
Marijuana	2.3%	4.3%	15.9%	25.3%	33.1%	48.6%	45.8%	57.8%
Cocaine	0.4%	0.3%	2.1%	2.5%	3.5%	6.1%	5.8%	7.0%
Inhalants	5.3%	7.1%	9.9%	10.0%	7.0%	8.3%	5.7%	6.7%
Methamphetamine	0.4%	0.3%	2.3%	2.9%	4.5%	6.8%	5.8%	6.2%
Heroin or Other Opiates	0.2%	0.5%	1.2%	1.7%	1.3%	1.5%	1.7%	1.7%
Sedatives or Tranquilizers	0.4%	0.6%	1.8%	2.8%	3.2%	4.1%	3.8%	2.9%
Ecstasy/MDMA	0.1%	0.3%	2.0%	3.5%	5.3%	8.1%	8.4%	9.6%
Hallucinogens	0.4%	0.3%	2.9%	4.4%	6.4%	7.0%	9.9%	9.4%
Steroids	1.3%	2.8%	2.2%	3.1%	1.7%	3.1%	1.8%	3.8%
Diuretics	1.2%	2.3%	3.2%	4.9%	4.1%	5.5%	5.3%	6.6%

Source: Alcohol and Drug Abuse Division, State of Hawai'i Department of Health, "The 2000 Hawai'i Student Alcohol, Tobacco, and Other Drug Use Study."

### Juvenile Crime

There is no ethnic majority on the Islands. Hawaii's ethnic composition is a mix of Japanese, Chinese, Filipino, Samoan and Caucasian, along with other Asian ethnic minorities. According to 2000 census data, however, Hawaiian youth account for the highest incidents of crimes involving various degrees of theft, along with Filipinos and Samoans. Three of the four murders in 2000 committed by juveniles were by Hawaiians, although the statistical portrayal of this as "75% of juvenile murders" is misleading. As a total percent of juvenile crime, Hawaiians accounted for 36%, which was 14% higher than Caucasians, representing the second highest juvenile crime rate. (see Table 3)

Table 3: Statistics comparing incidents of crimes in 2000, disaggregated by ethnicity

• Ethnicity of Juveniles Arrested for Index Offenses, Year 2000

Offense / Row %	White	Chinese	Japanese	Filipino	Native Hawaiian	Samoan	Other	Total
Murder	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 75.0%	1 25.0%	0 0.0%	4 100.0%
Forcible	2 25.0%	0 0.0%	0 0.0%	0 0.0%	3 37.5%	3 37.5%	0 0.0%	8 100.0%
Robbery	13 8.4%	1 0.6%	5 3.2%	5 3.2%	65 42.2%	45 29.2%	20 13.0%	154 100.0%
Aggravated Assault	23 17.2%	1 0.7%	3 2.2%	30 22.4%	45 33.6%	8 6.0%	24 17.9%	134 100.0%
Burglary	100 28.6%	1 0.3%	17 4.9%	66 18.9%	127 36.3%	7 2.0%	32 9.1%	350 100.0%
Larceny - Theft	424 22.8%	33 1.8%	130 7.0%	321 17.2%	647 34.7%	76 4.1%	231 12.4%	1,862 100.0%
Motor Vehicle Theft	49 20.5%	3 1.3%	5 2.1%	34 14.2%	105 43.9%	9 3.8%	34 14.3%	239 100.0%
Arson	6 33.3%	1 5.6%	1 5.6%	5 27.8%	4 22.2%	1 5.6%	0 0.0%	18 100.0%
Total	617	40	161	461	999	150	341	2,769
Column Percent	22.3%	1.4%	5.8%	16.6%	36.1%	5.4%	12.4%	100.0%

Source: Attorney General: Crime Prevention & Justice Assistance Division, Research and Statistics Branch, 2000

**Pregnancy**

Teen pregnancy data disaggregated by ethnicity needs to be updated and made more specific, especially for the Asian/Pacific Islander category. (see Table 4). These data do not consider the unique ethnic diversity of Hawaii nor the fact that there is no majority group in Hawaii as there is in mainland states. The discrepancy lies in how Hawaiians may not identify as such in the generalized Asian/Pacific Islander category. The problem in assuming this error is that Hawaiians, here classified as "Native Americans," represent a low proportion of teen pregnancy compared to other ethnic groups described here. However, not knowing if and what proportion of Hawaiians may self-identify as "Asian/Pacific Islanders" prevents the conclusion that Hawaiians are not part of the extremely high teen pregnancy rates seen in the Pacific Islander group. Of both Hawaiian and Asian/Pacific Islander groups, out-of-wedlock incidence was 83% and 87%, respectively.

