

# ANA 'ŌLELO HAWAIIAN LANGUAGE PROFICIENCY SCALE

Kū Kahakalau, Ph.D.



# Land Acknowledgment



It is with profound aloha, love and compassion, that I offer up this Land Acknowledgment, recognizing the Little Shell Chippewa tribe as the native people of this land, as well as greeting all other Indigenous people and tribes, whose ancestors have resided for countless generations where the Sun River joins the great Missouri.

Please accept my unconditional aloha and gratitude to all who continue to work hard to preserve, perpetuate and advance the native languages of this land despite intense ongoing colonial pressures to assimilate and forget our native ways. Thank you for the work you do to keep the beautiful languages of your ancestors alive. According to my dear friend, the late Nacis Blood, these ancestors are all around us and nothing makes them more happy and proud than hearing their language being spoken and their songs sung.

Although my ancestral home is thousands of miles away in the middle of the Pacific, I hope that what I will share with you today will inspire you and give you hope that despite centuries of genocide, colonial oppression and language eradication efforts, the Little Shell Chippewa and other native peoples and our native languages will not only survive, but that our 'ike kūpuna, our ancestral knowledge contained in our native languages, will guide us into the future and provide solutions to 21st century local and global challenges!

# **ALOHA E** (Greeting Chant) *Na Nālei and Kū Kahakalau*

<b>Aloha e</b>	<i>Greetings (Love &amp; Compassion)</i>
<b>Aloha e nā akua</b>	<i>Greetings deities</i>
<b>Aloha e nā ‘aumākua</b>	<i>Greeting ancestors</i>
<b>Aloha e nā ali’i hanohano</b>	<i>Greetings to the esteemed leaders</i>
<b>Aloha e nā kūpuna</b>	<i>Greetings elders</i>
<b>Aloha e nā mākua</b>	<i>Greetings adults</i>
<b>Aloha e ka lehulehu</b>	<i>Greetings to the multitudes</i>
<b>Aloha e</b>	<i>Greetings</i>





Centering Chant: **E HŌ MAI** *By Edith Kanaka 'ole*

**E hō mai i ka 'ike mai luna mai e**

*Grant us knowledge from above*

**'O nā mea huna no'eau o nā mele e**

*About the wisdom hidden in the chants*

**E hō mai, e hō mai, e hō mai e**

*Grant it, grant it, grant it.*

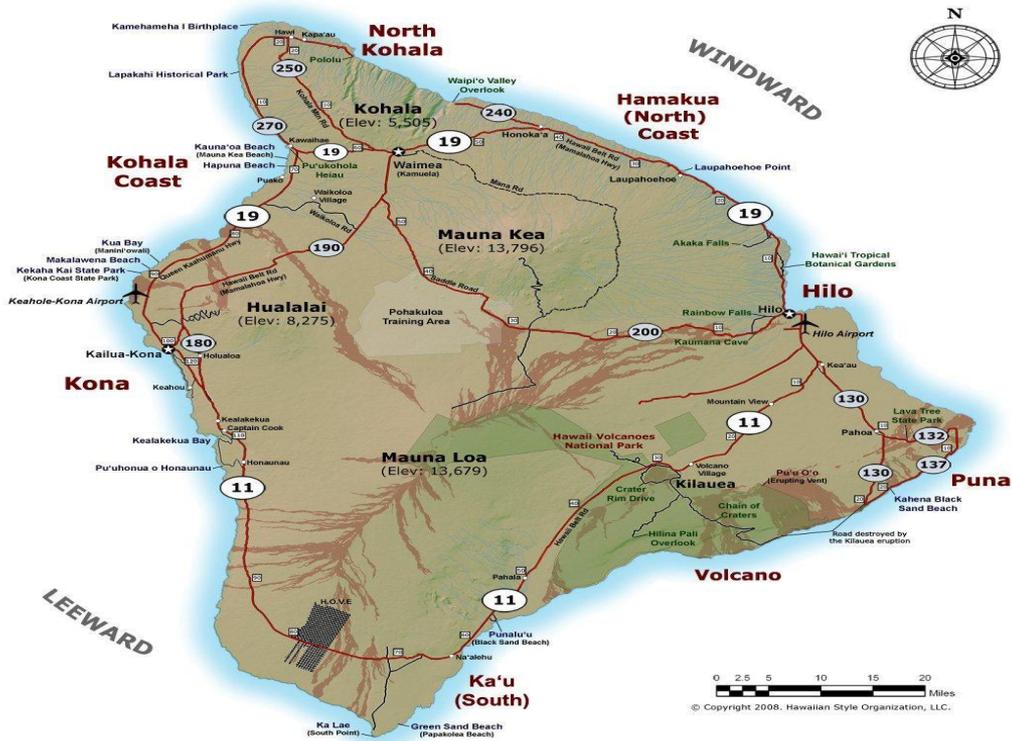


Greetings.  
My name is Dr. Kū  
Hinahinakūikahakai  
Kahakalau.



My birthplace is  
Honolulu.





My island is Hawai'i.





My mountain is  
Kīlauea.



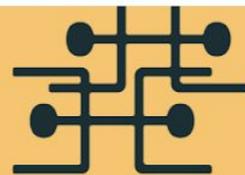
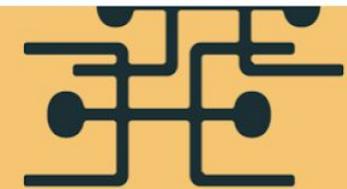


My district is Hāmākua.





