



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/humanities-initiatives-community-colleges>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Trees, Trails, Culture, and History of the Pāalamanui Preserve: Using Experiential Learning and Storytelling to Connect to the Place*

Institution: Hawai'i Community College

Project Directors: Ruria Namba

Grant Program: Humanities Initiatives at Community Colleges

Project Summary

Hawai'i Community College (HCC) will engage students, faculty, and the community in an exciting new venture in place-based and project-based learning through a project titled “*Trees, Trails, Culture, and History of the Pālamanui Preserve: Using Experiential Learning and Storytelling to Connect to the Place*”. As a partner of the Hawaii State Department of Land and Natural Resources in the recently formed Pālamanui Forest Preserve (706 acres adjacent to the Pālamanui campus), HCC is now situated to use a wide array of humanities-based activities to study, teach, and share the historical layers of the forest and the rich cultural heritage of this important (and endangered) ecological region.

In keeping with the National Endowment for the Humanities’ “*Protecting Our Cultural Heritage*” and “*Providing access to NEH-funded products*” priority areas, the project will create digital archives, including a map of the ancient and modern trails in the Pālamanui Forest Preserve, forest guide and interactive workbook, recordings of podcasts and visual data and presentations. The large map of the Pālamanui Forest Preserve will be stationed on a wall of our soon-to-be-constructed Piko Hale Building which, among other cultural activities, will serve as the campus entrance to the Pālamanui Forest Preserve Trail System. Also, the effort will include a cohort of Pālamanui Forest Preserve-linked courses that recognize the region as a cultural heritage site, a living landscape inscribed with the histories of indigenous Hawaiian people in a region containing an important remnant of the world’s most endangered ecosystem, the lowland tropical dry forest.

The project will serve as a foundation for expanding our humanities programs and reaffirming the relevance of the humanities across the college. Our digital maps and user-guide/workbooks will be freely accessible to the general public, and data collected in the workbooks can be uploaded to help provide information for a Wikipedia Page for the Pālamanui Forest Preserve. Existing in three phases over the course of three years, *Phase One* will involve the collection of initial historical data and the search for as well as flagging and cleaning of trails in the Pālamanui Forest Preserve. We will also begin a Pālamanui Cultural Speaker Series open to the public, which will be based in the Forest’s layers of history. During this phase, we will develop a Faculty Learning Community (FLC) in which HCC faculty from a broad range of academic disciplines will design curricula that integrate place-based, humanistic inquiry into their own classes. During *Phase Two*, the faculty will develop robust, relevant curricula for each of their humanities-based classes to include a 100-level writing-intensive humanities course and a 100-level lab science class. The culmination of this project (Phase Three) will serve as a professional development day for area educators hosted on the HCC Pālamanui campus. During this third phase, we will also make available the digital archives, forest guide, and interactive workbook.

Intellectual Rationale

For centuries, a deep reverence and strong sense of responsibility for the natural world has been connected to ancient Hawaiian life. In essence, Hawaiians have seen themselves as part of, not separate from, nature, and are the direct “kin” of the plants and animals that share their world. Interestingly enough, Hawaiian mythology also suggests that humans are actual children of the land, with the islands born from the Earth Mother Papahānaumoku and the Sky Father Wākea. These parents also gave birth to the taro plant and, then, ultimately, to *kanaka*, to humankind. Thus, both the animate and inanimate possessed spiritual power, or *mana*. In such a world, one

could talk directly to the winds and rains and expect a response, or have the *'io* (Hawaiian hawk), as one's *aumakua* (ancestral guardian), watching over from his perch among the trees. Hawaiian chant, song, and dance celebrate elements of the natural world that have provided many gifts for the spiritual and material needs of the people. In this system of beliefs, the land is an ancestor, one who deserves respect and care. Of threat to this harmony, Hawaiian lowland dry forests are among the most endangered ecosystems in the world, while the Pālanui Preserve represents one of the few remaining examples of this unique and highly diverse forest type. Consequently, it is of immense interest to historians and ecologists due to its near pristine condition, ease of access, and commitment of the landowner (the State of Hawaii) to preserve the land in perpetuity. Therefore, any attempt to solve encroaching challenges—environmental, cultural, or otherwise—will require a deep understanding of place and a recognition of culturally-informed solutions.

Gifted to the college through a Memorandum of Understanding between the State's Board of Land and Natural Resources and the University of Hawai'i, the Preserve will provide a place-based, project-based multidisciplinary approach, with opportunities for learning in varied, humanities-linked fields. These fields will include: Hawaiian Spirituality (Creation of the World), Polynesian Navigation, Religion, Sustainable Living, Migration, and many more in broader fields of History, Culture, Humanities, and Hawaiian Life Styles.

Core humanities topics: While leaning on natural points of synergy with the environmental sciences, the project will engage: History, Anthropology, Archeology, Speech, Art, Hawaiian Studies, and Religion.

Intended audience: Students at Hawaii Community College-Pālanui Campus; High School students (as Early College/Running Start enrollment); Community Members (for speaker series, non-credit enrollment, and field trip participation); and Faculty and Staff (for speaker series and also for FLC).

How this project will improve humanities teaching and learning: Utilizing the Pālanui Forest Preserve affords us rare opportunities to seamlessly integrate Hawaiian values to experiential learning of the unique history and culture of Hawai'i in a multidisciplinary approach. Place-based pedagogy has the ability to assist learners from oppressed cultures in "linking place to cultural struggles and empowering diverse learners to name and transform, or decolonize, their own geographical situationality" (Haymes, 1995, p.129). Students will be exposed to diverse topics and prospective future courses that will bolster recruitment, increase retention, and prepare students for internships and employment with County, State, and Federal agencies working in related fields, including, as one of our partners, nearby Kaloko-Honokōhau National Historical Park.