This statistic was included as an important risk factor indicator. However, this is one which is obviously measurable within the school. Therefore, these data become a generalizing backdrop for teen pregnancy facts gathered annually in the school.

**Table 4: 1999 statistics for teen pregnancy in Hawaii, disaggregated by major ethnic groups across the United States**

Number of births to girls aged 15 to 19, 1999	HI number	HI % total	U.S. % total	state rank*
White (non-Hispanic) <sup>5</sup>	145	8%	45%	1
Hispanic/Latina <sup>5</sup>	411	23%	26%	38
African American <sup>5</sup>	41	2%	25%	11
Native American <sup>5</sup>	23	1%	2%	30
Asian/Pacific Islander <sup>5</sup>	1,493	85%	2%	50

\* Rank of 1 = smallest percentage. A -- denotes percentages less than 0.5%. Percentages may not add to 100 due to rounding.

Source: U.S. Department of Health and Human Services (2001) 1999 natality data set [CD-ROM]. CD-ROM series, 21 (12).

At-risk Hawaiian students need a culturally-based source of support within immersion schools which not only will address current issues with older kids, but will also decrease future risk for younger children.

## Appendix D – Possible Grants

### Upcoming Grant Opportunities

#### **Lannan Foundation, Hilo, HI**

Deadline: Rolling based on 3 annual board meetings

The Lannan Foundation supports indigenous cultural programming exclusive of video documentary. Proposals are accepted three times a year based on board meetings. Lannan supports multi-year project plans, but they have dedicated most of their funding for the next two to three years. Applications are considered by invitation and are discouraged otherwise.

<http://www.lannan.org/ICP/grant/language.htm>

#### **Native Hawaiian Library Services Grant, Institute of Museum and Library Services**

Deadline: May 1, 2005

Decisions: September 2005

The Institute of Museum and Library Services has an annual grant targeting Native Hawaiian Library infrastructure and services development. The grant period is one year. The grant may be an excellent resource for funding the documentation, cataloging and distribution of stories in Anuenue and in the Kaiapuni system.

[http://www.ims.gov/grants/library/lib\\_nhls.asp](http://www.ims.gov/grants/library/lib_nhls.asp)

#### **Kaiapuni Office, Department of Education**

Academic year funding cycle.

The Kaiapuni office offers grant funding for school budget lines as well as travel money for faculty and staff to attend conferences and conduct research.

<http://www.k12.hi.us/~kaiapuni/>

### Potential Community Partnerships and Models

#### **‘Aha Punana Leo**

This is an organization that can help facilitate partnerships outside of the Kaiapuni community as well as on the pre-school level.

<http://www.ahapunanaleo.org/>

[contact@ahapunanaleo.org](mailto:contact@ahapunanaleo.org)

#### **Kaiapuni Charter Schools**

As mentioned previously, developing links throughout the charter school community will be challenging and also a way to mitigate funding and labor for Anuenue.

**Edith Kanaka'ole Foundation, Hilo, HI**

The Kanaka'ole Foundation's mission is to heighten cultural awareness and participation through education and scholarships. The Ma'iola Indigenous Health project was sponsored by the Foundation to increase awareness of health through school curriculum. As such, this is an excellent model for meeting curriculum standards. Copy is also available through Keone Inciong at the DOE Kaiapuni office. The foundation also supports the Lauhuki Family Based Center Preschool, which could be an interesting resource when the Story project reaches this phase.

Ma'iola Project Director:

Carol Kekauoha ([keka@edithkanakaolefoundation.org](mailto:keka@edithkanakaolefoundation.org))  
808-961-5242

Lauhuki Project Head Teacher:

Karen Hanohano ([karenh@edithkanakaolefoundation.org](mailto:karenh@edithkanakaolefoundation.org))  
808-961-5242

**Institute for Native Pacific Education and Culture (INPEACE), Kapolei, HI**

INPEACE is a non-profit dedicated to improving the quality of life for Native Hawaiians. INPEACE is a good resource for networking and grant funding. Website information is minimal.