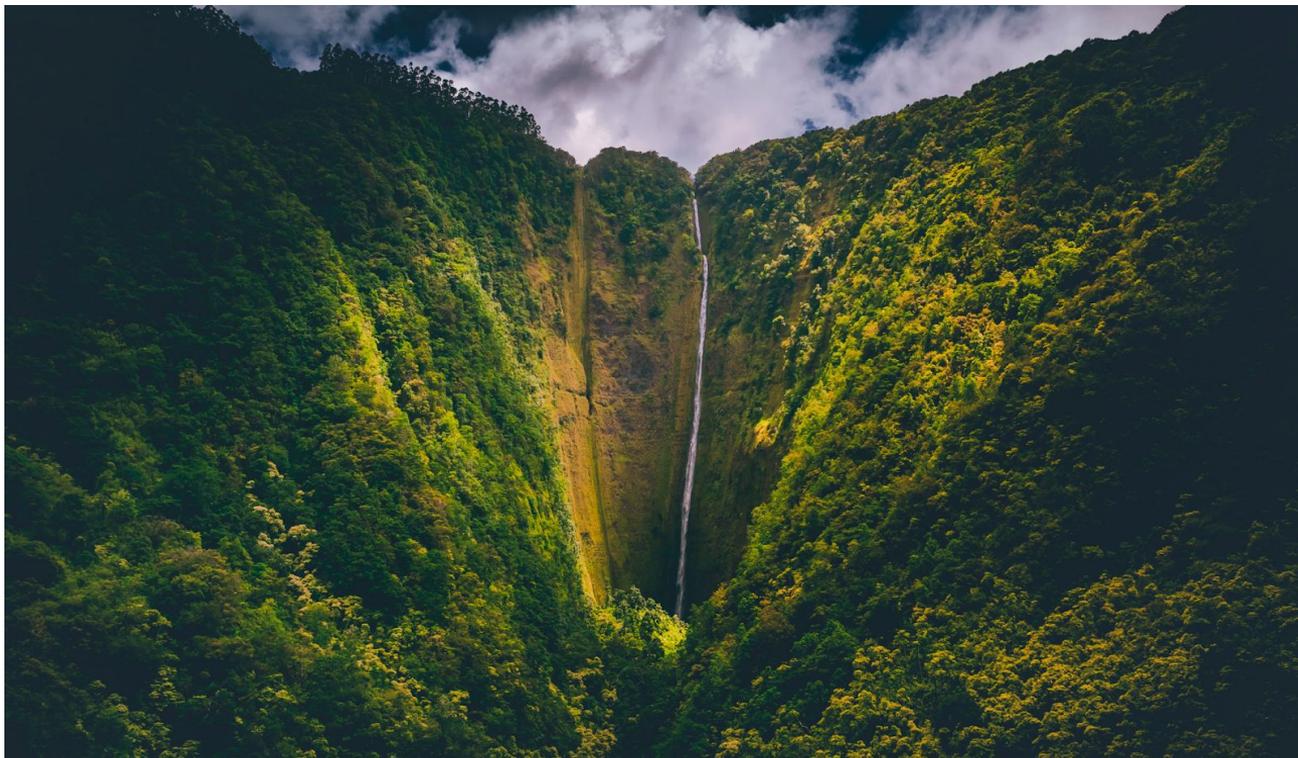
My valley is  
Waipi'o.



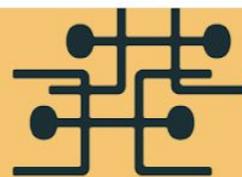
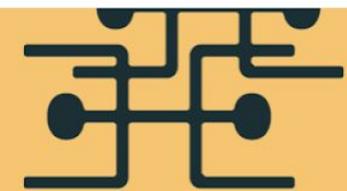


My river is Wailoa.





My waterfall is  
Hi'ilawe.





My rain is the  
Wa‘awa‘ahia.

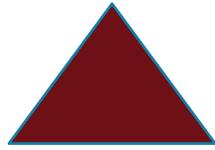




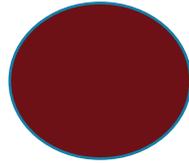
My wind is the  
Huehu.



**Daniela  
Kekino  
Kahakalau**

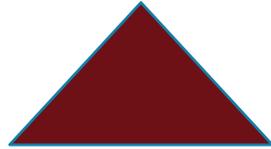


=

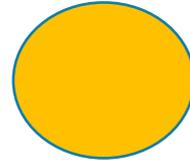


**Keao  
Opupele**

**William  
Keahonui  
Kahakalau**

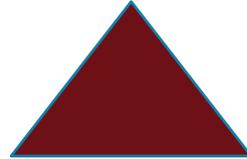


=

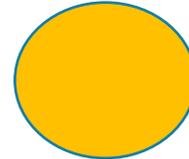


**Irene Dow**

**Robert A.  
Kahakalau**



=



**Frieda B.  
Schmidt**

**Kū Hinahinakūikahakai Kahakalau**







# LANGUAGE BACKGROUND

- 60+ yrs of Multi-lingual Family Practices and Traditions
- 40 + yrs Academic Language Study & Teaching Experiences  
(**Hawaiian**, German, French, English, Spanish, Sāmoan, Tahitian, Maori...)
- 35+ yrs Indigenous Heuristic Action Research focusing on Native Language Revitalization and Normalization
- **40+ yrs of Cultural Study & Practice, and Development & Calibration of Ancestral Gauge**





## ACADEMIC JOURNEY

1982 AA Liberal Arts Kapi‘olani  
Community College, Honolulu, Hawai‘i

**1985 BEd & Professional Diploma/  
Hawaiian Language Teacher License**

1990 MA European Languages and  
Literature

**2003 Ph.D. in Indigenous Education**



# 1990 KŪKULU KUMUHANA IMMERSION CAMPS

(1 MOON CYCLE - 100% in environment)