Underscoring the importance of linking the propagation of native plants to the enhancement of Hawaiian history, the Forest Preserve will exist as a "living example" of the host culture that shows the essential phases of Hawai'i's history: 1) Coming of Man (Archeology, Hawaiian Culture); 2) Coming of "The Other" (Modern History, Outside Influences, etc.); and 3) Continuing Change (Student and Community Involvement in Preservation and Restoration Activities).

In addition to providing meaningful experiences to HCC faculty and students, the program's organizers intend to design significant professional development that includes indigenous, sustainable practices, and personal, place-based activities into a conceptual framework for transforming mainstream curricula into meaningful place and project-based curricula relevant to active humanities-based literacy.

Content and Activities

Topics to be explored: Weaving together the foundations of the natural sciences and the interdisciplinary methods used to address challenging environmental issues unique to Hawai'i, students, researchers, and educators will learn the value nature has played in Hawaiian history and culture while also understanding how human actions can impact planet Earth, including plants, animals, and entire ecosystems. Drawing from the principles of the environmental sciences and humanities, participants will investigate the complexities of contemporary issues such as global warming, pollution, sustainability, renewable energy, and more. These experiences will also explain how ecology and environmental science intersect with other subjects like ethics, anthropology, politics, urban planning, and social justice.

Project activities and resources: The proposed activities will include: 1) Creating archival materials (interviews, podcasts, pictures) for the Pāalamanui library and contributing materials to the Kona Historical Society; 2) Creating a digital (and print) user-guide workbook of the Preserve; 3) Creating a large trail picture-map of the entire preserve; 4) Creating a Wikipedia entry for Pāalamanui Forest Preserve via WikiEdu; and 5) Establishing a cultural speaker series open to the public. There will also be a "Community Workday" open to the public, where residents will learn: 1) Hawaiian protocol; 2) to *Kilo* (Hawaiian practice of observing the land); and 3) native species identification, location within the landscape, and their cultural and medicinal uses. To target young local residents, we will also develop and incorporate experiential learning curriculum that link Hawaiian culture and the Forest Preserve to the Kupuola Summer Camp for 6-12th grade students. Internally, we will develop a Faculty Learning Community.

Year 1:

- Develop and incorporate a new place-based curriculum in the Kupuola Summer Camp curriculum. The last day will be a *hō'ike* (exhibition) to show the students' learning to their families. (July 2023)
- Start to collect the materials needed to build the digital story map. Students will start research on the history of Pāalamanui, identify cultural resources. The materials to be collected during this time include interviews, podcasts, and pictures as a part of the Introduction to Pāalamanui course.
- Create and start to edit the Wikipedia page for the Pāalamanui Forest Preserve. This will be done as a part of the Introduction to Pāalamanui course using the WikiEdu platform.
- Restoration of the ancient trails in the Pāalamanui Forest Preserve will start. Dr. Stevens will identify and mark the trails.
- Start to incorporate the Pāalamanui Forest Preserve in campus events, and introduce and promote the Pāalamanui Faculty Learning Community.
- Commence the Pāalamanui Cultural Speaker Series. This event will be open to the general public both in-person and live-streamed. Speakers will be people with ancestral

connections to the specific land area of Kalaoa, where the Preserve is located and the connected area within the same *ahupua'a* (land division).

- Initiate a monthly Pāalamanui Community Day. Participants will learn Hawaiian protocol, to *kilo*, and native species, their location within the landscape, and their cultural significance.
- The progress of the project will be shared at the end-of-year all campus meeting. (May 2024)

Year 2:

- During the summer, we will meet to refine the learning outcomes, activities, reading and learning materials for the Introduction to Pāalamanui course.
- Kupuola Summer Camp for 6-12th graders will be offered during the summer.
- Select five faculty members for the Pāalamanui Faculty Learning Community and have a kick-off event at the beginning of August before the first day of Fall semester.
- Select and invite a new group of seminar speakers for Year 2.
- Identify trails to be cleared and restored through the community workdays, the Introduction to Pāalamanui course, and service learning projects.
- Identify and map archeological sites within the preserve.
- Continue to collect the archival materials and update the Wikipedia page.
- Faculty members participate in professional development activities, including attending the speaker series, and work days. They will also guest lecture in the Intro to Pāalamanui course.
- Continue with the Pāalamanui Cultural Speaker Series and Community Day, starting with a kick-off event at the beginning of the Fall semester.
- Faculty members identify a curricular topic for their course and develop a lesson. They will present their plan on the last day of FLC.
- The progress of the project will be shared at the end-of-the-year all-campus meeting.

