



Project Ho'oku'i IV: 'Ohana Lōkahi

To Join Things Together: Family Harmony

Replication Manual by
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Objective

The objective of this replication manual is to provide potential schools and communities across Hawai'i with a structured framework to implement Project Ho'oku'i IV: 'Ohana Lōkahi. Implementing this framework aims to ensure that Native Hawaiian communities, students with disabilities, and at-risk high school students and their families receive the academic, cultural, and mentorship support needed for postsecondary success. By providing detailed information on the project's background, model and its key components, this manual serves as a comprehensive roadmap for creating a holistic and sustainable evidence-based intervention framework. As the fourth iteration, Project Ho'oku'i IV integrates the key element of 'ohana into its original model, further advancing its broader goal of empowering students and their families with the confidence, skills, and resources needed to navigate higher education successfully.

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Manual Outline

This manual is divided into four main sections:

Why Should Schools and Communities Replicate Project Ho‘oku‘i IV?

Project Ho‘oku‘i: Evidence-Based Interventions and Model
Introducing Project Ho‘oku‘i IV: ‘Ohana Lōkahi
Thinking and Reflecting About the Ho‘oku‘i Model for Replication

Understanding the Basics: College Admissions, Dual Credit Program, Early College, and Timelines

College Admission
Dual Credit Program and Early College
Timeline

Key Components for Replicating Project Ho‘oku‘i IV: Curriculum, Community, Technology, and Evaluation.

‘Ohana Yearly Curriculum
Monthly Modules
Community Days
Technology
Evaluation: Data Collection Tools and Tracking Methods

Closing Remarks

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Why Should Schools and Communities Replicate Project Ho'oku'i IV?

Project Ho'oku'i: Evidence-Based Interventions and Model

As Project Ho'oku'i marks its ten-year milestone, its goal – reflected in its Hawaiian name, meaning *to join things together* – has remained focused on supporting Native Hawaiian and at-risk high school students in Hawai'i in successfully transitioning to postsecondary education and career pathways. Specifically, Ho'oku'i aimed to increase the number of Native Hawaiian students who were successful in dual enrollment programs, thus earning college as well as high school credits during their junior and senior years of high school (Roberts & Hitchcock, 2018).

To address and meet the diverse needs of its student participants, Project Ho'oku'i developed a model that provides evidence-based interventions tailored to three tiers or levels of support. The Project Ho'oku'i intervention was first developed in 2010 and later field-tested and refined for Project Ho'oku'i II (2014–2017), which continued to be the foundational model for Project Ho'oku'i III. The process starts with assessing the academic readiness of students dual enrollment with EdReady, and ACCUPLACER for college course placement exams, to create 3 groups: (1) meets the qualification criteria of a dual enrollment program; (2) approaching the criteria and in need of substantial academic support; and (3) needing intensive academic support to meet the criteria (Project Ho'oku'i IV: 'Ohana Lōkahi Narrative, 2019, p. 4).

The Project Ho'oku'i Model involves: (1) Mentoring students on cultural, academic and career issues to develop postsecondary education and career goals; (2) Preparing students to transition to postsecondary education through three-tiered supports groups (ranging from meets criteria for dual enrollment in both high school and college courses to needs intensive support to meets criteria); (3) Individualized computer-based accelerated instruction in reading and math; (4) Academic tutoring by project staff or through University of Hawai'i's online services; and (5) Financial assistance to cover college course tuition (Project Ho'oku'i IV Comprehensive Mentor Manual, 2023, p. 4). Utilizing an evidence-based intervention model requires demonstrating measurable and achievable progress; resulting in the three iterations of Project Ho'oku'i which have supported over 1,000 students. Additionally, findings from a focus group study involving

103 participants revealed that most students expressed satisfaction with the program, citing improvements in academic and self-management skills, heightened aspirations for postsecondary education, and increased confidence and clarity in their career goals (Roberts & Hitchcock, 2018).