# 2000 KANU O KA 'ĀINA CHARTER SCHOOL

50% in the environment

- First fully accredited PK-12 Hawaiian focused public school
- First Platinum LEED certified educational facility

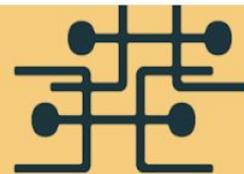
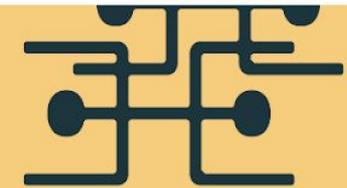
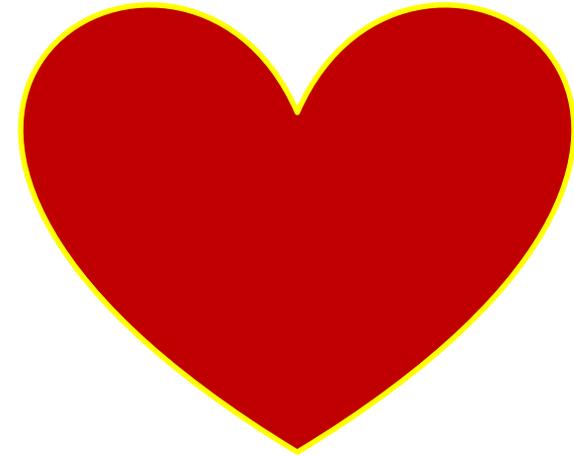


# PEDAGOGY OF ALOHA

RELATIONS + RELEVANCE

+ RESPONSIBILITY

= RIGOR + FUN



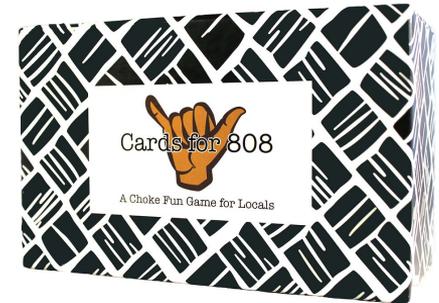
# 2015 KŪ-A-KANAKA LLC



Hawaiian family owned and operated Social Enterprise

- EA E-Learning: Culture-based online learning
- Professional Development
- Hawaiian Language & Culture Consulting
- Culture-based educational products

[www.kuakanaka.com](http://www.kuakanaka.com)

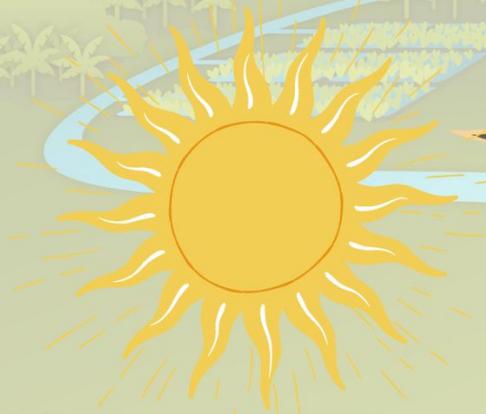




# Mo'olelo Kahiko MAUI SNARES THE SUN

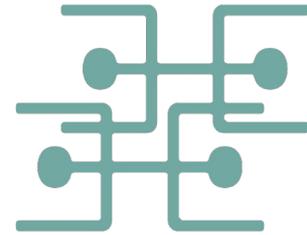


WEDNESDAY  
June 8, 2022  
6 pm - 7 pm  
HST



\*REGISTRATION CLOSSES  
JUNE 7, 2022

Tomorrow - June 8  
10 PM Montana Time



**EA E-LEARNING**

*By Kū-A-Kanaka*

[https://kuakanaka.tovuti.io/  
events-page](https://kuakanaka.tovuti.io/events-page)

# 2020 EA (Education w/Aloha) Ecovercity

Culture-based Higher Education and Career Training Program  
for Native Hawaiians ages 15-30



- Hawaiian Language & Culture Foundations
- Career Exploration & Training
- Healthy Living Skills
- Land Caretakership & Food and Economic Sovereignty



# ANA 'ŌLELO

## HAWAIIAN LANGUAGE PROFICIENCY SCALE



# HAWAIIAN LANGUAGE FACTS

- 1780 800,000 Hawaiian Language Speakers
- 1880 40,000 Hawaiian Language Speakers
- 1896 Hawaiian outlawed in public schools
- 1980s Hawaiian considered dead language with last generation of native speakers predicted to pass by 2000



# HAWAIIAN RENAISSANCE



1978 Kaho‘olawe, Hōkūle‘a

1980 University Courses

1984 Pūnana Leo Immersion Pre-Schools

1987 K-12 Immersion Schools

2000 B-lingual Charter Schools

2020 EA E-Learning



# HAWAIIAN LANGUAGE SPEAKERS

~ 1000 max Hawaiian speakers native proficiency

0.1% of native Hawaiians

isolated Ni‘ihau community w/unique dialect

~ 8,000 - 24,000 *HAL* speakers

1- 2% of native Hawaiians

all Hawaiian islands and US continent

*HAL - Hawaiian as an Additional Language*

# **NEED FOR HAWAIIAN PROFICIENCY SCALE**

- No verifiable data on #s of HAL speakers (HAL #s based on enrollment in Hawaiian immersion schools, public and private high schools, colleges, community education and virtual Hawaiian language classes.)
- No data on level of mastery of 10,000 - 20,000 HAL speakers
- No definition of HAL speaker
- No definition of proficiency/fluency levels
- No instrument to measure levels

# ANA 'ŌLELO

## HAWAIIAN LANGUAGE PROFICIENCY SCALE



An Innovative Indigenous  
Language Assessment  
for Learners of All Ages  
measuring Language  
Proficiencies that align with  
native standards.

