

Proposal under the
Native Hawaiian Education Program
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MANA LEO PROJECT

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- Application for Federal Assistance (form SF 424)
- ED SF424 Supplement
- Grants.gov Lobbying Form
- Disclosure of Lobbying Activities
- U.S. Department of Education Budget Information Non-Construction Programs
- ED GEPA427 Form

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SECTION A - NEED FOR PROJECT

“*Na wai ho ‘i e ‘ole, he alanui i ma ‘a i ka hele ‘ia e o ‘u mau mākuā?*” – Who shall object to the path I choose when it is well-traveled by my parents? So spoke Liholiho (Kamehameha II), in a declaration that has become a proverb for steadfast pride rooted in humility at the vastness of knowledge and accomplishments of one’s ancestors. Tradition in the Hawaiian language (HL) and culture is a bedrock of norms and customs, and a solid foundation for innovation.

Rising from this bedrock is a notable historical track record of cutting edge Native Hawaiian (NH) innovation and creative adaptation. With the arrival of the printing press and written word in 1820, a group of industrious young Hawaiian scholars at Lahainaluna Seminary on Maui quickly adapted the oral traditions of the HL to the newly introduced world of reading and writing. What followed was an explosion of printed HL resources documenting culture, history and wisdom in what would become the largest repository of written indigenous language in the world. In the mid-1980s, as the HL teetered at the precipice of extinction, the leaders of a cultural renaissance followed in the footsteps of the Lahainaluna innovators. With a radio program and reel-to-reel tape recorder to document the masterful speech of the last *manaleo* native speakers, these architects of a budding language and culture revitalization movement followed cultural protocols of the past while using the technology and systems of the day to create a world-class repository.

The Mana Leo Project (“Power of Voice” or “Empowerment through Storytelling”, hereafter MLP) brings to the present this rich tradition of creative innovation in cultural perpetuation. Using an opportunity- and strength-based approach to address the gaps and weaknesses noted in Table 2, MLP will prepare K through post-secondary students for life and work in the 21st

Century where creativity and innovation are essential in a rapidly changing high-tech knowledge economy. “Create. Solve problems. Generate ideas. Generate mental flexibility. Think imaginatively. Innovate. Such directives have become more and more common in public discussions on the current expectations of the labor market” (Grigorenko, 2019).

A1 - Magnitude of Need for Mana Leo Project Services and Activities

Hawai‘i is experiencing rapid growth in the Creative Industry (CI), which is fueled by culturally-grounded artists who continue on the well-worn ancestral paths of cultural perpetuation and creative innovation described above. Recognizing this vibrant economic activity, the Hawai‘i Department of Business, Economic Development, and Tourism formed a Creative Industry Division (CID). A 2019 report of the state CID found that Hawai‘i’s CI was responsible for a total of \$3.6 billion (GDP) and 53,993 jobs, and these industries experienced a high growth rate of 9.7%, with cultural activities showing the most substantial growth.

Many NHs possess the natural aptitude to build on unique family and cultural assets to achieve success in these growing fields, yet are underrepresented in the highest paying jobs in the CI, including the following 5 areas where Mana Maoli (MM), the project applicant, and its primary partners in the proposed Mana Leo Project (MLP) have substantial networks: Film/TV/Video Production, Music, Computer and Digital Media Products, Radio/TV Broadcasting, and Cultural Activities. For example, NHs make up just 10% of Hawaii’s film industry (University of Hawai‘i, 2019).

Another industry with similarly promising growth and much promise for relevance and meaning to NHs is the Science, Technology, Engineering, Math (STEM) field. The Smithsonian Science Education Center predicted that 2.4 million STEM jobs would go unfilled in 2018 and