[inpeace@flex.com](mailto:inpeace@flex.com); 808-672-5917

**Kamehameha Schools: Pauahi Leadership Institute, Honolulu**

<http://oahu.ksbe.edu/pli/>

Two programs within the Kamehameha network could be interesting connections for Anuenue to create networks, provide a model, and could supplement the counseling curriculum: Ne Pau Ali'i is the K-12 leadership curriculum. Ne Lei Ali'i is a leadership program that reaches out to other schools in the community. They give leadership training workshops to teachers and administrators.

**Keiki O Ka' Aina Family Learning Centers**

<http://keikiokaaina.org/>

Native Hawaiian family support and learning centers specializing in lower elementary levels. Mission is to provide educational and culturally supportive space where parents learn how to be better teachers. This would be a good resource for models on parent involvement in curriculum

**Ku Ha'aheo**

<http://kuhuaaheo.k12.hi.us/>

This is the Native Hawaiian Family-Based Education Center, which offers potential resource for developing the family involvement component of the story project.

**Kualono**

<http://www.olelo.hawaii.edu/eng/information/>

Kualono is a web based library network developed by the Hale Kuamo'o - Hawaiian Language Center of the University of Hawai'i at Hilo. They have developed several innovative indigenous communication services:

**Leoki**, "the first indigeneous language electronic bulletin board service, provides a variety of telecommunication services through the Hawaiian language."

**Na Kumu Waiwai Laupapaho**: "radio announcements developed by the Hale Kuamo'o with the assistance of the 'Aha Punana Leo."

**Na Honua Maui Ola (Guidelines for Culturally Healthy and Responsible Learning Environments**

<http://www.olelo.hawaii.edu/pub/charle/NHMO.pdf>

This 95 page pdf document was published in 2002 by the Native Hawaiian Education Council, in partnership with Ka Haka 'Ula O Ke'elikolani at the College of Hawaiian Language, University of Hawaii, Hilo. It is a resource for implementing and cross-checking culturally supportive methods in teaching and administration. This is based on "the template of Alaska Standards for Culturally Responsive Schools through partnership with the Alaska Native Knowledge Network.

Contact: [hale\\_kuamoo@leoki.uhh.hawaii.edu](mailto:hale_kuamoo@leoki.uhh.hawaii.edu); 808-974-7339

**Na Pua No'eau**

<http://www2.hawaii.edu/~nnp/programmenu.htm>

Na Pua No'eau is an enrichment program through the University of Hawaii, Hilo. The program emphasizes talents inherent in students rather than deficits, and is rooted in Hawaiian culture. The Elementary Schools Program, one of several enrichment programs, is based on a four-pronged model of: "building upon academic strengths; Ho'ala Hou, or raising the spirit of each child to build self esteem; integration of Hawaiian culture and values, especially in teaching methods; strengthening family involvement and sense of 'ohana." This would be a useful model to study and a solid networking link.

**The Native Hawaiian Leadership Project (NHLP)**

This is a project targeting leadership-building in Hawaiian matriculated university students majoring in Education and doing a student teaching program. NHLP could be a resource for getting lower-cost, targeted staffing for either tackling some of the current counseling responsibilities in the school to free up a counselor, or developing the story project itself.

Contact:

University of Hawai'i at Manoa

Kamakakuokalani

2645 Dole St. Rm. 211

Honolulu, Hawai'i 96822

Tel: (808) 945-1564

E-mail: [nhlp@cba.hawaii.edu](mailto:nhlp@cba.hawaii.edu)

<http://www.cba.hawaii.edu/nhlp>

**Olomana School, Kailua, HI**

<http://www.k12.hi.us/~olomana/index.htm>

Olomana school is a system of six sites devoted to educating at-risk children. This would be a good place to discuss the story curriculum after it's off the ground, as well as potential partner interested in being a key supporter in implementation.

Principal: August Suchiro; Vice-Principal: Alma Souki  
808-266-7866

**Pacific American Foundation: Kamalama Program**

<http://www.thepaf.org/kamalama/about.htm>

This is a US Department of Education grant-funded program that spans 3 years in developing leadership skills in "gifted and talented" Native Hawaiian youth. This program is a useful model of building community relationships to utilize in the school, as well as building family involvement program infrastructure.