# ANA 'ŌLELO

- created for Hawaiians by Hawaiians
- focuses on oral and cultural proficiencies
- designed to certify Hawaiian Language proficiency levels
- begins certification as HAL speakers at *Level 3*
- template/prototype for language assessments in other Indigenous and/or lesser taught oral languages



## ANA 'ŌLELO GOAL

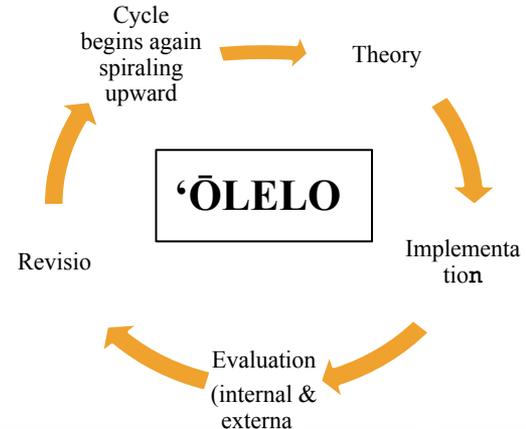
- validate native language assets of learners
- quantify oral proficiencies of learners in colloquial Hawaiian for education, business and other purposes
- provide a roadmap for future language study
- motivate learners to continue study of language
- speak to learner knowledge of traditional values and practices

# MĀ‘AWE PONO Research Methodology

Indigenous: non-linear research for Hawaiians, by Hawaiians, using Hawaiian methods of data collection, analysis and presentation, accountable to values, culture, community & future generations

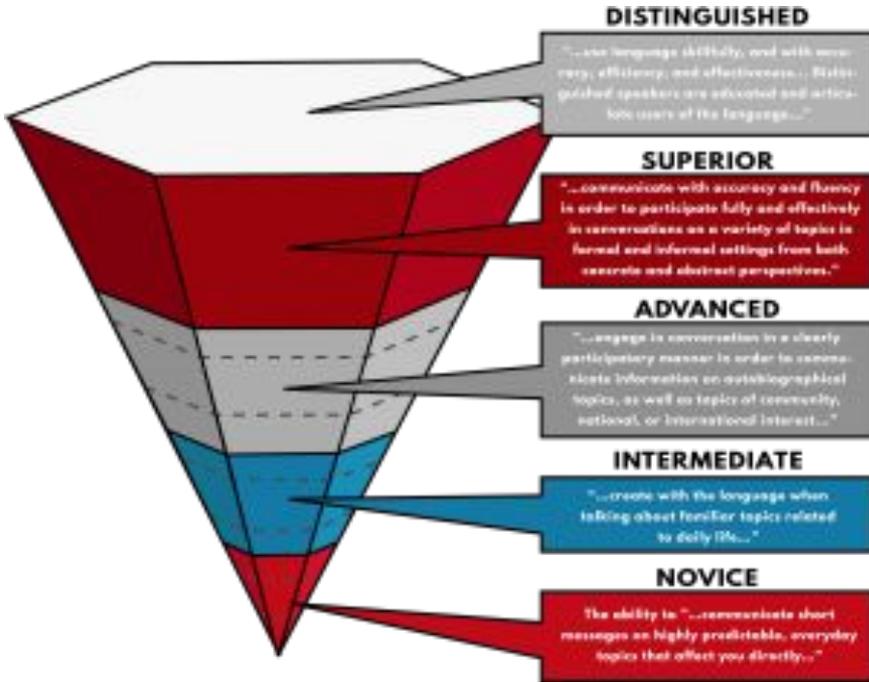
Heuristic: involvement of researcher, intuitive judgment, spiritual dimension, common sense

Action Research: longitudinal, quantitative & qualitative data, co-researchers (students, teachers, parents, community), continuous growth & improvement



# ONE SCALE DOES NOT FIT ALL!

Knowledge holders of each language must determine what is important for them, for their language, for their people, considering both the ancestors and 7 generations down the road.



# #s ARE NOT UNIVERSAL!

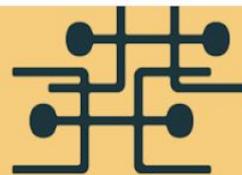
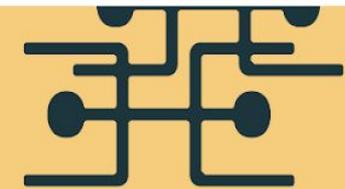
The #s used by ANA ‘ŌLELO are NOT universal numbers, that apply to all languages, but were specifically selected for the current 2022 status of the Hawaiian language. As the normalization of the language progresses, we anticipate #s to increase over time.