Year 3:

- During the summer, Refine the learning outcomes, activities, reading and learning materials for the Introduction to Pāalamanui course.
- Kupuola Summer Camp for 6-12th graders will be offered during the summer.
- Select the next cohort of Pāalamanui FLC members. FLC cohort 1 and 2 will meet together regularly for professional development events, starting with a kick-off event in August.
- Finalize the trail map.
- Continue with the Pāalamanui Cultural Speaker Series and Community Day, starting with a kick-off event at the beginning of the Fall semester.
- Share finalized lesson plans during FLC to all educators digitally.
- Final digital story map will be completed and posted.
- Project faculty will share curricular innovations at the University of Hawaii professional conference (HSSI).
- Celebrate at the end of the Spring semester where the large trail map will be shared with the entire campus.
- Host professional development day for area educators on campus to share the resources developed through this project (digital story map, trail map, lesson plans) and a visit to *Wahi Pana* (Noted Places) in the Preserve. (May 2026)

Activities Beyond the End of the Grant Period

- Digital story map and the large trail map will be accessible to community members and K-12 partners. The archived materials will be accessible through the website, as well as through the Pālanui library. The link will also be shared with community partners, such as Kona Historical Society.
- Wikipedia will continue to be updated as a part of the Introduction to Pālanui course.
- Project faculty will share curricular innovations through presentations at professional conferences.
- Students will have an opportunity to develop relationships with community partners, such as the nearby National Parks, the Natural Energy Laboratory of Hawaii, and the State Division of Forestry and Wildlife with the goal of possible internship placement.

Use of curricular resources in existing or new courses: Students will continue to update the digital materials such as user guides, photographs, videos to document the trails, history, and ecology of the Pālanui Forest Reserve.

Project Personnel

Dr. Richard Stevens is a multi-award-winning teacher, author, trail-hunter, and tree-planter. He is the only person ever court-certified in Hawaii as a Trails Expert, and he is also court-certified as a World History Expert. Dr. Stevens will be one of the teachers of the introduction to the Pālanui Forest Preserve course, and one of the speakers in the Speakers Series.

Ka'ea Lyons is a Hawaiian Studies faculty who teaches multiple Hawaiian studies courses. She is also a kumu hula and co-founder of Hālau Ka'eaikahelani. Her Pālanui Hawaiian Studies-STEM faculty position bridges Hawaiian Studies discipline with the STEM fields. She will co-instruct the Introduction to the Pālanui Forest Preserve course, oversee the archive collection, and serve as a community liaison for the Speaker Series.

Dr. Luria (Ruria) Namba is an assistant professor of biology. She has a Ph.D. from Carnegie Mellon University. She is a 2021-22 recipient of the Frances Davis Award For Excellence in Undergraduate Teaching Award from the University of Hawai'i systems. She will co-instruct the Introduction to the Pālanui Forest Preserve course, and lead the WikiEdu project and Faculty Learning Community.

In addition, it is anticipated that potential campus collaborators/contributors will include faculty and lecturers in Science and other disciplines that relate to the topics. Outside organizations to be utilized will include, in addition to those mentioned above, the community's premier art education and display institute, the Donkey Mill Art Center.

Institutional Context

HCC serves Hawai'i Island, the largest of the Hawaiian Islands. Hawaii Island is mostly rural and is ethnically diverse, with over 43% of the population either mixed-race or fully Native Hawaiian (compared to approximately 34% statewide). The Palamanui campus serves the west side of the island. HCC is an indigenous-serving institution: the student population is 45% Native Hawaiian.

Humanities at Hawai'i Community College: The Humanities Department at HCC falls under the Liberal Arts and Sciences Division and offers a robust variety of courses in the following disciplines: Art, Asian Studies, Hawaiian Language, Hawaiian Studies, History, Humanities, Japanese Language, Linguistics, Philosophy, Religion, Spanish, and Speech. These courses primarily support the A.A. Liberal Arts degree, under which are five concentrations in Administration of Justice, Art, History, Psychology, and Sociology. Other degrees also largely depend on humanities courses, such as: Creative Media, Digital Media Arts, and Hawaiian Studies. Several humanities courses are general education courses required for graduation across all A.A. and A.S. degrees, including History 151 & 152 and Speech 151 & 251. The department supports approximately 30 full-time faculty and part-time lecturers.

Programs and resources available for humanities study: HCC offers an AA in Liberal Arts with a concentration in History. The History Department has one full-time tenured faculty, and several lecturers, including Dr. Richard Stevens, who is a lecturer on the Pāalamanui campus. HIST 151, 152, and 274W already incorporate Palamanui Forest Preserve in a part of their curriculum. HIST 284, if offered on the Palamanui campus in the future, would also include place-based learning revolving around the Pāalamanui Forest Preserve. Relevant courses include: HIST 151 World History to 1500; HIST 152 World History Since 1500; HIST 274W Writing Personal History; and HIST 284 History of Hawai'i

HCC has a thriving, rigorous Hawaiian Studies program that offers an AA in Hawaiian Studies and Hawai'i Life Styles Academic Subject Certificate. Hawaiian Studies has seven full-time tenured and tenure track faculty, and several lecturers, and offers courses ranging from mythology, hula, chants, plant culture, fishing practices, stewardship, and more. Two tenure track faculty are based on the Pāalamanui campus, including Kaea Lyons. Many Hawaiian Studies courses offered on the Palamanui campus can include place-based learning revolving around the Palamanui Forest Preserve. HWST100, 105, and 107 will incorporate place-based learning revolving around the Pāalamanui Forest Preserve. Relevant courses include: HWST 100 Piko Hawai'i: Connecting to Hawai'i Island; HWST 105 Mea Kanu Hawai'i: Hawaiian Plant Culture; HWST 107 Hawai'i: Center of the Pacific

Previous efforts to address project objectives: The Pāalamanui Forest Preserve was established in 2021. Prior to the official establishment by the State of Hawaii and the University of Hawaii, Pāalamanui students began exploring, documenting, and restoring the cultural and natural features of the area. Students also created what will be built upon as a consequence of this funding opportunity: a pictorial history of these efforts and a "Users' Guide" to the Pāalamanui Trail System. Several students also provided written testimony to the State Board of Land and Natural Resources in favor of establishing the Preserve.