**Pihano Na Mamo**

<http://www.k12.hi.us/~pihana/>

This is an organization which implements supplementary programs in schools throughout Oahu and the Big Island. The Makua Hanai Training for Parent Involvers program is a workshop where teachers learn to be better mediators for getting parents substantively involved in children's education. Pieces of this model can be applied to getting parents involved with the Story curriculum.

Contact: 808-733-9141 x 234

## Appendix E – Boiler Plate Letter

May 22, 2004

SAMPLE group  
Address

Aloha,

Our school at Anuenue has proven itself as a haven for your children to experience the rich spectrum of solid academic classes in the context of Hawaiian language immersion and traditional Hawaiian values.

As Anuenue continues to grow, we should strive to target areas in the curriculum which enhance the overall learning experience of our students, preserve the Hawaiian values upon which the philosophy of the school is based, and challenge the community to work together in developing growth opportunities.

We are working toward developing the counseling program to embrace traditional approaches in working with students' counseling needs. The program uses traditional Hawaiian stories as a basis for approaching disciplinary issues, academic achievement, facing problems outside the school, as well as life transitions.

Integrating this program will not mean a change in the counseling services students already receive at the school. The stories will be used to supplement the programs already in place.

The first step is cultivating a school environment of understanding and dialogue on the project. We hope you will engage in various activities to help make it a success in every step of its development.

As always, please do not hesitate to contact me with your feedback, suggestions and questions about the project. I look forward to seeing you around school!

Mahalo,

# Appendix F – Sample Detailed Budget

## Year 1 Budget

Item #	Item	Item Cost	Quantity	Federal	Non-Federal
				Total	Total
<b>Personnel</b>					
1	Anuneune FTE 1.0 Counselor	\$ 40,000.00	1	\$ 40,000.00	
2	Anuenue 1.0 Grant Coordinator	\$ 34,000.00	1	\$ 30,000.00	
3	Supervisor	\$ 6,000.00	1		\$ 3,000.00
4	Accountant	\$ 2,500.00	1		\$ 2,500.00
	<b>Total Personnel</b>			\$ 70,000.00	\$ 5,500.00
<b>Fringe Benefits</b>					
5	Anuenue 1.0 Counselor	\$ 11,200.00		\$ 11,200.00	
6	Anuenue 1.0 Grant Coordinator			\$ 8,400.00	
	<b>Total Fringe</b>	\$ 11,200.00		\$ 19,600.00	
<b>Travel</b>					
	Cost Per Initial Contact Trip for 3 travelers for 3 Days. There will be four such trips to Kaua'i, Molokai, Hawai'i and Maui				
7	Flights	\$ 540.00			
8	Transportation Costs	\$ 150.00			
9	Subsistance Costs	\$ 420.00			
	<b>Total Cost Per Trip</b>	\$ 1,110.00	4	\$ 2,440.00	\$ 2,000.00
	Cost Per Story Recording Trip for 3 travelers for 3 Days. There will be four such trips to Kaua'i, Molokai, Hawai'i and Maui				
10	Flights	\$ 540.00			
11	Transportation Costs	\$ 150.00			
12	Subsistance Costs	\$ 420.00			
	<b>Total Cost Per Trip</b>	\$ 1,110.00	4	\$ 4,440.00	
	<b>Total Travel Costs</b>			\$ 6,880.00	
<b>Equipment</b>					
13	Digital Multi-media equipment mobile center	\$ 6,000.00	1	\$ 6,000.00	
<b>Other</b>					
14	Parent Outreach Meetings	\$ 200.00			\$ 600.00
15	Rent for Office Space/Use of equipment				\$ 6,000.00
16	Kupuna Stipends -	\$ 500.00	24	\$ 8,000.00	\$ 4,000.00
17	Sub Days for teacher travel guides/counselors	\$ 150.00	20	\$ 1,200.00	\$ 1,800.00
18	Kupuna Advisory Council	\$ 5,000.00			\$ 2,600.00
19	Parent Advisory Council	\$ 2,500.00			\$ 4,000.00
20	Summer work by counselors/team				\$ 2,500.00
21	Protocol expenses	\$ 1,000.00	1	\$ 800.00	\$ 200.00
	<b>Total Other</b>			\$ 10,000.00	\$ 21,700.00
				\$ 112,480.00	\$ 29,200.00
					20.61%