Introducing Project Ho'oku'i IV: 'Ohana Lōkahi

Project Ho'oku'i IV: 'Ohana Lōkahi is the fourth iteration of this transformative initiative. Aligned with Project Ho'oku'i IV's name, *'Ohana Lōkahi*, meaning family harmony, this iteration sets itself apart from previous versions by emphasizing family engagement as a key component in cultivating a postsecondary education-bound culture within Native Hawaiian communities. By recognizing the vital role of 'ohana in shaping students' aspirations and success, this element in Project Ho'oku'i IV goes beyond individual academic support. It actively involves families in the journey toward higher education, fostering a more holistic, sustainable, and meaningful impact. Incorporating family engagement into the original Project Ho'oku'i model was aimed to boost academic achievements for students and the efficacy of the project's dual enrollment approach (Project Ho'oku'i IV: 'Ohana Lōkahi Narrative, 2019, p. 4). Building momentum toward a college-bound culture was accomplished by sharing informal stories, knowledge, and experiences between the participants (students and their 'ohana) with broader friends, families, and fellow team members.

Project Ho'oku'i IV: 'Ohana Lōkahi achieved its goals by implementing these key components and objectives: (1) 'Ohana Yearly Curriculum, (2) Monthly Modules, (3) Native Hawaiian and/or *'Āina* (Land)-Based Education, (4) Technological Tools, (5) Student and Parent Evaluations, and (6) this Replication Manual with materials that align with Hawai'i Department of Education's (HIDOE) Nā Hopena A'o framework. Detailed information about the Nā Hopena A'o framework and its implementation within the Project can be found in the 'Ohana Yearly Curriculum subsection under the Key Components section, Page 9 of this replication manual.

Thinking and Reflecting About the Ho'oku'i Model for Replication

For schools and communities interested in replicating Project Ho'oku'i IV, it is essential to consider how the model and its key components can be tailored to meet the diverse needs of your *nā haumāna* (or students), *kula* (school), and community.

Before implementation, we encourage you to reflect on the following questions to ensure proper alignment with your school's goals and community context: (1) What kind of school do you have? (Public charter, Hawaiian immersion, HIDOE high school); (2) What *moku* (island) are you on and what is your community like? (Rural, Title I, near Hawaiian homesteads, urban, etc.); (3) What are your school's goals? How does this program align with your long-term vision for student success? (4) What are your students' goals? How can Project Ho'oku'i's methods support their academic and career aspirations? (5) What are the demographics of your student population? Are there specific groups that could benefit most from additional support; and (6) Are your *nā haumāna* interested in trade careers, academia, professional careers (such as medical, legal, or teaching fields, or entrepreneurship? How can you tailor the program to align with these pathways?

By addressing these questions, schools and communities can better assess how to integrate the Project Ho'oku'i framework into their existing structures, ensuring that it is responsive to their *nā haumāna* needs. Whether your goal is to increase college enrollment, strengthen career preparation, or provide more inclusive postsecondary opportunities for Native Hawaiian, students with disabilities, and/or at-risk high school students, this model can be adapted to help your school or community achieve greater meaningful outcomes.

Understanding the Basics: College Admissions, Dual Credit Program, Early College, and Timeline

Preparing for post-secondary education can be overwhelming or intimidating for high school students. To support successful transition, this replication manual outlines the Project Ho'oku'i

model, providing an overview of the college admission process, Dual Credit programs, and the timeline of the Ho'oku'i Flow Chart.

College Admissions:

Hawai'i Department of Education (HIDOE) high school students have the opportunity to apply for admission to the University of Hawai'i and, once accepted, enroll in courses that allow them to earn dual credit (Project Ho'oku'i IV Comprehensive Mentor Manual, 2023, p. 3). This aligns with one of Project Ho'oku'i's key goals – to increase Native Hawaiian student participation in dual enrollment and early college programs and, ultimately, boost college enrollment rates. In order to achieve this, Project Ho'oku'i staff and lead teachers actively collaborate and support the participating high school students to complete the University of Hawai'i admissions process. Replicating schools and communities should do the same in closely supporting and positively mentoring the participating students, fostering self-confidence and self-efficacy, which in turn promotes positive academic outcomes (Nākoa, 2020).