<i>LEVEL</i>	<i>HAWAIIAN</i>	<i>ENGLISH</i>	<i>PROFICIENCY</i>
<b>0</b>	<i>HŌLONA</i>	<i>BEGINNING</i>	<b>None</b> Needs help and support to understand or say anything.
<b>I</b>	<i>NŌHIE</i>	<i>SIMPLE BASICS</i>	<b>Very limited, mostly memorized</b> Needs help and support to understand or say basic sentences
<b>II</b>	<i>LAUA</i>	<i>PROGRESSING</i>	<b>Beginning mastery, lots of effort &amp; mistakes</b> Starts to understand and say simple sentences.
<b>III</b>	<i>MĀKAUKAU</i>	<i>“READY” EQUIPPED</i>	<b>Basic mastery, some effort &amp; mistakes</b> Understands and can say simple sentences.
<b>IV</b>	<i>PĀHE’E</i>	<i>FLUENT</i>	<b>General mastery, easy and accurate, few mistakes</b> Understands and can contribute to diverse discussions
<b>V</b>	<i>LOEA</i>	<i>EXPERT</i>	<b>Advanced/native mastery, regular use of double meaning</b> Understands and can converse about anything.

# KŪ'S PROFICIENCY LEVELS per ANA 'ŌLELO

<i>LANGUAGE</i>	<i>LEVEL</i>	<i>DESCRIPTION</i>
English	V	Expert
Hawaiian	IV	Fluent
German	IV	Fluent
French	III	Ready
Samoan, Spanish,	II	Progressing
Tahitian, Maori, Marquesan, Italian,	I	Simple Basics



	<b>ANA ‘ŌLELO CATEGORIES</b>	<b>Rubrics</b>
<b>A</b>	<b>Vocabulary</b>	<b>1</b>
<b>B</b>	<b>Proverbs</b>	<b>1</b>
<b>C</b>	<b>Songs</b>	<b>1</b>
<b>D-J</b>	<b>Conversation (Oral Proficiency &amp; Comprehension)</b>	<b>7</b>
<b>K-N</b>	<b>Protocol</b>	<b>4</b>
	<b>TOTAL</b>	<b>14</b>

# ANA 'ŌLELO FORMULA

SUM divided by 13 categories  
= Hawaiian Language Proficiency

**1 FREE Category:**  
**Learner evaluated on 13 (versus 14)**  
**categories of choice.**

# CATEGORY A. VOCABULARY

	<b>0</b> HŌLONA	<b>1</b> NŌHIE	<b>2</b> LAUA	<b>3</b> MĀKAUKAU	<b>4</b> PĀHE'E	<b>5</b> LOEA
<b>A. Vocabulary</b>	<b>&lt;100</b>	<b>100+</b>	<b>500+</b>	<b>1000+</b>	<b>2000+</b>	<b>4000+</b>

# VOCABULARY # COMPARISON

Language Level		Number of Base Words Needed	ANA 'ŌLELO
A1	0	500	<100
A2	1	1000	100+
B1	2	2000	500+
B2	3	4000	1000+
C1	4	8000	2000+
C2	5	16000 (150,000)	4000+ (20,000- 40,000)



# CATEGORY B. PROVERBS

	<b>0</b> HŌLONA	<b>1</b> NŌHIE	<b>2</b> LAUA	<b>3</b> MĀKAUKAU	<b>4</b> PĀHE'E	<b>5</b> LOEA
<b>B. Proverbs</b>	<b>&lt;10</b>	<b>10+</b>	<b>50+</b>	<b>100+</b>	<b>200+</b>	<b>400+</b>



# ‘Ōlelo No‘eau

**2942 Wise Sayings**

Verbatim Instructions of our  
Ancestors

**‘O ka pono ke  
aloha kanaka, ke  
aloha ‘āina, a me  
ke aloha akua.**

What is honorable  
and responsible is to  
care for people, care  
for the land and care  
for the spiritual  
world.



# CATEGORY C. SONGS

	<b>0</b> HŌLONA	<b>1</b> NŌHIE	<b>2</b> LAUA	<b>3</b> MĀKAUKAU	<b>4</b> PĀHE'E	<b>5</b> LOEA
<b>C. Songs</b>	<b>&lt;10</b>	<b>10+</b>	<b>25+</b>	<b>50+</b>	<b>75+</b>	<b>100+</b>

# HAWAI'I ALOHA



# **# 7 Conversation Categories**

**D Greetings: people, sites, nature, spirit**

**E Introductions**

**F Descriptions**

**G Questions and Answers**

**H Talk Story/Informal Conversation**

**I Formal Communication/Presentations**

**J Story Telling**

**Conversation Level = Sum divided by 7**

# CONVERSATION D: Greetings Rubric

0	Hello, goodbye
1	One sentence greetings of people
2	Memorized greetings
3	Basic, spontaneous greetings of people
4	Culture-based greeting of people, nature and spiritual world
5	Elaborate, poetic greetings of people, nature and spiritual world integrating metaphors and kaona (double meaning)

# CONVERSATION E: Introduction Rubric

0	Name only
1	One sentence introduction of self and family
2	Memorized introduction of self, family & place
3	Basic introductions of people & places, including basic genealogy
4	Detailed introduction of people & places w/some kaona (double meaning)
5	Poetic introductions of people & places

# CONVERSATION F: Description Rubric

0	Unable to describe place, person, thing, activity, situation ...
1	One word descriptions of place .....
2	One sentence descriptions of place .....
3	Basic description of place .....
4	Detailed descriptions of place .....
5	Poetic description of place .....