**Year 2 Budget**

Item#	Item	Item Cost	Quantity	Federal	Non-Federal
				Total	Total
	<b>Personnel</b>				
22	Anuneune FTE 1.0 Counselor	\$ 40,000.00	1	\$ 40,000.00	
23	Anueue 1.0 Grant Coordinator	\$ 34,000.00	1	\$ 30,000.00	
24	Supervisor	\$ 6,000.00	1		\$ 3,000.00
25	Accountant	\$ 2,500.00	1		\$ 2,500.00
	<b>Total Personnel</b>			\$ 70,000.00	\$ 5,500.00
	<b>Finge Benefits</b>				
26	Anueue 1.0 Counselor	\$ 11,200.00		\$ 11,200.00	
27	Anueue 1.0 Grant Coordinator			\$ 8,400.00	
	<b>Total Fringe</b>	\$ 11,200.00		\$ 19,600.00	
	<b>Travel</b>				
	Cost Per Confirmation Trip for 3 travelers for 3 Days. There will be four such trips to Kaua'i, Molokai, Hawai'i and Maui				
28	Flights	\$ 540.00			
29	Transportation Costs	\$ 150.00			
30	Subsistance Costs	\$ 570.00			
	<b>Total Cost Per Trip</b>	\$ 1,260.00	4	\$ 4,200.00	
	<b>Toral Travel Expenses</b>			\$ 4,200.00	
	<b>Other</b>				
31	Kaiapuni Conference	\$ 3,500.00			\$ 3,500.00
32	Parent Outreach Meetings	\$ 200.00			\$ 600.00
33	Rent for Office Space/Use of equipment				\$ 6,000.00
34	Kupuna Stipends -	\$ 500.00	24	\$ 8,000.00	\$ 4,000.00
35	Sub Days for teacher travel guides/counselors	\$ 150.00	20	\$ 1,200.00	\$ 1,800.00
36	Kupuna Advisory Council	\$ 5,000.00			\$ 2,600.00
37	Parent Advisory Council	\$ 2,500.00			\$ 4,000.00
38	Summer work by counselors/team				\$ 2,500.00
39	Protocol expenses	\$ 1,000.00	1	\$ 800.00	\$ 200.00
	<b>Total Other</b>			\$ 10,000.00	\$ 25,200.00
	<b>Total -</b>			\$ 102,600.00	\$ 30,700.00
				Percent Matching -	23.03%

**Year 3 Budget**

Item#	Item	Item Cost	Quantity	Federal	Non-Federal
				Total	Total
<b>Personnel</b>					
40	Anuneune FTE 1.0 Counselor	\$ 40,000.00	1	\$ 40,000.00	
41	Anuenuue 1.0 Grant Coordinator	\$ 34,000.00	1	\$ 30,000.00	
42	Supervisor	\$ 6,000.00	1		\$ 6,000.00
43	Accountant	\$ 2,500.00	1		\$ 2,500.00
	<b>Total Personnel</b>			\$ 70,000.00	\$ 8,500.00
<b>Fringe Benefits</b>					
44	Anuenuue 1.0 Counselor	\$ 11,200.00		\$ 11,200.00	
45	Anuenuue 1.0 Grant Coordinator			\$ 8,400.00	
	<b>Total Fringe</b>			\$ 19,600.00	
<b>Travel</b>					
	Cost Per Training Trip for 2 travelers for 5 Days. There will be four such trips to Kaua'i, Molokai, Hawai'i and Maui				
46	Flights	\$ 360.00	4		
47	Transportation	\$ 280.00			
48	Subsistence	\$ 400.00			
	<b>Total Cost Per Trip</b>	\$ 1,040.00	4	\$ 2,640.00	\$ 2,280.00
<b>Supplies</b>					
49	Publication of stories	\$ 500.00	24	\$ 12,000.00	
<b>Other</b>					
50	Teacher Orientation Meetings	\$ 250.00			\$ 2,000.00
51	Kaiapuni Conference	\$ 3,500.00			\$ 3,500.00
52	Parent Outreach Meetings	\$ 250.00			\$ 2,250.00
53	Rent for Office Space/Use of equipment				\$ 6,000.00
54	Kupuna Advisory Council	\$ 5,000.00			\$ 5,000.00
55	Parent Advisory Council	\$ 2,500.00			\$ 4,000.00
56	Protocol expenses	\$ 100.00	1	\$ 800.00	\$ 200.00
	<b>Total Other</b>			\$ 105,040.00	\$ 22,950.00