Dual Credit and Early College Programs:

High school students enrolled in dual credit programs have the opportunity to earn credits toward both a high school diploma and a University of Hawai'i college degree. Listed below are brief descriptions of the various Dual Credit Programs. For more general information on High School Dual Enrollment, visit this [website](#).

1. Early College High School Program: As a partnership program between the Hawai'i State Department of Education (HIDOE) and the UH System, high school students are able to take “sheltered” college courses that are taught by university instructors along with their high school peers. Classes may be in-person, online, or hybrid, depending on the school. Typically, the instructor goes to the high school campus. To learn more, visit this [website](#).
2. Running Start Program: Eligible high school students can take college courses at a UH campus as part of their high school coursework during the fall, spring, or summer semester. Students must meet admission requirements. Typically, students take online courses and/or travel to the college campus for classes. To learn more, visit this [website](#).

3. GEAR UP Running Start Scholarship: This scholarship program is a financial award that supports low-income high school students that are part of the Running Start program. It covers tuition, fees, and textbooks.
4. Mānoa Academy: Mānoa Academy is open to qualified high school juniors and seniors from partnering schools and offers dual-credit college courses at a reduced rate. Students gain university experience, engage in research, civic activities, and study abroad through the “Global Capstone” program. To learn more, visit this [website](#).

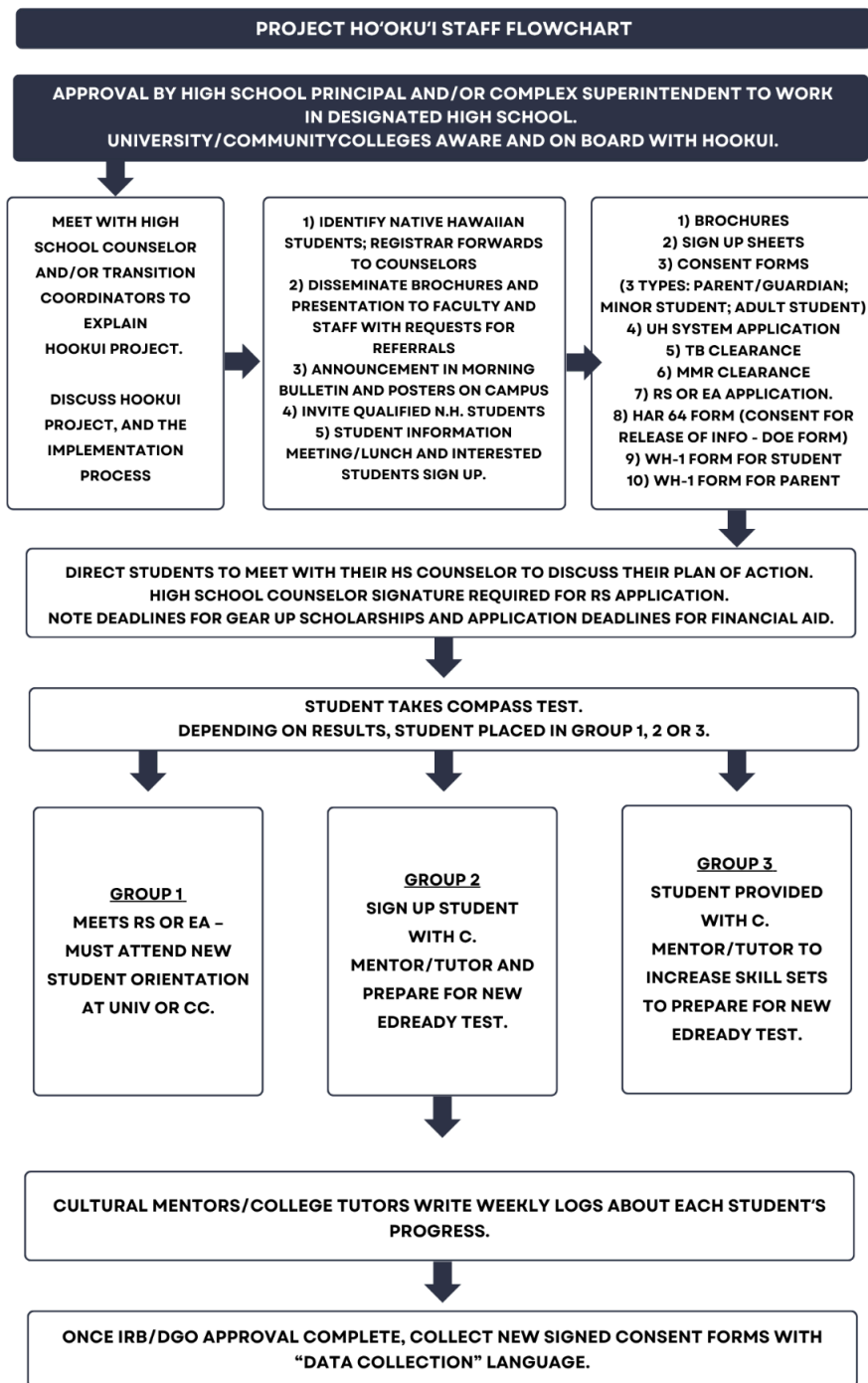
Timeline – Project Ho’oku’i Flow Chart:

As shown in Figure 1, the Project Ho’oku’i Flow Chart illustrates the timeline for a general participating student, the Dual Credit program, and the progression of individual students based on their assigned three-tier level. By following and adapting the Ho’oku’i Flow Chart along with its companion notes, replicating schools and communities can effectively guide students in envisioning their post-secondary educational pathways by exploring early college options, and preparing for placement exams. Replicating schools and communities should actively collaborate and communicate with their students to clarify and explain the required UH system and Ho’oku’i admission materials. This timeline, along with its materials checklist, will benefit not only participating students but also parents, teachers, staff, and other members of the school and community.

To view the Ho’oku’i Flow Chart, along with detailed companion notes outlining the specific steps for each of the three-tier levels and the Dual Credit program – as well as a materials checklist – please refer to the *Project Ho’oku’i IV Comprehensive Mentor Manual* (2023, pp. 5-9).

Figure 1

Project Ho'oku'i Flow Chart (used by the Ho'oku'i project staff - some steps will not apply to HIDOE faculty and staff.) [1]



Key Components for Replicating Project Ho'oku'i IV

Project Ho'oku'i IV: 'Ohana Lōkahi is structured around five key components: (1) 'Ohana Yearly Curriculum, (2) Monthly Modules, (3) Community Days, (4) Technology, and (5) Evaluation. This section provides an overview of these elements, drawing primarily from the Project Ho'oku'i IV Comprehensive Mentor Manual and the project's online resources. Utilizing these materials ensures a comprehensive representation of the model and framework, thereby facilitating its successful and effective replication. Technology includes an online teaching platform (The project used Slack for asynchronous learning, and Zoom for twice monthly meetings which included na haumana, parents, other family members, HIDOE participating faculty, and project staff.)

'Ohana Yearly Curriculum:

The 'Ohana Yearly Curriculum was offered throughout the school year, providing holistic training aligned and modeled after the Hawai'i Department of Education's (HIDOE) Nā Hopena A'o (HĀ) framework. Nā Hopena A'o serves as HIDOE's department-wide framework that aims to develop "students' skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context, and to honor the qualities and values of 'Ōlelo Hawai'i the (Native Hawaiian language) and culture of Hawai'i" (Hawai'i Department of Education, n.d.). The Nā Hopena A'o framework allows shaping the ways in which students learn, grow, and achieve their career aspirations. It underlines the competencies that students need to develop and have a deeper sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawai'i, which spells out BREATH and translates to HĀ in 'Ōlelo Hawai'i.