# CONVERSATION G: Q & A Rubric

0	Unable to ask and/or answer
1	One word questions and answers
2	Incomplete questions and answers
3	Basic questions and answers
4	Detailed Q&A, some kaona
5	Indirect Q&A, full of kaona

# CONVERSATION H: Talk Story Rubric

0	One or two word responses
1	Mostly memorized responses
2	Simple responses re: basic subjects, lots of mistakes and effort
3	Basic responses re: popular subjects, some mistakes and effort
4	Appropriate responses re: all subjects, little mistakes and effort
5	Complex, multi-level responses w/kaona

# CONVERSATION I: Formal Presentation Rubric

0	One sentence, memorized information
1	Memorized information, ideas and concepts
2	Limited basic information, ideas and concepts
3	Basic information, ideas and concepts
4	General information, ideas and concepts
5	Complex, information, ideas and concepts w/kaona

# CONVERSATION J: Story Telling Rubric

0	Pidgin English with Hawaiian words
1	Pidgin English with Hawaiian phrases
2	Simple, short story, extensive memorization
3	Basic story, some mistakes and effort
4	Popular story, little mistakes and effort
5	Expert story telling with audience participation, extensive body language, frequent kaona and poetic references

# PROTOCOL

Doing the right thing, at the right time,  
for the right reason



centering, balancing,  
invoking ancestral/divine guidance

# HAWAIIAN PROTOCOL

- start & end of day/activities/meetings etc.
- greeting and interacting with guests
- before/after entering house, forest, sacred sites
- before/after planting, harvesting, eating etc.
- as part of healing practices and processes, family rituals and ceremonies
- To begin and end other spiritual practices



# KŪNIHI - PERMISSION TO ENTER CHANT



# HAWAIIAN PROTOCOL RUBRIC



**K.** Knowledge of Protocol (ability to explain process and context)

**L.** Practice of Protocol (real world use of chants & prayers)

**M.** Knowledge of Chants & Prayers (ability to chant/recite)

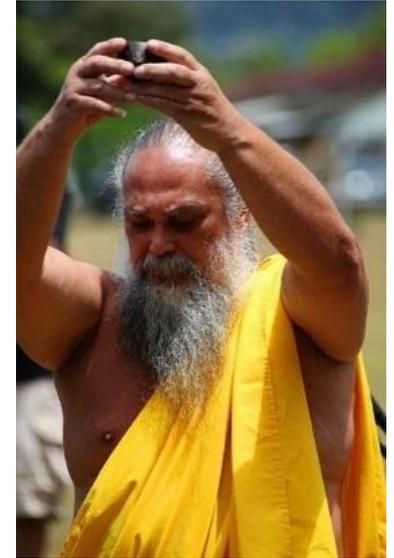
**N.** Understanding of Chants & Prayers (ability to talk about content of chant/prayer)

# K. KNOWLEDGE OF PROTOCOL

#	Proficiency Level
0	No understanding of protocol, no ability to participate
1	Mostly non-verbal participation, some understanding of general gist of protocol
2	Limited participation in well-known chants, able to understand general gist of protocol
3	Able to participate in customary protocol incorporating commonly known chants and prayers, and/or adaptations and variations of such.
4	Able to lead protocol and create on-the-spot composed prayers
5	Able to create on-the-spot composed chants with high level poetry and kaona (double meaning)

## L. PRACTICE OF PROTOCOL

0	No	<i>0-5 times in life</i>
1	Rare	<i>1-5 times per year</i>
2	Limited	<i>1-5 times per month</i>
3	Regular	<i>Almost Daily</i>
4	Consistent	<i>Daily</i>
5	Extensive	<i>All the time</i>



# M. KNOWLEDGE OF CHANTS AND PRAYERS

## # of Protocol Chants and Prayers able to recite:

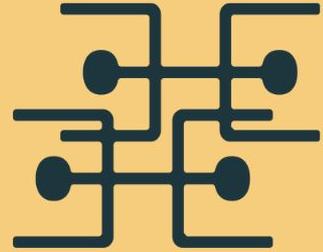
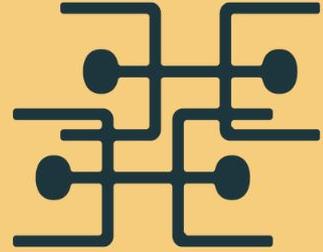
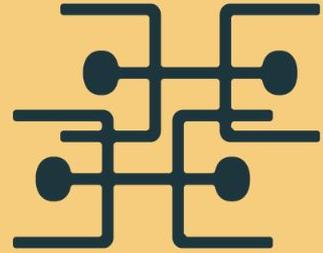
0	1	2	3	4	5
*	*	*	*	**	**
<10	10+	25+	50+	100+	Infinite

\* This includes commonly known chants and prayers, and/or adaptations and variations of such.

\* \* This includes known chants and prayers, and on-the-spot composed ones based on ancient traditions.

# Ojibwe SONGS (Chants)

- Thirst Dance Songs
- Chicken Dance Songs
- Horse Dance Songs
- Give Away Dance Songs
- Smoke Songs
- Journey Songs
- Lullaby Songs
- Thank You Songs
- Warrior Songs
- Honor Songs
- Victory Songs
- Spirit Calling Songs



## N. UNDERSTANDING OF CHANT/PRAYER

0. No knowledge of content
1. Little knowledge of content
2. Some knowledge of content
3. Basic / literal understanding of content
4. Sound understanding (multiple levels) of content
5. In depth personal insight relating to content



# RUBRICS UNDER DEVELOPMENT

- **Poetic Composition (haku mele)** oral and written skills
- **Specialty/Cultural Expertise** (vocabulary, proverbs, songs/chants/stories etc. relating to area of expertise)

# ANA ' ŌLELO ASSESSMENT

## **A: Self-Directed Learning**

- Learner selects personal vocabulary, proverbs, songs, chants, descriptions...
- Self-, Peer-, Lay-, or Professional Assessment of categories

## **B: Teacher Directed Learning**

- teacher selects vocabulary, proverbs, songs, chants and other categories

Rating	Type	Evaluation and Reporting
*	Self & Peer Assessment	Learner and Peer collaboratively execute assessment of all 16 sections and determine overall proficiency.
**	Lay Assessment	Individual with 4+ proficiency administers and scores assessment of learner knowledge and determines and verifies proficiency.
***	Professional Assessment	Licensed KŪ-A-KANAKA professional administers and scores assessment of learner knowledge and certifies learner through BADGE and/or OFFICIAL HAWAIIAN LANGUAGE CERTIFICATE based on level completed.