\$ 33,730.00  
24.31%

Students Impacted	500
Teachers Impacted	60
Families Impacted	300

## **Year 1 Budget Summary –**

During the first year of the project, the budget provides travel expenses for two trips to the four islands of Hawai'i, Kuai'i, Moloka'i and Maui. The first trip is to make connections and the second trip is to record 24 stories. The reason a first trip is needed is to ensure Kupuna are approached in a respectful way in seeking their assistance. It is important to "talk story" with Kupuna and establish a personal connection before asking for their help. Stories differ from island to island, and it is essential to access Kupuna from each island to create a comprehensive group of stories.

The majority of the \$36,250 in matching funds is in time spent working on the project. In order for the project to be a success, parents, Kupuna, and teachers must all input into the process. By including Parent and Kupuna advisory councils, teacher guides, and parent outreach meetings the grant leverages community human resources to utilize grant investment in personnel, equipment, and travel. The two school communities will use grant resources to catalyze the parents and teachers to help collect and learn the stories. Conservative estimates were used to assess the value of human resources. It is difficult to put a price on the value of learning a story from a Kupuna, or the value of parents gathering together to learn stories and support the learning of their children. In documenting the value of these resources, consensus was used with input from school and community members.

The funding allocates 50% of the counselors' time to directly servicing students. This will not only provide much needed guidance to K-5 Hawaiian students, it will ensure that the focus of all grant efforts are on helping the keiki. The funding formula incorporates at least 20% matching funds to meet federal grant regulations. The following is a line item Summary

### **Itemized Budget Description/Justification**

#### **Personnel Category**

Item # 1 - Full Time counselor to provide at-risk counseling services and gather stories  
Salary based on current salary for an Elementary school teacher in Hawaii Department of Education.

Item #2 - Project Director/Grant coordinator to coordinate and supervise all aspects of the program including travel, documentation, communication between schools, and survey development. Salary based on market rate.

Item #3 – The Vice Principal of Anunee will spend time working with the counselors, teachers, and parents on this project. Based on 5% of average salary (.05\*\$60,000) costs are estimated at \$3,000 per supervisor.

Item #4 – The accountant at Anuenue will be responsible for cutting checks and monitoring the flow of funds. We estimate this will require 5% of this persons time. With a salary of \$50,000, we estimate costs of accounting assistance to be \$2,500.

Item #5 – Fringe benefits calculated are calculated at 28% of salary

Item #6 – See Item 5

### **Travel Category**

Item #7 - The gathering trips will appropriately establish initial contacts and open the subject of collecting stories. There will be four trips to Kaua'i, Hawai'i, Moloka'i, and Maui. It is inappropriate to ask for stories on the first visit or over the phone. A guide teacher from the island being visited will accompany the 2 Anuenue counselors. Flight costs average \$180.00 round trip to any Hawaiian island from Oahu. For 3 round trip tickets, the estimated cost for flights is \$540.00. .

Item # 8 – Transportation costs include estimated costs for rental cars for three days at \$40/day and gas costs of \$30. Trips will average 3 days for a total of \$150.00/trip. The team will need to travel reach the Kupuna. There will be 4 trips.

Item # 9 – Subsistence costs. This includes an estimated cost of \$50.00/night for lodging and \$30/person/day for food. It is assumed that the teacher guide will stay with friends/family, but eat with the team. Trips will last 3 days. Thus, food will cost \$270.00 and lodging will cost \$150.00. This totals \$420.00/trip. There will be 4 trips.

Item # 10 – 4 Recording trips will return the 2 counselors and one teacher guide to Maui, Moloka'i, Kaua'i, and Hawai'i. On these trips, the team will record/transcribe stories and Document interpretations of stories from multiple sources. See Item #7 for cost explanation/justification.