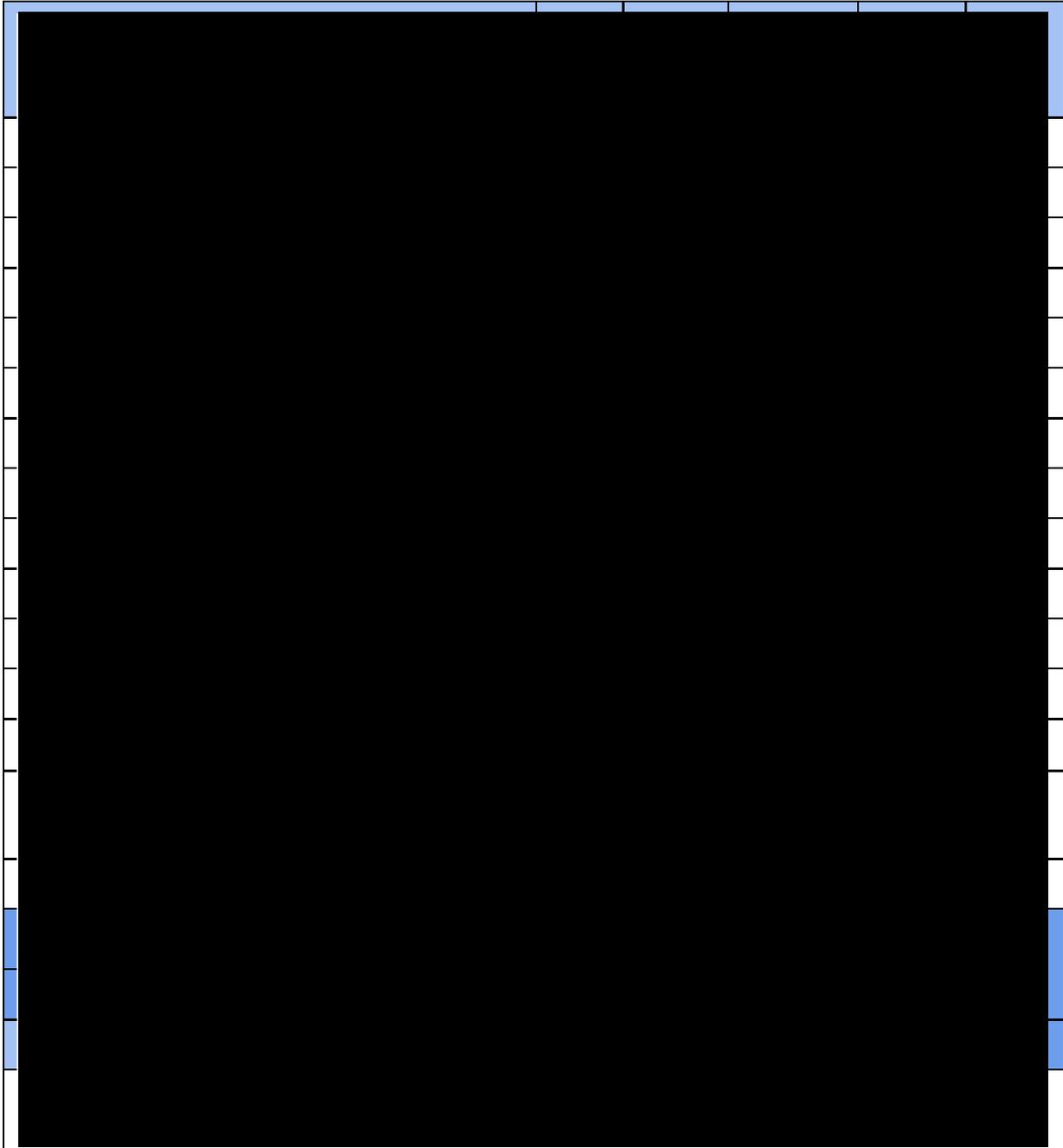
stated that “minorities lack qualifications to access STEM-related jobs, which, in addition to being more plentiful, are also better paid than many other jobs” ([SSEC, 2014](#)). Of 100 selected STEM jobs in 2015, 93% paid well over the national average. STEM careers are growing at almost double the rate of non-STEM occupations ([Fayer, 2017](#)).

Lack of a strong educational foundation in math, science, and technology was identified as one of the major barriers to students entering and succeeding in STEM disciplines ([Kerr, 2018](#)). The vast majority of higher-paying careers require a bachelor’s or advanced degree – a longstanding obstacle to meaningful NH employment. 11.1% of NHs hold a bachelor’s degree or higher, about half the state average, due in part to low socioeconomic status (2018 US Census). 12.6% of NHs live in poverty, versus the state average of 7.7% (Hawaii DBEDT, 2018).