Collaboration with institutions and partners: The undertaking will capitalize on a number of meaningful partnerships to include:

Division of Forestry and Wildlife (DOFAW): The Preserve is co-managed by UH and DOFAW. We will coordinate with DOFAW on all conservation and other projects in the Preserve.

Kaloko-Honokōhau National Historical Park: Kaloko-Honokōhau National Historical Park is

located near Pāalamanui campus along the coast. The Park preserves ancient Hawaiian fishponds, settlements, and archeological sites. Rangers from the Park will be guest speakers, and internships will be available to Pāalamanui students.

Kona Historical Society: KHS is a community organization whose mission is to collect, preserve, and share the history of the Kona districts and their rich cultural heritage within Hawai'i. As a part of their mission, they provide digital education programs and other programs of historical and cultural interest. We will collaborate with them to house student-developed archival materials such as field guides, photographs and videos, oral history recordings of *kupuna* (elders), personal stories, and other manuscripts developed from the course.

The Donkey Mill Art Center: Kona's vibrant art "world" emanates in large part from the historic Donkey Mill Art Center, where students from the elementary grades through senior citizens learn, practice, and view art. In modes similar to the Kona Historical Society, but focused on art, the Donkey Mill will participate in the Speaker Series, and will help in the production of the Large Map of the Preserve's Trails.

Institutional support for project: Strong cooperation to form the Preserve has already come from the State Department of Land and Natural Resources/Division of Forestry and Wildlife through their initial agreement to form the Preserve, internships and employment opportunities, and teaching/lecturing partnerships (Kona Historical Society, National Park Service, and Donkey Mill Art Center).

Impact and Dissemination

Anticipated impact of project: We will weave the history, culture, and legacy of Pāalamanui Forest Preserve into our courses. This will showcase Pāalamanui as a place of adventurous and relevant learning to attract more students to our campus, as well as to introduce diverse topics students can explore on their academic paths. By developing archival materials, we will train our students to be better stewards for the future of our *'aina (land)*, take ownership of their land, and learn how to document the history of the land for future generations. In addition, a new Kama'aina Application Process will also make it easier for the general public to register for our courses that explore the Pāalamanui Forest Preserve.

Through the public speaker series, Community Day, and K-12 Summer Camp, we will increase public awareness of the rich history, culture, and ecosystem of Pāalamanui, as well as our campus as a place of community learning.

Dissemination of project outcomes: Digital resources produced as a part of the class will be archived at the Palamanui Library, and will be shared with Kona History Society. We will also share findings at professional and scholarly conferences, such as the professional development conference hosted by the University of Hawai'i.

Evaluation

How project will be assessed: The following outlines our proposed outcomes and methodologies:

Outcome 1: *Develop a digital story map of Pāalamanui Forest Preserve*

- Collect archival materials (interviews, podcasts, pictures) (Fall 2023 -)
- Create and Edit Wikipedia entry (Fall 2023-)
- Restore ancient trails and identify archeological sites
- Create a final trail map (Spring 2026)
- We anticipate that 300-400 students will be a part of this activity over the course of this project. In addition, the final product (map) and archival materials will be accessible to the general public on our campus and on the web.

Outcome 2: Develop a Community Learning Series

- Develop the Pāalamanui Cultural Speaker Series open to the general public. Speakers will include people with ancestral connection to the specific land area where the Preserve is located, and the connected *ahupua'a*. (Fall 2023-)
- Develop a regular Pāalamanui Community Day to open the Preserve to the public. Participants will learn the Hawaiian protocols, 2) to *Kilo*, and 3) native species, their location within the landscape, and their cultural significance. (Fall 2023-)
- Develop a K-12 Pāalamanui Summer Camp, and share the learning curriculum with area teachers.
- Through the first two projects- Speaker Series and Community Day, we hope to directly engage the West Hawaii community. In addition, the recording of the events will be shared digitally to the general public. Through the Summer Camp, we plan to engage 100-150 future college students (6-12th grades) in the cultural heritage of the Pāalamanui Forest Preserve over the course of this project. Moreover, since the curriculum developed will be shared online, more K-12 students will be exposed to the Pāalamanui Forest Preserve and will have an opportunity to participate in a field trip through their schools.

Outcome 3: Develop a Faculty Learning Community

- Faculty members participate in professional development opportunities, including speaker series, work days, guest lectures in the Intro to Pāalamanui course (Fall 2024-Spring 2025)
- Faculty members develop a lesson curriculum and incorporate it in their course
- The final lesson plans will be shared on the website (Spring 2026)
- At the end of this project, we anticipate at least 10 new experiential learning curriculum that incorporates the cultural heritage of the Pāalamanui Forest Preserve into a variety of disciplines.

Reference

Haymes, S. (1995). *Race, culture, and the city: A pedagogy for Black urban struggle*. Albany, NY: State University of New York Press.