Item #13 – See Item # 8

Item #14 – See Item # 9

### **Equipment Category**

Item # 13 – Each Counselor will need laptops to document stories and interpretation immediately after hearing them. They will also need laptops to transcribe to stories and develop support material. As the final product will be in print forms, laptops are essential. In addition the team will need software for transcription, uploading and editing digital recordings and videos, and word processing. The team can use school camera's, but will need to purchase a high quality digital recorder. Costs break down for 2 laptops at \$2,000 each, software for \$650.00, digital recorder for \$250.00, and \$150.00 for 2 printers. This totals \$6,000. The team will need to buy equipment at the start of the project.

### **Other Category -**

Item # 14 – Parent outreach meetings will be conducted at Anuneue. Three meetings will be held at the school throughout the year to support the program. It is expected that at least 20 parents will attend each meeting. The estimated cost for each meeting is \$200.00 for a total of \$1,250. This is a conservative estimate allocating \$10.00 per parent hour donated. As part of this effort, parents will be surveyed and critical input garnered for the program. This time will be donated by parents.

Item # 15 – Anuenue will provide a separate office for the counselor and grant coordinator to work on the program and council students in. The counselors will have access to a phone, fax, message system, and supplies from the school. The estimated cost per year of renting these rooms and the additional use of equipment is \$6,000.

Item # 16 – The Kupuna are the most valuable resource in the community. It is estimated that each story will require 10 hours per year to develop. The hourly cost per Kupuna is \$50.00. For 24 stories, this totals \$12,000. For the first trip, Kupuna will donate their time. It is not appropriate to offer money on the first trip. This will result in 1/3 of the hours or \$4,000 being donated. For the Story gathering trip, Kupuna will be paid the 2/3 of \$6,000. The hourly rate of \$50.00 will be averaged and distributed according to time spent meaningfully contributed to each story.

Item # 17 – Teacher Travel Guides will serve as guides for the counselors accessing Kupuna. The guides will be from or have strong ties to the island being visited. They will use their network to help provide access to Kupuna. In addition, it will create buy-in

from these teachers to distribute the final version of the stories. For each day the teachers participate, sub-days must be allocated. As the trips will include on weekend day, sub days must be provided to all personnel working on those days. Sub days cost \$150.00. Two sub days will be needed for the Thursday and Friday for the guide teacher. 3 sub days must be allocated for the weekend time to compensate the counselors and teacher for working on a weekend. This totals 5 sub days per trip or \$750. Over four trips this totals \$3,000. Teachers and counselors will donate their weekend sub pay, accounting for \$1,800. The remaining 1,200 will be paid through grant funds.

Item # 18 – A Kupuna council of 5 Kupuna will be set up at Annenuene. The council will oversee all work and provide input and assistance. The Councils will meet 13 times for 2 hour meetings each for a total of 26 meetings. This accounts for 130 hours. With a cost of \$20.00/hour/person cost a 2 hour meeting is \$200. The total cost is \$2,600. This time will be donated by the Kupuna.

Item # 19 - Two Parent councils of 5 Parents will be set up through Annenuene. These councils will oversee all work and provide input and assistance. The Councils will meet 20 times each for one hour creating a total of 40 meetings. This accounts for 200 hours. With a cost of \$20.00/hour/person the cost per meeting is \$100. The total cost is \$4,000. This time will be donated by the Parents. The councils will help distribute stories to parent and facilitate parent input and buy-in.

Item # 20 – As counselors are paid for services rendered during the school year, work on the grant over summer break is outside of the contract. It is estimated that the counselors will combine to work 17 extra days over the summer primarily with Kupuna on Oahu gathering stories. At \$150.00 per day this results in an estimated cost of \$2,500. The counselors will donate this time.

Item # 21 – Protocol expenses include Leis, small gifts, food, and other items appropriate in interacting with Kupuna and visiting other Hawaiian people. With 8 trips and interactions with Kupuna on Oahu, total costs are estimated at \$1,000. Annenuene will provide 20% or \$200 worth of protocol materials from supplies on hand. The remaining \$800.00 be provided by Grant.

## **Year 2**

Budget Summary – In year two, the team will take one trip back to each island to confirm that the transcription and interpretation on each story is accurate. Without this confirmation, community members will not agree on the legitimacy of the story. The team will also develop companion materials to assist parents, teachers, and counselors in using the stories. Leveraging the human resources of the advisory councils and parent meetings will be vital in producing effective companion materials for the stories. Through working directly with the students, the counselors will be able to learn and document how the stories can be used. The budget also provides the capacity to document use of the stories through the grant coordinator position. This person will be able to collect the data in both counseling referrals and use of stories to validate the investment made by the grant.