The statewide averages for students meeting academic standards in math and science are 43% and 44% respectively. In comparison, MLP partner schools average 26% and 29%. An even more acute need (and opportunity) is found at Hawaiian Charter Schools (HCS), which have the highest concentration of NH and “at-risk” youth, and where only 18% and 19% of students meet math and science standards, respectively (SY18-19 StriveHI Reports). A recent survey by MM of 390 HCS youth enrolled in current MM programs indicated substantial interest in CI programs, with highest interest expressed for music (75%), media (48%), and communications (45%). Thus, our decision to concentrate on these services at these HCSs.

The Mana Leo Project will serve an estimated 3,218 youth and alumni of 15 schools on the islands of O‘ahu and Kaua‘i. Eleven are Hawaiian culture-based charter and immersion schools. Partner school student demographics differ notably from state averages, as shown in Table 1. There is a clear, immediate, and compelling need for a culture and STEM-based digital

storytelling program that can overcome socioeconomic barriers and educational deficiencies, to empower more NH youth to gain entry to higher education, and be successful in their target career fields. To address this need, the MLP will connect youth to the surging CIs and STEM



programming to instill greater confidence in their abilities, make post-secondary education and

well-paid careers more accessible, and foster skills, knowledge, and community relationships.

A2 - Addressing Gaps and Weaknesses in Services, Infrastructure, and Opportunities

MM’s 20+ years of direct experience in culture-based education and the CI led to an familiarity with the gaps and weaknesses in current services listed, and addressed in Table 2 .

Table 2: Identified Gaps, Weaknesses, and Mana Leo Project Solutions
<p>Service Weakness: Many NH youth lack academic, creative and cultural skills, knowledge, experience and connections to enter and succeed in careers of their choice.</p> <p>MLP Services: MLP Kumu (teachers and mentors) will deliver learning experiences to support student development of Mana Leo (ML) Skills, defined on p. 6, most of which are transferable to any career. Many of these kumu are active in the CI and will serve as a link between MLP youth and other important relationships to be forged in these industries.</p>
<p>Service Gap: Reduced arts education funding impedes access for many NH youth to art benefits: improved academic performance, perseverance, cultural and self-understanding.</p> <p>MLP Solution: Trained kumu from the CI deliver arts education via MLP curriculum aligned with academic and cultural standards: HCPS III, CCSS, and Na Honua Maui Ola.</p>
<p>Infrastructure Gap: Lack of affordable and accessible after school programming leads to an increase in problem behaviors and a reduction of youth supervision and parents’ ability to work, perpetuating the cycle of low socioeconomic status.</p> <p>MLP Solution: MLP provides enriching after school programming at no cost across partner schools, engaging youth in meaningful, creative, hands-on, culture-based project work, boosting esteem, reducing problem behavior, and building intergenerational bridges to improved SES.</p>
<p>Service Gap: Many NH youth lack access to services that lay the educational foundation for successful college/career entry and mobility.</p> <p>MLP Solution: MLP’s pedagogical philosophy, programmatic framework, and expert-designed curricula provide a strong cultural foundation, increasing skills and readiness for higher education and well-paid careers.</p>
<p>Opportunity: A growing number of NH language speakers and practitioners illuminates a need to create more resources and space to foster a living, evolving language.</p> <p>MLP Strategy: Youth creating, consuming, and sharing Hawaiian language and cultural content will preserve and evolve language and cultural practices. Mentorships create a sacred and structured time for intergenerational passing of cultural and professional knowledge</p>

Infrastructure Gap: Many NH youth are part of low-income families that are unable to pay for college and unaware of financial assistance sources, timelines, and procedures.

MLP Remedy: MLP will work with NH Student Services at UH-Mānoa (support letter attached) to identify financial aid opportunities and provide training and assistance for completing college, FAFSA and scholarship applications, campus tours, and college/career counseling, especially related to CIs.

SECTION B - QUALITY OF THE PROJECT DESIGN

B1 - Project Design Meets the Needs of the Target Population

Project Goal: MLP will forge a pathway for social equity in education, instilling and growing skills and knowledge—academic, technical, creative, and cultural—of predominantly NH and at-risk K to Post-Secondary youth through a culture- and STEM-based digital storytelling program that integrates literacy, Hawaiian language, values, hands-on mentorship and internship experiences, and cutting-edge technologies to foster culturally grounded NH knowledge producers (as opposed to passive consumers), with the skills and abilities to enter CI fields or other careers of choice, hereafter referred to as **Mana Leo (ML) Skills**. These include:

- **Academics:** STEM (science, technology, engineering, math), language arts, social studies
- **Creativity/Storytelling** - literacy in music, performance, design, and multimedia
- **“Soft” Skills** - leadership, teamwork, communication, problem-solving, work ethic, adaptability, interpersonal and self-awareness

To provide vibrant culture-based STEM education, to empower college and CI career access, and ultimately to uplift the SES of NHs, requires systemic change. Dr. Kaholokula—a NH health practitioner, educator, and researcher—proposed **Nā Pou Kihī** (The Corner Posts) as a framework for fostering these outcomes (Kaholokula 2014, 2019). To meet the socioeconomic and educational needs described in Section A, the MLP is conceptualized in Kaholokula’s

framework, with objectives, and activities that align with the principles and strategies of Nā Pou Kihī. The integration of these four corner posts into the MLP is described in Table 3 on page 12.

Following this framework, MLP services are designed to successfully address the needs of the target population, connecting a minimum of 3,218 youth with kumu (facilitators, instructors, mentors, internship hosts) via progressively challenging learning experiences in CI and STEM-related fields, especially music, performing arts, video production, coding (creation of apps and/or websites), and communications. The resulting outcome will be 50,000 Student Contact Hours (SCH = # of students x # of hours served per student) by the end of the project.

Project Partner contributions are essential to MLP's success. MM's 15 partner schools will provide in-kind planning, communication and use of class space and supplies. Dozens of CI, college/career, social entrepreneur and indigenous education partners at the forefront in their fields of music, audio engineering, videography, social media, computer sciences, curriculum, and program evaluation will contribute in their areas of expertise. Attached are letters of support from 25 partners, with charts summarizing [school](#) and [other partner](#) contributions.

Project activities occur under two distinct **MLP** pathways. The first pathway honors NH kūpuna (elders). The second MLP pathway engages ‘ōpio (youths) in telling their own stories from their own points of view, using 21st Century multimedia tools. Both pathways emphasize the great value gained through the contributions of kūpuna and ‘ōpio alike to the sum total of the educational and cultural assets of Hawai‘i. In the **Mana Kūpuna (MK)** pathway, youths perpetuate the wisdom and spirit of their elders, affording these youths the opportunity to assimilate and preserve ancestral knowledge using new technology. Through the **Mana ‘Ōpio (M‘Ō)** pathway, ‘ōpio choose topics, discovering and gaining experience in using their unique

sets of talents and interests, as they explore which roles and media in the CI and STEM fields to use to amplify their voices and express what is important and timely from their point of view.

These two pathways are a direct reflection of the first two pou kihi: Ao ‘Ōiwi (the cultural environment that fosters the intergenerational transmission of cultural values and norms), and Mālama ‘Āina (the focus on place-based learning, through unique history, environment, culture, art). The MK pathway allows youth to achieve both Ao ‘Ōiwi and Mālama ‘Āina by listening to, interacting with and learning from kupuna, e.g. learning NH history, language, culture and values through the backstory of a song, photo or video. The M‘Ō pathway provides multimedia tools and skills for ‘ōpio to lift their own creative voices, perhaps incorporating some wisdom or cultural insight from generations before. This creative youth aspect of MM’s ongoing mission to strengthen Ao ‘Ōiwi is well-captured in the following testimonial from performer Jack Johnson: “The amazing thing about Mana Maoli, too often Hawaiian Culture is talked about in a historical sense. Although that’s really important to preserve that, and it’s a part of what they do, it’s keeping it contemporary, keeping it alive, keeping it evolving, where it’s always creative.”

Summary of Project Objectives - Objectives feed into the larger project goal and convey a learning process and flow to be applied at the class and mentorship/internship level. Specific outputs and benefits for each objective are provided in the evaluation plan on p. 26.

Objective 1 – Hana, begins the learning process. Youth embark on a journey down a highly flexible path to obtain knowledge, find their voice, and build valuable ML Skills.

Objective 2 – Hō‘ike, serves both as an assessment model and a means to make societal contributions via the creation and sharing of products and performances born of the groundwork completed in Objective 1 in a supportive learning community environment.

Objective 3 – Ho‘olaha, is an avenue for youth messages to reach and connect with larger audiences while facilitating representation of NH voices in the media.