Work Plan

Year 1: June 2023-May 2024

June-July 2023

- **The project team** (Project Director/PI, Luria Namba, co-PI, Ka'ea Lyons, and Dr. Stevens) conducts a project planning meeting for AY2023-24. They decide the potential dates for the Pāalamanui Cultural Speaker Series (six speakers per year) and monthly Community Day, and select potential speakers. Potential speakers include local Kapunas, park rangers from the Kaloko-Honokohau National Parks, and past presenters and members from the Kona Historical Society, and conservation biologists from DOFAW.
- Hire student workers, who will assist with the Summer Camp, promotional materials, and event related activities.
- **Program Director (PD)** contacts the speakers and finalizes the dates. PD also contacts the campus external affairs department to start developing promotional materials. PD also contacts local cultural organizations such as National Parks, Kona Historical Society, and Donkey Mill Art Center to spread the word.
- **Two PIs** meet to develop a new place-based curriculum for the previously offered Kupuola Summer Camp for local 6th-12th grade students. PIs conduct the Summer Camp with assistance from a student worker. The last day of the camp will be a hō'ike (exhibition) to show the students' learning to their families.
- Restore ancient trails in the Pāalamanui Forest Preserve. **Dr. Stevens** starts to identify and mark the foot trails to be cleared during the monthly Community Day.
- **The project team** meets to develop learning outcomes, readings, activities for Introduction to Palamanui course to be submitted as an Experimental Course through Fast Track.

Early August 2023

- **PIs** work with Administration and the Faculty and Staff Development Committee to incorporate the Pāalamanui Forest Preserve in campus events such as the convocation week activities to increase the visibility of this project.
- **PIs** meet with DC/Dean and curriculum specialists to discuss the experimental proposal for Introduction to Palamanui course, and submit the finalized proposal.

August 2023

- Commence the Pāalamanui Cultural Speaker Series (six speakers during the year). These free on-campus talks are open to the community. The presentation will also be filmed professionally. Speakers will be people with ancestral connections to the specific land area of Kalaoa, where the preserve is located and the connected area within the same ahupuaa (Hawaiian land division). **PD** communicates with the speaker, facility, and filming crew. The student workers edit and time-stamp the recorded presentation for archival purposes. The archival materials related to this project will be posted on a webpage which will be linked to the Pāalamanui Library website.
- Commence the monthly Pāalamanui Community Day. Participants will learn the Hawaiian protocol, to kilo (Hawaiian practice of observing their land and surroundings), and native species, their location within the landscape, and their cultural significance, while participating in the trail restoration projects. **Dr. Stevens** leads the trail clearing activity.

August - December 2023

- **The project team** continues to develop course activities and assignments for the Introduction to Pāalamanui course. **PD** establishes the Wikipedia page for the Pāalamanui

Forest Preserve using the WikiEdu platform, which will be used in the course. The team also works with the college's external affairs department and student workers to recruit enrollment in the course.

January-May 2024

- **The project team** teaches the new experimental course; Introduction to Pālanui. Students will research the history of Pālanui and identify cultural resources and collect archival materials related to the Forest, including interviews and photographs. The student workers digitize the materials, and create podcasts for archival purposes.

Feb 2024

- **PD** begins recruitment for the Faculty Learning Community (FLC) at one of the College's Professional Development Day. The purpose of the presentation is to share the project's objectives- interdisciplinary place-based learning that explore the rich cultural heritage of Pālanui, and recruit faculty interested in incorporating experiential learning in their course curriculum.

April 2024

- Faculty apply for the FLC to be offered during 2024-2025 academic year.
- **PIs** meet to finalize dates and curriculum for the Kupuola Summer Camp. **PD** works with the external affairs department and student workers to develop promotional materials.

May 2024

- **The project team** shares the progress of the project at the End of Year All Campus Meeting, and conducts the final recruitment for the upcoming FLC.

Year 2: June 2024-May 2025

June-July 2024

- **The project team** meets to conduct an assessment of course outcomes. This includes attainment of course learning outcomes, student course evaluation, humanities engagement of participating students, and progress of archival material collection and development of the Wikipedia page. The team refines the learning outcomes, activities, reading and learning materials for next semester.
- **The project team** conducts a planning meeting for AY2024-25 to decide dates and potential speakers for the Pālanui Cultural Speaker Series. **PD** follows up with the speakers to finalize the dates, and works with external affairs and student workers to develop promotional materials.
- **PIs** meet to select five faculty members for the FLC, and notify the cohort members.
- **PIs** redesign, recruit, and host a Summer camp. Collect the post-camp data for assessment and analysis.
- **Dr. Stevens** continues to identify and map trails and archaeological sites in the Preserve.

Early August

- **The project team** offers a kick-off event for the FLC cohort 1 during the convocation week. Between Fall 2024-Spring 2025, the FLC cohort members participate in professional development activities, including attendance in the Speaker Series and at least one Community Workdays per semester to learn more about the Preserve throughout the year. They also attend at least one Introduction to Palamanui class during the fall semester. They meet twice a semester to reflect and share ideas about how to apply experiential learning. Cohort members develop a place-based teaching activity for their course. They will present their plan on the last day of FLC.

Fall 2024-Spring 2025

- Commence Year 2 of Cultural Speaker Series. **PD** communicates with the speaker, facility, and filming crew. The student workers edit and time-stamp the recorded presentation for archival purposes.
- Trails continue to be cleared and restored through the Community Workdays.
- **The project team** teaches the Introduction to Pālanui course, and students continue to collect archival materials and update the Wikipedia page.

Feb 2025

- **PIs** meet to finalize dates and curriculum for the Kupuola Summer Camp. **PD** works with the external affairs department and student workers to develop new promotional materials.
- **PD** begins recruitment for the next cohort of FLC.