## **Year 2**

### **Personnel Category**

Item # 22 – See Item # 1

Item # 23 – See Item # 2

Item # 24 – See Item # 3

Item # 25 – See Item # 4

### **Fringe Benefits Category**

Item # 26 – See Item # 5

Item # 27 – See Item #

### **Travel Category**

Item # 28 – The confirmation trip will return the two counselors and one student to confirm transcription and interpretation of stories. One student will accompany each trip. The goal is teach the student how to appropriately access stories from Kupuna. This ties into the goal of passing on the stories form generation to generation. There will be four trips to Kaua'i, Hawai'i, Moloka'i, and Maui. Flight costs average \$180.00 round trip to any Hawaiian island from Oahu. For 3 round trip tickets, the estimated cost for flights is \$540.00 per trip. For 4 trips this equals \$2,160.

Item #29 – See Item # 8

Item # 30 - Subsistence costs. With a student accompanying and a male and female adult, it will be necessary to get two rooms. This results in an estimated cost of \$100.00/night for lodging and \$30/person/day for food. Trips will last 3 days. Thus, food will cost \$270.00 and lodging will cost \$300.00. This totals \$570.00/trip. There will be 4 trips.

#### **Other Category**

Item # 31 – Each year the Kaiapuni office holds a seminar to gather all Kaiapuni teacher throughout the islands to train on new programs and initiatives. The team will present at this conference. The cost of flying the teachers to Oahu and the time they will spend training specifically for this program is estimated at \$3,500.

Item # 32– See Item # 14

Item # 33 – See Item # 15

Item # 34 – See Item # 16

Item # 35 – Trips will include one weekend day per trip. With 2 counselors per trip on 4 trips, this equals 8 sub days/ At \$150.00/sub day, costs total \$1,200

Item # 36 – See Item # 18

Item # 37 – See Item # 19

Item # 38 – As counselors are paid for services rendered during the school year, work on the grant over summer break is outside of the contract. It is estimated that the counselors will combine to work 14 extra days over the summer primarily with Kupuna on Oahu gathering stories. At \$150.00 per day this results in an estimated cost of \$2,000. The counselors will donate this time.

Item # 39 – See Item # 21

#### **Year 3**

Item # 40 – See Item # 1

Item # 41 – See Item # 2

Item # 42 – See Item # 3

Item # 43 – See Item # 4

Item # 44 – See Item # 5

Item # 45 – See Item # 6

Item # 46 – Training trips will be conducted to Kaua’i, Moloka’i, Hawai’i, and Maui by individual counselors to their respective partner schools/organizations in the Kaiapuni system and Na Lei Na’auao. The trips will last five days. There will be a total of eight trips. Flight costs will be \$180 per trip totaling \$1,440.

Item #47 – Estimated costs of rental cars for 5 days with gas would be \$280. For 8 trips, this totals \$2,240. Host schools will be required to provide transportation so this cost will be donated.

Item # 48 - Subsistence costs. Trips will last 5 days. Thus, food will cost \$150 per trip. Lodging will cost \$250 per trip. This totals \$400 per trip. With 8 trips, this equals \$3,200. Lodging will be provided by host schools. Food stipends will be provided by the grant.

Item # 49 – Estimated cost of copies for each story is \$500, totaling \$12,000. Each story will be distributed to at least two school communities. Communities will need to distribute copies to parents, teachers, and students. This estimate does not include all copy costs, but will make it possible for significant distribution during training trips.

Item # 50 – Each of the 8 training trips will involve a teacher orientation meeting. The estimated cost per teacher meeting is \$250, totaling \$2,000. This is based on each school allocating teacher time for the entire staff to go through a 30 min. orientation meeting. Schools will donate these services.

Item # 51 – See Item # 31

Item # 52 – Parent outreach meetings will be held at each of the eight training sites. In addition, a 9<sup>th</sup> meeting will be held on Oahu with parents from both Halau Lokahi and Anuneune attending. The estimated cost for each meeting based on at least 25 participants @ \$10/hour is \$250. For 9 meetings, this equals \$2,250.

Item # 53 – See Item # 15

Item # 54 – See Item # 18

Item # 55 – See Item # 19

Item # 54 – See Item # 21

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