Objective I: Hana – From month 2 to 32 of the MLP, plan, prepare, implement and continuously improve an array of services preparing youth for Objectives 2 and 3, while targeting ML skills, knowledge, and experiences. These services include:

(A) MLP “Hana” Learning Experiences

- Year-long classes and mentorships teaching language arts, math, science, social studies, career-readiness, and culture through CI-related activities. In year-long classes, youth will show average gains of 30% or more on pre-/post- assessments.
- Off-campus CI/STEM internships - film, TV, video production, audio engineering, music.
- Short-term CI/STEM mentorships - same as above, but on-campus, 2 weeks to a semester.

MLP will establish at least 24 ongoing year-long classes and mentorships by the second quarter of year 1, and deliver 32 or more classes/mentroships/internships by the end of the project.

(B) College and Career Guidance – CI and college guidance and support, as well as college campus tours in partnership with Native Hawaiian Student Services at the University of Hawaii.

(C) Curriculum Development and Piloting – The MLP staff will develop 24 new and refined curriculum modules using an improved template based on post-piloting instructor feedback, and piloting 36 new or existing modules selected for CI and STEM relevance. As a result of 10 years of contributions from expert curriculum developers, over 100 modules are already available as a project resource toward acquiring and growing ML Skills. All modules are aligned with curriculum maps, federal and state standards in Language Arts, Science, Math, Social Studies, and weave in at least one of three threads: Hawaiian Language/Culture, Multimedia/Tech,

Business/Career. Many existing, and all new and refined modules, will address the absolute and competitive priorities (see [attached sample lessons](#)).

(D) Community Relationship Strengthening – Teacher professional development (PD) to cultivate the MLP learning community (see p. 25)

Objective 1 services further strengthen the posts of Ao ‘Ōiwi and Mālama ‘Āina through cultural reproduction and learning based on NH’s unique history and context. This begins to reinforce another corner post, Wai Ola, which fosters equitable representation of NHs across industries and society, including media and CI where NHs are underrepresented.

Objective II: Hō‘ike – From month 4 to 32, youth will utilize resources from MM’s solar-powered mobile recording studio and learn from a collective of over 200 CI professionals and mentors as they produce and share at class and school levels, at least 70 authentic products (audio, video, mobile app, webpage) and performances/presentations to demonstrate application of and growth in ML Skills.

MM strongly advocates and practices real-world, authentic assessment and evaluation, that honors multiple intelligences and interests. For example, the rubric for MK project participants will have the common expectation of documenting the “Mana Leo” of our kupuna, while giving an array of options for the audio, visual, kinesthetic, musical and artistic learners, to demonstrate ML skills gained and applied.

“Hō‘ike” (to demonstrate knowledge/learning), may happen through any of the following:

(A) Showcasing products and performances at the class or school level - this includes school visits attended by a minimum of 2000 students, in which MM coordinates artists to engage students in school-wide assemblies and small group mentorships that expose them to the CI,

while also serving as a space for MLP youth to perform or present their work

(B) Creation of digital products using skills gained from audio engineering and video production

(content-development) focused workshops and internships

(C) Mobile studio recording sessions to capture content towards the creation of digital products

(D) Film shoots to capture content towards the creation of digital products

Through the creation of real-world products using industry-standard tools, Objective 2 addresses and improves the conditions identified in the need section by building students' confidence, skills, knowledge and experiences in CI and STEM fields, which are readily transferable to other careers of interest. This is the essence of Hana Pono (learning and assessing skills in productive ways), demonstrated by creating products and performances.

Objective III: Ho'olaha – From month 4 to 36, at least 15 of the products and performances under Objective 2 are widely shared to amplify and extend the reach of students' messages and project contributions via two or more of the following approaches: (1) website/social media posts on personal, school, MM, and partner pages; (2) mass media coverage - TV, radio, newspaper, magazines; (3) film festivals or events; and (4) a mobile app and web page.

MLP participants will create a culminating Collaborative Multi-School Video (CMV) where youth from 10+ partner schools and various artists will record the same Hawaiian song live across many locations. MM's last 4 CMVs have gone viral, with over 20 million views on social media, as well as 3 days on worldwide TV (Hawai'i Open, 187 countries), substantial media coverage, video sites, and film festivals and events, with [Hawai'i Aloha](#) and [Island Style/'Ōiwi Ē](#) also airing in-flight on Hawaiian Airlines for many months.

To most effectively amplify and extend the reach of their messages and school/multi-school

products, youth representatives from each partner school will attend mentorships focused on PR, outreach and social media, and/or internships with MM and MLP partners. They will initiate, grow and maintain their school’s social media pages to promote the school mission and project-goal-aligned content. Skills gained in these mentorships prepare youth for high-demand careers in PR and social media management, and are applicable in many careers.