May 2025

- The project team shares the progress of the project at the End of Year All Campus

Year 3: June 2025-May 2026

June-July 2025

- **The project team** meets to conduct an assessment of course outcomes. The team refines the learning outcomes, activities, reading and learning materials for next semester.
- **The project team** conducts a planning meeting for AY2025-26 to decide dates and potential speakers for the Pālanui Cultural Speaker Series. **PD** follows up with the speakers to finalize the dates, and works with external affairs and student workers to develop promotional materials.
- **PIs** meet to select the next cohort for the FLC and notify the cohort members.
- **Dr. Stevens** continues to identify and map trails and archaeological sites in the Preserve.
- **PIs** redesign, recruit, and host a Summer camp. Collect the post-camp data for assessment and analysis.

Fall 2025-Spring 2026

- Commence Year 3 of Cultural Speaker Series. **PD** communicates with the speaker, facility, and filming crew. The student workers edit and time-stamp the recorded presentation for archival purposes.
- Trails continue to be cleared and restored through the Community Workdays.
- **The project team** teaches the Introduction to Pālanui course, and students continue to collect archival materials and update the Wikipedia page.
- Commence the second cohort of FLC with a kick-off event in early August. Cohort members develop a place-based teaching activity for their course. They present their lesson plan on the last day of FLC. The lesson plan will be posted on the project webpage.
- **PD and Dr. Stevens** starts to work with a consultant and printer to finalize the trail map.

Jan-May 2026

- **The project team**, with the help of the student workers, complete the project webpage which contains archival materials collected from this project, such as edited recording of Cultural Speaker Series, photographs documenting the progress of the Community Workdays and trail restoration, digital version of the trail map, link to the Pālanui Forest Preserve Wikipedia page, trail guide and workbook, and other lesson plans.
- **The project team** shares curricular innovations at University of Hawaii professional conference (HSSI).

- Celebrate at the End of Year All College Meeting, where **the project team** shares the large trail map with the entire campus.
- **The project team** hosts a professional development day for the area educators on campus to share the resources developed through this project (digital archives, trail guide, workbook, lesson plans) and Wahi Pana to the Preserve.

Activities Beyond the End of the Grant Period

- Digital archives and the large trail map will be accessible to community members and K-12 partners. The archived materials will be accessible through the website, as well as through the Pāalamanui library. The link will also be shared with community partners, such as Kona Historical Society.
- Wikipedia will continue to be updated as a part of the Introduction to Pāalamanui course.
- Project faculty will share curricular innovations through presentations at professional conferences.
- Students will have an opportunity to develop relationships with community partners, such as the National Parks, NELHA, DOFA, with the goal of possible internship placement.

Use of curricular resources in existing or new courses: Students will continue to update the digital materials such as user guides, photographs, videos to document the trails, history, and ecology of the Pāalamanui Forest Reserve.

Reading list for Trails Trees Culture and History of the Palamanui Preserve

Name the file readings.pdf.

Websites:

- [Kona Historical Society](http://konahistorical.org) website: konahistorical.org
- [Donkey Mill Art Center](http://donkeymillartcenter.org) Website: donkeymillartcenter.org

Books:

- David Malo, *Hawaiian Antiquities*
- Samuel Kamakau, *Tales and Traditions of the People of Old*
- Mary Kawena Pukui: *'Olelo No eau: Hawaiian Proverbs and Poetical Sayings*
- Mary K. Pukui, Samuel Elbert, and Esther T. Mo'okini: *Place Names of Hawaii*
- Nathaniel B. Emerson: *Unwritten Literature of Hawaii: The Sacred Songs of the Hula*
- Russell A. Apple, *Trails: From Stepping Stones to Kerbstones*
- Deborah Chang, *Two Historic Hawaiian Trails in Pu'u Anahulu and Pu'u Wa'awa'a, North Kona, Hawaii*
- Noa Kekuewa Lincoln, Amy Greenwell *Ethnobotanical Garden Guide to Native Hawaiian Plants and Polynesian-Introduced Plants*
- Beatrice H. Krauss, *Plants in Hawaiian Culture*
- Ross Cordy, *Exalted Sits the Chief: The Ancient History of Hawaii Island*
- Handy; Handy, and Pukui, *Native Planters in Old Hawaii: Their Life, Lore, and Environment*

Articles:

- *Big Island Now* article on the agreement between DLNR and Palamanui for the Forest Preserve: [Pāalamanui Forest Preserve Will Be a 'Living Laboratory' | Big Island Now](#), 2021
- ["The Way Finder," Hana Hou Magazine, Aug.-Sept., 2015](#), p.129.
- "Voices from the Edge: The Disappearance of Hawaii's Ancient Trails," Richard L. Stevens, *Honolulu Magazine*, Nov., 1997, p. 76.

Booklets:

- *Archaeological Preservation Plan for Twenty-Three Sites within the Palamanui Development Area*, Rechtman Consulting, LLC, May 2009
- *Wahi Pana o Palamanui (Noted Sites of Palamanui)*, University of Hawaii Center at West Hawaii, 2016

Pamphlets:

- *Palamanui Trails: A Look into the Past: An Educational Guide to One of Kona's Greatest Historic Treasures*, Hawaii Community College-Palamanui, Student-Produced, 2018

Hawai'i CC is a fully-accredited two-year community college on Hawai'i Island. The college is based in Hilo with a branch campus in Kona named Hawai'i Community College – Pāalamanui and an education center in Honoka'a called the Kō Education Center. One of 10 campuses in the University of Hawai'i system, Hawai'i CC offers 58 associate degree and certificates in 26 programs that prepare students to succeed in the workforce right after graduation or continue their studies at a four-year college or university. Degrees are offered in the following divisions: Liberal Arts & Sciences, Business Education & Technology, Nursing & Allied Health, Applied Technical Education, Construction Academy, and University Center @ West Hawai'i.