Figure 2

Nā Hopena A'ō Statements (Hawai'i Department of Education, n.d.):



The project's partnership with the Hawai'i Department of Education and the implementation of its HĀ framework have successfully integrated a place-based learning approach and outcomes unique to Hawai'i. Hence, for schools and communities seeking to replicate Project Ho'oku'i IV, it is essential to establish and/or strengthen partnerships with HODOE and request for support and access to their Nā Hopena A'ō resources. For more information on HODOE's Nā Hopena A'ō Framework, please visit their [website](#).

Monthly Modules:

At the start of the month of each school year, families were introduced to a different monthly focus and modules. Each module was in effect for one month to complete and included lesson plans on these categories: academic conversations, family engagement, Native Hawaiian culture and activities, nutrition, and well-being. Each category included online materials, curriculum supplies, and *ha'awina* (assignments) for the students and their families to complete together. The online materials and curriculum supplies were sent in advance for each module served as a valuable reference for project staff because it provided a comprehensive timetable, checklist, and main ideas to highlight throughout the month. The *ha'awina* for each module required participants to attend one of two Zoom meetings, complete a parent-student activity,

engage on Slack, and submit a feedback form (Project Ho'oku'i IV Comprehensive Mentor Manual, 2023, pp. 9 – 10). Through these activities, 'ohana members learned to support students in college preparation using the Ho'oku'i Model.

If a student did not have a participating guardian, an adult was assigned to them. We welcomed hānai (a traditional Native Hawaiian practice of “fostering and nurturing” children, although they may not be blood related) families too. In each of the monthly meetings, the student and their parent/guardian/assigned adult engaged in a Native Hawaiian cultural activity. Each monthly module had two options for its monthly meeting, and these meetings were recorded and available to participants for future reference. In order to facilitate the monthly modules, Ho'oku'i used these technology tools: Zoom, Google Workspace, and Slack. More information on each technology tool will be found in the next section on “Technology”.

Here is a sample of a monthly module that was facilitated during the Spring semester in 2021: Monthly Module Focus 2 on “Where is Your Wa'a Going and 'Aha Cord”. Click the [YouTube Video](#) link to watch the Ho'oku'i staff explain the lesson plan, and connect it with this month's focus on Wa'a and 'Aha Cord. (The reader can find the module in the comprehensive manual providing the curriculum.)

Figure 3

First page of the [Overview Write-up](#) for Monthly Module Focus 2.

Ho'oku'i Monthly Focus 2

Mon, 5/3 to Sun, 5/30

Where is Your Wa'a Going and 'Aha Cord

All Ho'oku'i IV Monthly Focus Overviews with Links
<http://go.hawaii.edu/kDP>

Important Date(s)	What	Pau?
Mon 5/3	<p>Overview video released on Slack. Watch before you attend your Zoom meeting.</p> <ul style="list-style-type: none"> • Module 2 Overview Video (7 minutes) <ul style="list-style-type: none"> ◦ Video Link: https://youtu.be/gTaPpycoD80 ◦ Slides http://go.hawaii.edu/amP 	
Tue 5/4	<p>1 more video released on Slack. Watch in the next couple weeks.</p> <ul style="list-style-type: none"> • One more reason to get a good night's sleep Jeff Illiff (12 minutes). Video Link: https://youtu.be/MJK-dMIATrMM <p>Action Item: Throughout the month, practice getting your best rest; be mindful of your rest and sleep. Can you try to improve your sleep? (Quality, length, consistency)</p>	
Fri 5/7 or Tue 5/9	<p>REQUIRED: Attend ONE of these options for our Online Zoom Monthly Focus. https://coehawaii.zoom.us/my/zoomnaomi</p> <ul style="list-style-type: none"> <input type="checkbox"/> Option 1: Friday, 5/7, 4-5 pm. Log on 3:45 pm <ul style="list-style-type: none"> <input type="checkbox"/> Recording https://youtu.be/0pm7BZvBr_8 <input type="checkbox"/> Option 2: Tuesday, 5/11, 7-8 pm. Log on 6:45 pm <ul style="list-style-type: none"> <input type="checkbox"/> Recording: https://youtu.be/_KTEFYA6buM <p>Topics and links to materials:</p> <p>Where is Your Wa'a Going?</p> <ul style="list-style-type: none"> • Where is Your Wa'a Going Slides • Why Go to College Slides 	