Coding computer science mentorships will be available for students interested in developing the mobile app and web page that will serve as a dissemination platform for MLP products. The knowledge derived from these mentorships will continue to serve students well into the future in this age of rapid technological advancements.

In Objective 3, the last pou kihi, Wai Ola is reinforced to support and promote social justice operationalized in the equitable representation of NHs across professional groups in society.

B2 - Rationale-Based Design to Effectively Address the Needs of the Target Population

Table 3 represents the framework within which the MLP is conceptualized to lay a foundation for, promote, and propagate social and educational equity for Native Hawaiians.

Table 3: The MLP Within the Nā Pou Kihi Framework		
Nā Pou Kihi (Corner Posts)	Principles/Strategies – Optimum education of NHs is achievable when:	Social Equity Goals Aligned with MLP Objectives
Ao ‘Ōiwi (Indigenous Space)	A community values the social group and provides the sociocultural space for healthy modes of living, learning, and reaching full potential.	Objective 1: Preserve and perpetuate HL and stories by elders through culture-based learning. Objectives 2 and 3: Produce and perform for wide audiences to elevate NH language and culture.
Mālama ‘Āina (Place-Based Service Learning)	The educational physical environment includes safe learning spaces and outdoor service learning to ground learning in real-world experiences and sustain natural and cultural resources.	Objective 1: Learning, mentorship, and internships steeped in place and the NH cultural context; learning based on NH’s unique history, context, and sustainability traditions (as told by kūpuna).

Hana Pono (Right Behaviors)	Guiding youth to make better choices that directly affect their ability to learn and interact with others.	Objective 2: Learning technical skills and accessing technology tools and platforms.
Wai Ola (Social Justice)	Social justice—an equitable share of the benefits and burdens of society through educational economic progress for NHs—and indigenous rights are the cumulative effect of Ao ‘Ōiwi, Mālama ‘Āina, and Hana Pono.	Through culture-based learning, mentorship and internships (Obj. 1), as well as technical skill-building and application culminating in products and performances (Obj.2), increased presence of NHs in the CI occurs (Obj. 3).

Framework adapted from Kaholokula, 2014 and Kaholokula, 2019.