From its start in 1941 as the Hawai'i Vocational School, the college has provided access to higher education opportunities, trained a skilled workforce and supported the economic development of the County of Hawai'i. With the advancement in technology and expansion of educational opportunities into broader fields of technical training, the institution was renamed the Hawai'i Technical School in 1956. In May 1970, the institution joined the University of Hawai'i as a comprehensive community college with the name Hawai'i Community College. Other significant developments for the college were the offering of college degree classes in Kona beginning in 1982, and the establishment of the continuing education programs throughout the island of Hawai'i in 1992.

HawCC employs FTE faculty members and approximately 40 FTE lecturers. Our enrollment is 2248 students and 34% attend full-time, while 66% attend part-time. Forty-three percent of our students identify as Native Hawaiian. Ninety percent of students are from Hawai'i Island, and 78% of alumni stay after graduation. According to the 2021 IPEDS report, our 150% graduation rate is 34%. Of the 552 degrees and certificates awarded, 67.8% were associate degrees, and 32.2% were certificates.

<https://nces.ed.gov/ipeds/DFR/2021/ReportHTML.aspx?unitid=383190>

Other Supporting Documents

Palamanui Trails brochure (attached)

News articles about the Palamanui Forest Preserve

- <https://www.bigislandvideonews.com/2021/07/22/palamanui-campus-reserve-proposed-in-kona/>
- <https://www.staradvertiser.com/2015/01/31/breaking-news/the-trail-hunter-a-pathway-through-history-is-uncovered/>
- <https://hanahou.com/18.4/the-wayfinder>
- <https://www.hawaii.edu/news/2015/12/15/ancient-trail-at-hawaii-community-college-palamanui-mapped/>
- <https://bigislandnow.com/2017/04/18/earth-day-fair-at-hawaii-community-college-palamanui/>
- <https://www.hawaii.edu/news/2018/01/11/virtual-sustainability-symposium/>
- <http://www.hawaii.hawaii.edu/news/palamanui-campus-preserve-will-be-outdoor-laboratory-and-help-protect-endangered-dryland>

News article about Palamanui Kupuola Summer Camp

- <http://hawaii.hawaii.edu/news/palamanui-campus-connects-community-unique-summer-programs>
(print out attached)

4. Ala Moku Wiliwili/Wiliwili Grove Trail

The Ala Moku Wiliwili begins above the water tank, and goes to the greatest tree find so far: a grove of over 30 wiliwili trees. Recently, a “Queen Wiliwili” tree was found, one of the largest and oldest of all the trees, and is still producing seeds despite its age. Sections of the Ala Moku Wiliwili are still being discovered as dedicated volunteers continue to move mauka to restore the trail and the surrounding forest.



“A culture without its artifacts is nothing.”
~ Herb Kane

Trails are ancient cultural artifacts that directly connect us to the past. By walking along ancient trails, we are stepping in the footsteps of the ancient Hawaiians, and we gain a vision of what life in ancient Hawai'i was like.

Lowland tropical dry forests are the most endangered forest ecosystem in the world, and Pālamannui sits in one of the largest lowland dry forest areas still fairly intact in Hawai'i. Years of cattle grazing and wild goats, plus the introduction of invasive plant species like fountain grass, have nearly destroyed not only the native flora and fauna, but the ancient trails across the landscape.

Since 2014, however, work to restore the ancient trails and the forests that contain them has been underway at Pālamannui. The contributions of devoted campus faculty and students, with many community allies, have uncovered four significant trails thus far, and efforts to uncover more trails are continuing. We invite all interested parties to join us. *E komo mai! I mua!*

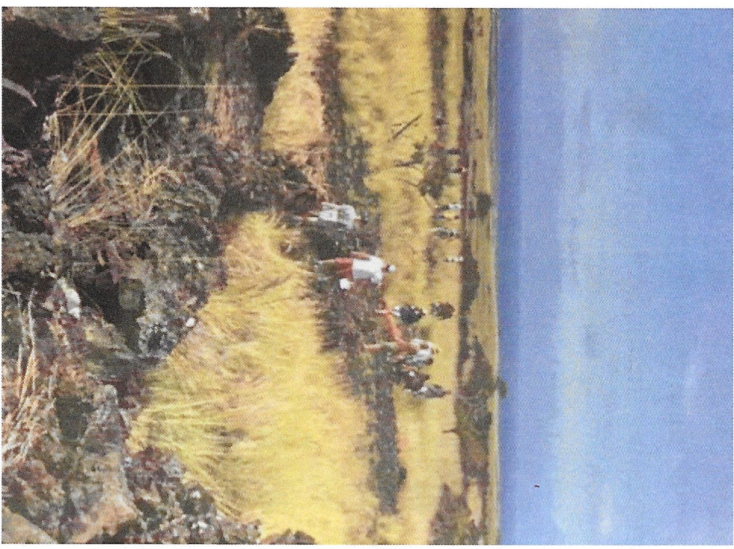


UNIVERSITY OF HAWAII
HAWAII COMMUNITY COLLEGE
PALAMANNUI

Hawaii Community College is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, status as a covered veteran, national guard, victims of domestic or sexual violence, gender identity and expression, genetic information, citizenship, credit history, and income assignment. For inquiries regarding our nondiscrimination policies, please contact Dorrina Cortez, Vice Chancellor for Student Affairs, dorrina@hawaii.edu. For disability accommodations, please contact Hā'awi Kōkua at 934-2725.