The monthly focus in Figure 3 centered around the symbolic representation of the students' Wa'a (canoe) and 'Aha cord, integrating Native Hawaiian traditions of canoe voyaging and ropemaking into the module's main components. The focus guided students and their 'ohana to: (1) plan their future journey, (2) strengthen and continue their pilina (connection) with others, (3) set holistic goals that support the nourishment of their well-being and that of their 'ohana, (4) recognize the importance of rest and quality sleep, and (5) remind themselves to practice self-compassion during life's challenges (Ho'oku'i Monthly Focus 2 Overview Write-Up, 2021, p. 4). This month's Native Hawaiian cultural activity involved braiding the students' and their 'ohana's 'Aha cord while reflecting upon the overall experience and the symbolic meaning of the different colored strands (Ho'oku'i Monthly Focus 2 Overview Write-Up, 2021, p. 2).

Figure 4

5 Strand 'Aha Tutorial



Figure 4 is a screenshot that shows a Ho'oku'i staff member providing a tutorial on braiding the 'Aha cord. To watch the full video, refer to *5 Strand 'Aha Tutorial for Project Ho'oku'i* (Project Ho'oku'i, 2021).

As a key component of Project Ho'oku'i IV and its broader goal of incorporating family engagement, including the monthly module is essential for potential schools or communities' that are aiming to replicate the project. However, adapting and customizing the categories, materials, curriculum, and ha'awina should align with the specific needs and goals of the students and their 'ohana, as well as the availability and accessibility of material resources for activities and technological resources for communication.

Community Days:

In order to achieve the project's goals of cultivating post-secondary education-bound culture within Native Hawaiian communities, Project Ho'oku'i IV has emphasized the importance of incorporating Native Hawaiian and/or 'Āina-based education. This is accomplished through community days that are organized by the project's site coordinators and lead teachers. An 'āina-based approach to education is rooted in teaching and learning that are grounded in and centered around the 'āina, which encompasses the land, ocean, air, and all living beings (Project Ho'oku'i IV Comprehensive Mentor Manual, 2023, p. 10). The community days and its 'āina-based activities have fostered a hands-on approach to learning for its participants. This approach to learning has deepened the participants' relationship with the environment and its natural elements, cultivating connections within their communities as well as preserving indigenous knowledge.

One community day to highlight took place in Fall 2021. The project's participating students (high school students of Kapa'a High School in the island of Kaua'i) and additional students from Kanuikapono Public Charter School went on a trip to the ahupua'a (the subdivision of land) of Pila'a on the island of Kaua'i. The lead teacher and a representative from a Native Hawaiian non-profit, Na Maka Onaona, guided the students through the service learning activity that was rooted in the practices of kilo (observation) and malama 'āina (caring for the land). The students participated in Native Hawaiian cultural protocols and strengthened their *pilina* (connection) with each other and the sacred sites of Pala'a by cleaning the stream and the lo'i (Hitchcock et al., 2022, p. 4). To learn more about the project's other community days, please refer to the newsletters in the Project Ho'oku'i IV Comprehensive Mentor Manual (2023, pp. 234 – 259).