**HAWAIIAN  
LANGUAGE  
LEVEL III  
CERTIFICATE**

*Keala Kealoha*

has successfully demonstrated  
to the EA Ecoversity Kumupa'a Board  
a LEVEL III Proficiency In Hawaiian Language  
based on the Ana 'Ōlelo Proficiency Scale.



Kū Kahakalau, Ph.D.

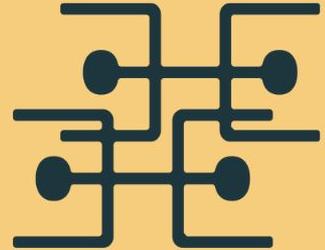
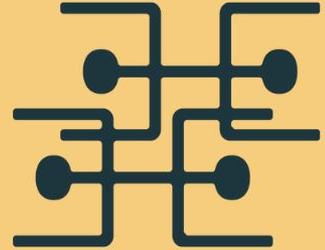
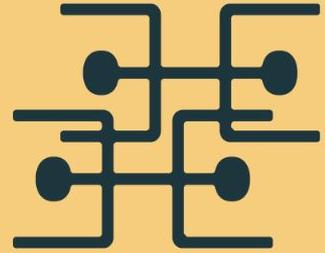
May 20, 2022



EA ECOVERSITY  
EDUCATION WITH ALOHA

## MICROCREDENTIAL

- CERTIFICATE
- BADGE



## **Need for Indigenous Proficiency Scale(s)**

- quantify/validate/certify Native Language/Culture proficiency levels of teachers
- quantify/validate/certify Native Language/Culture proficiency levels of learners (all ages)
- provide roadmap for future language study
- motivate learners to continue study of language

## **Dominant Hawaiian Language Learning Approach**

- “University” Hawaiian
- Linguistic, grammatical, RED PEN approach  
(focuses on deficiencies rather than assets)
- Little/no culture or spiritual dimension (i.e. proverbs, songs, chants, protocol etc.)

## RESULT

- Hawaiians who failed classes believe they can't learn their language = self-efficacy issue
- Only those who think linear, are “booksmart” and understand English grammar succeed, validating Western education process

# Native Hawaiian Language Proficiency Estimate

**Level 2**

100,000+

**Level 3**

10,000

**Level 4**

5,000

**Level 5**

1,000

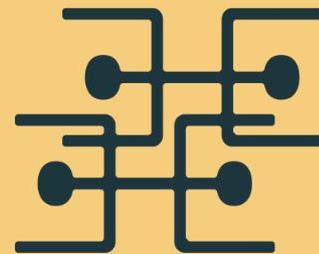
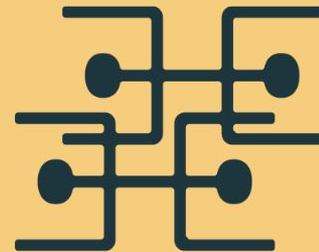
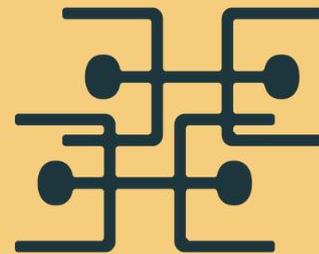


HOLD SIMPLE  
CONVERSATION IN  
HAWAIIAN

# How do we create our own Indigenous Proficiency Scale(s)?

Determine:

- Proficiency Levels
- Categories - focus on oral and cultural proficiencies
- Formula
- Value/Description of each Category
- Use of Language incl. Ceremonies/Protocol
- Assessment of Proficiency



# Ojibwe Neyio Proficiency Levels

**Level 0 - No Knowledge: Mahkikway**

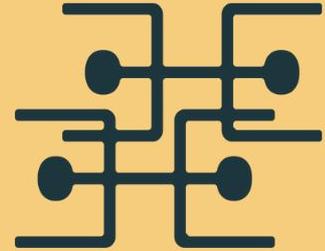
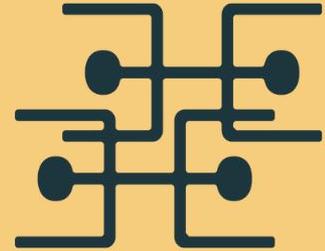
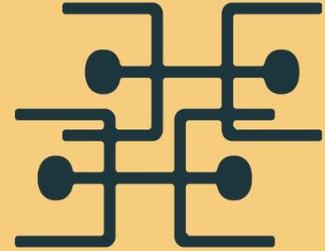
**Level 1 - Elementary Knowledge: Ahpisis**

**Level 2 - Limited Proficiency: Keahwik**

**Level 3 - Basic Proficiency: Kekahts**

**Level 4 - Full Proficiency: Tahkahkiw**

**Level 5 - Ojibwemowin Neyiowewin**



# Ojibwemowin Assessment Categories

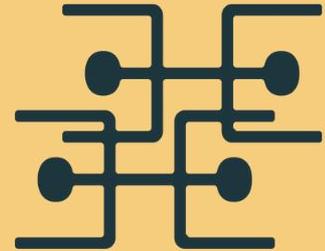
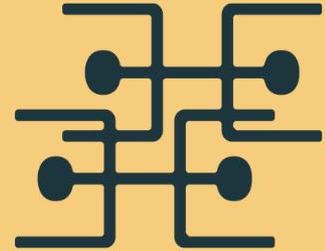
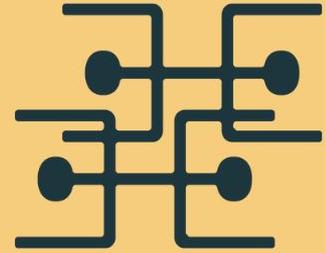
## Active Knowledge of:

- **Vocabulary, Songs, Chants and Proverbs**

## Ability to Engage in Conversations:

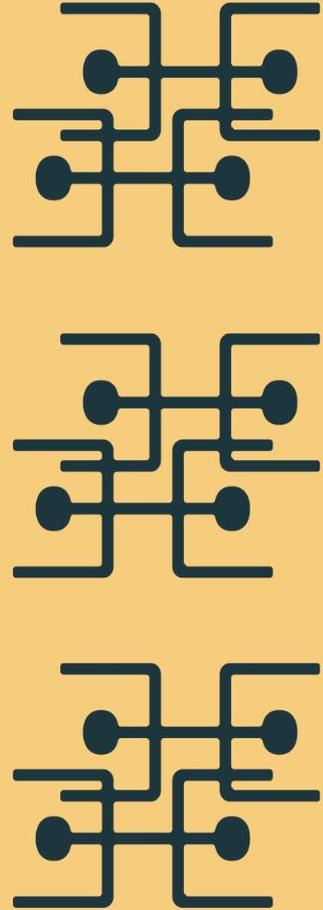
- **Greetings**
- **Introductions**
- **Descriptions**
- **Questions & Answers**
- **Storytelling**

## Knowledge and Practice of traditional Protocols



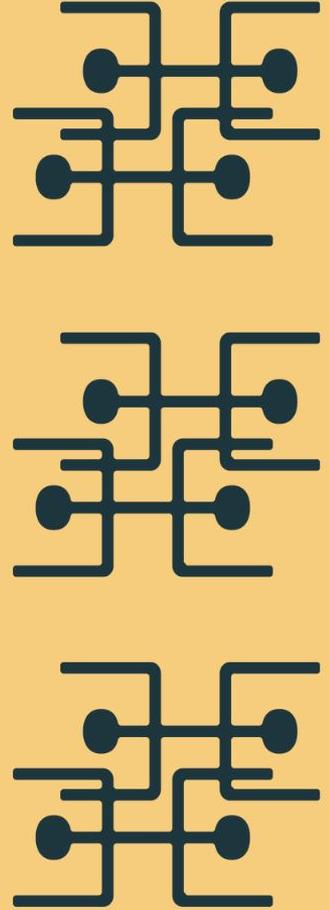
TO DO:

- ❑ *Proficiency Levels*
- ❑ *Assessment Categories*
- ❑ Proficiency Assessment Formula
- ❑ Value/Description of each Category
- ❑ *Ceremonial Use of Language/Protocol*
- ❑ Assessment of Proficiency



## ❑ **VALIDATION OF PROFICIENCY SCALE**

Group/Council of Elders, Native Speakers,  
and Class VII Teachers approve Scale and  
stand behind Language Proficiency  
Certificates and Badges.



# COPY LEFT ACKNOWLEDGMENT



The ANA ‘ŌLELO HAWAIIAN LANGUAGE PROFICIENCY SCALE is a work in progress with constant refinement, expansion, and alterations happening all the time based on our research.

While we freely, as part of our efforts to support native language revitalization, share this scale with others, we ask that you please **credit Kū-A-Kanaka LLC and/or Kū Kahakalau, Ph.D.**, when using all or parts of this scale in publications or oral presentations.

## **NEED HELP?**

Please contact us if you would like assistance with creating your own Indigenous Language Proficiency Scale, native language and culture immersion programs, culture-based Professional Development etc.

**Kū Kahakalau, Ph.D.**

[ku@kuakanaka.com](mailto:ku@kuakanaka.com)

## **E IHO ANA** (Prophecy ) *Na Kapihe (1790s)*

**E iho ana o luna**

That which is up shall be brought down

**E pi‘i ana o lalo**

That which is below shall be lifted up

**E hui ana nā moku**

The islands shall be united

**E kū ana ka paia**

The ancient walls will stand upright.

**E ola ka ‘ōlelo Hawai‘i**

The Hawaiian language shall live.

**E ola ka lāhui Hawai‘i**

The Hawaiian people shall live

**E ola nā ‘ōiwi a mau loa.**

The native people shall live forever and ever.



# **MAHALO E** (Gratitude Chant) *Na Nālei and Kū Kahakalau*

**Mahalo e**

*Gratitude*

**Mahalo e ka lehulehu**

*Gratitude to the multitudes*

**Mahalo e nā mākua**

*Gratitude adults*

**Mahalo e nā kūpuna**

*Gratitude elders*

**Mahalo e nā ali'i hanohano**

*Gratitude to the esteemed leaders*

**Mahalo e nā 'aumākua**

*Gratitude to the ancestors*

**Mahalo e nā akua**

*Gratitude to the deities*

**Mahalo e**

*Gratitude*





EA E-LEARNING

By Kū-A-Kanaka

For more information

Please contact

**Kū Kahakalau, Ph.D.**

**KŪ-A-KANAKA LLC**

**[ku@kuakanaka.com](mailto:ku@kuakanaka.com)**

**[www.kuakanaka.com](http://www.kuakanaka.com)**