Pālamannui Trails: A Look into the Past

An educational
guide to one of
Kona's greatest
historic treasures.



1. Pālamannui Ancient Mauka-Makai Trail

Stretching two miles in Kauaʻi, the Pālamannui Trail is the first trail that was uncovered in 2014. The trail begins at a 55-acre nature preserve of the lowland dry forest and runs makai towards a large habitation cave. The land was once controlled by Kamehameha and was given to his *kahuna nui*, Hewahewa. Ancient healing plants such as ‘uhaloa and noni have been found along the trail, as well as ‘ahu, caves (both habitation caves and water caves), petroglyphs, and agricultural mounds, the last revealing the ancient Hawaiian agroforestry system.



2. Pālamannui Nature Trail

The nature trail begins on the south side of the campus where a sign reads, “A trail to save ancient trees.” The trail connects 20 luma trees in a 1-mile long loop that once was part of a lovely dryland forest. Luma trees may be the longest living angiosperms in the world, as they may survive for 1,500 - 2,000 years, far surpassing the longevity of the Hawaiian ‘ōhi‘a tree and the North American oak. At the beginning of the trail is a trail garden showing what the lowland dry forest looked like. This is also the beginning of reforestation, “restoring life to Pālamannui.”



3. Ala Wiliwili/Wiliwili Trail

The Ala Wiliwili begins below the water tank above the campus and runs makai, taking you to a stand of 5 golden, beautiful wiliwili trees. Like many other Hawaiian species, wiliwili were threatened by the arrival of invasive pests, particularly the erythrina gall wasp. Luckily, the wiliwili have made a comeback against this threat in the past few years, and populations here will rise through reforestation. Wiliwili was used by the ancient Hawaiians for surfboards, canoe outriggers, and net floats. Their rich, varying shapes of golden and red make them admirable from afar. The Ala Wiliwili connects to the Nature Trail at its lower end.





Students at the Kupuola Summer STEM Camp at the Hawai'i CC - Pāalamanui campus in July.



Pāalamanui Campus Connects to Community With Unique Summer Programs

ACADEMICS (/NEWS/ACADEMICS) / 23 September 2021

>>>See PDF of Article in West Hawai'i Today (/sites/default/files/assets/external-affairs/docs/Kauhale%20News%20-%20WHT%20-%20September%202021.pdf)



to create genuine connections – which is all the more difficult during the pandemic, but more important than ever! Mahalo to our participants, parents, partners, faculty and staff for creating these opportunities. See more details about these terrific projects below.

– **Raynette “Kalei” Haleamau-Kam**, Interim Director of Hawai'i Community College – Pāalamanui

IS 101 with Konawaena

A cohort of Konawaena students transitioning from 8th to 9th grade, got a jump start not only on high school, but also on college. The 21 students enrolled in the Hawai'i CC course “Interdisciplinary Studies 101: Building Bridges to Self/Community,” which teaches skills to help students succeed in college. Students earned both high school and college credit for the summer course.

Travis Nakayama, a College and Career Counselor at Konawaena, said it was an eye-opener for students and will continue to have positive effects.

“A lot of the kids are realizing that, ‘Hey, college is within reach, so what other options can I pursue to maximize my educational experience at Konawaena High School?’” Nakayama said.

Nakayama said the course really prepared students for high school as well as college, which is important because it’s one thing to get into college and another to succeed there.

“This college course really forced those dispositions out of those kids,” Nakayama said. “They had a no late work policy, they expected quality writing, they expected compulsory attendance. The instructors, **Pearla Ha’alilio** and **Ian Hirakawa**, made those kids earn their grade.”

Aloha MAP Partnership

In partnership with Aloha MAP (Meritorious Achievement Program), Hawai'i CC – Pāalamanui delivered two Hawaiian Studies courses to 29 local high school students. The students earned seven college credits, in addition to high school credits, as they took Hawaiian language and culture courses from Hawai'i CC faculty **Kristen Dirks** and **Ryan McCormack** in the summer.

Aloha MAP provided “wrap-around” support services to the students and their families to ensure the students were positioned to succeed.



The end of the six-week accelerated courses concluded with a kihei ceremony at the Kahikolu Church, where students presented their genealogy in Hawaiian.

“It was a really special thing for their families to witness,” said Grace.

Kupuola Summer STEM Camp

Forensic science, native plants and space science were the focus of the Kupuola STEM Camp for 21 middle and high school students at the Palamanui campus in July.

>>> See Kupuola Photo Album

(<https://www.flickr.com/photos/53092216@N07/albums/72157719624419312>)

The camp taught science in ways that connect it to the real world. For example, when studying forensic science, students solved “crimes” using science.

“We had a ransom note so they did handwriting analysis and a pen ink analysis, so that’s a little bit more chemistry, and analyzed the ink using chemistry to decide which pen was used to write the ransom note,” said **Luria Namba**, a science instructor at Hawai’i CC – Pālanuanui.

Other days were focused on Hawaiian plants and space science. Representatives from Keck Observatory and the Canada France Hawaii telescope shared how astronomers use color to determine the elements on planets, and students made their own spectrosopes.

“I think it’s more interesting for them because they see how science is used in day-to-day life and that it’s not just something you learn at school,” said Namba.

CATEGORIES

Academics