Figure 5

Image of the high school students at the ahupua'a of Pila'a on the island of Kaua'i



Figure 5 is an image of the participating students of Ho'oku'i IV as well as the additional students from Kanuikapono Public Charter School at the ahupua'a of Pila'a on the island of Kaua'i (Hitchcock et al., 2022, p. 4):

To successfully replicate Project Ho'oku'i IV and its broader objectives of fostering a culture that encourages post-secondary education within Native Hawaiian communities, the replicating schools and communities should include their own iteration or a comparable approach to Native Hawaiian and 'Āina-based education. By doing so, the project serves a supportive space for students, enhancing their well-being while helping them develop a deeper sense of belonging, identity, purpose, and motivation. Through 'āina-based education, students develop a meaningful connection to the land and their heritage, strengthening their sense of responsibility and self-confidence (Aloha+, n.d.). As a result, their connection allows for students to get a greater sense of agency in their education, empowering them to pursue greater post-secondary opportunities and take an active role in shaping their future (Nākoa, 2020).

Technology:

In order to facilitate smooth, accessible, and efficient engagement with the participating students and their 'ohana, Ho'oku'i utilized these technological platforms: Zoom, Google Workspace, Slack, and the project's official website (Project Ho'oku'i IV Comprehensive Mentor Manual, 2023, pp. 10 – 13).

The project utilized Zoom as its primary communication platform, conducting meetings approximately twice a month to review and discuss the monthly module. During the zoom sessions the project staff presented lesson plans to student participants who were accompanied by their 'ohana, as well as HIDOE teachers and site coordinators. The second technological platform used was Google Workspace, which is a collection of Google applications that provides professional email, online storage, shared calendars, and video meetings. The third technological platform used was Slack, which is a channel-based messaging platform that allowed the project staff, participants, and partners to effectively communicate and engage with one another. The project utilized Slack channels to structure group discussions, effectively share project information, and support dialogue related to the online curriculum. It also served as a messaging platform that fostered casual conversations and strengthened the sense of community among project participants. Project staff contributed to community building and supported 'ohana members' learning by actively engaging in module discussions.

The final technological platform and resource that was used was the official website for Project Ho'oku'i IV. The official website provides general and participant-focused information about the project, including its history and goals, staff and partners, relevant resources, and instructions on how to join. The resources are categorized for prospective and current student and parent participants. This is the direct link to access Project Ho'oku'i IV's official website: <https://cde.coe.hawaii.edu/hookui4ohana/>

Evaluation: Data Collection Tools and Tracking Methods

To evaluate student progress and the impact of family engagement, data are collected through surveys administered to both students and their parents or guardians (Project Ho'oku'i IV Comprehensive Mentor Manual, 2023, p. 14). The project has pre-surveys, post-surveys, and parent feedback forms. The pre-surveys are done at the beginning of the project where student and parent/guardian participants are asked for general information regarding their background information and their initial thoughts on cultural identity, college and career goals, academic motivation and school engagement. The post-surveys are given at the end of each semester and the questions cover the same topics from the pre-survey. The pre- and post-surveys take around 30 to 45 minutes each to complete and are used to track growth and change. The parent feedback forms are given toward the end of each monthly focus, and this allows the opportunity for parents to give their feedback through a Google Form. Finally, after gathering all the data, the Project's external evaluators created an Excel spreadsheet to help site coordinators efficiently record, measure, and store participant information. External evaluators objectively analyzed the change in student attitudes and behaviors toward college, careers and their futures.

Closing Remarks

This *Project Ho'oku'i IV: 'Ohana Lōkahi* replication manual serves as a roadmap for those seeking to create a transformative impact on Native Hawaiian communities and at-risk high school students by fostering academic success, cultural connection, aina-based learning, and postsecondary readiness. The Ho'oku'i model and key components of Ho'oku'i IV reinforce the Project's evidence-based interventions while integrating the key element of 'ohana. After a decade of mentoring and supporting students, schools and communities seeking to replicate the program are encouraged to embrace the model. The effort is always worthwhile, equipping Native Hawaiian and at-risk students with the confidence, skills, resilience, and resources to thrive in higher education and beyond.

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