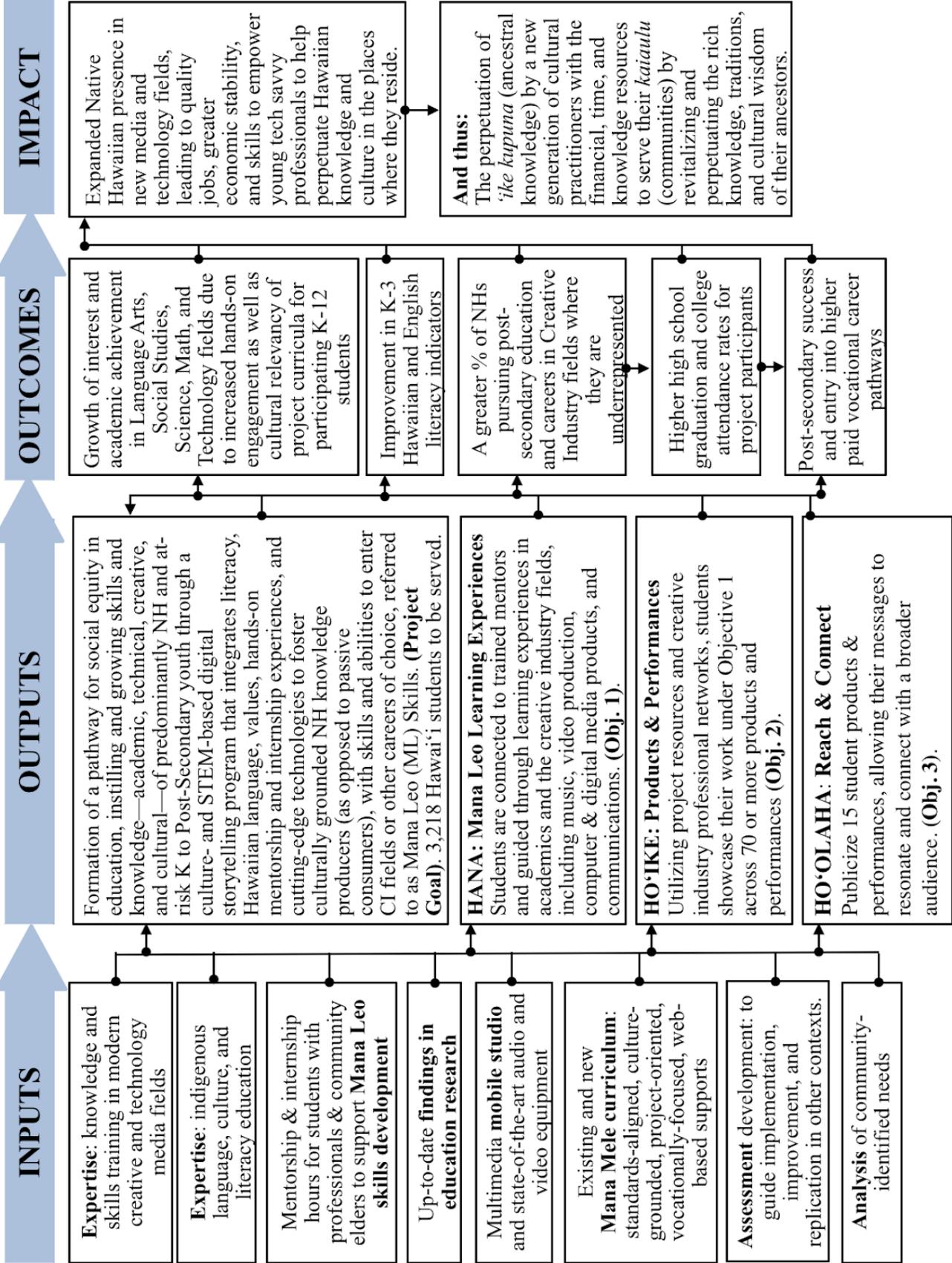
The contemporary research cited in this section, and throughout this proposal, consistently finds cultural relevance and rigor are evidence-based and time-tested foundations for excellence, and a pathway to equity in indigenous education. The project logic model on page 14 integrates this underlying rationale with other key ingredients through MLP’s Hana-Hō‘ike-Ho‘olaha approach to create the conditions and services for positive outcomes and impact.

SECTION C - QUALITY OF THE PROJECT SERVICES

C1 - Equal Access and Treatment for Eligible Project Applicants

In compliance with the DOE’s General Education Provision Act (GEPA), MLP is open to all, including members of traditionally underrepresented groups. MM ensures that no barriers exist to impede equitable access to or participation in, the MLP, in regard to gender, race/ethnicity, national origin, color, sexual orientation, disability, or age, recruiting and serving participants from diverse cultures, ethnicities, and national origins. The MLP specifically targets NH schools and NH youth who come from underserved populations at risk of poverty, academic failure, and underemployment in desired career fields such as the CI. In addition, buildings and facilities to host the MLP, as well as MM’s office, are located on school campuses required by

Mana Leo Project Logic Model



state law to be physically accessible to persons with disabilities, and MM will make reasonable accommodations requested by disabled participants for full participation in MLP.

C2 - Up-to-date Knowledge from Research and Effective Practice

MLP services were selected by MM, school partners, and beneficiaries based on a combination of analyses of community-identified needs and opportunities (through dozens of meetings and consultations, as well as 407 student and teacher surveys), evaluation findings from MM's previous and current culture-based programs, and findings in contemporary education research. Examples of research informing project design and services are below.

Tracey Tokuhama-Espinosa, researcher in the field of Mind, Brain, and Education explains in her book, [*Five Pillars of the Mind: Redesigning Education to Suit the Brain*](#), “There are thousands of kids that fail in school, not because they lack the intelligence to succeed, but rather because they don’t have the necessary prerequisite knowledge upon which to build learning.” The curriculum to be used by the MLP was developed by a team with decades of collective experience in education, socioemotional psychology, teaching, educational research, and administration. Each module includes strategies for differentiation to engage youth of various interests, abilities, learning styles, and starting points. Kumu are trained in teaching methods that tailor learning experiences to each student’s current skill and knowledge levels.

Research has shown that youth who receive culture-based instruction in school achieve better reading and math learning outcomes ([Kana'iaupuni, 2010](#)). The 2017 study, “Mohala i ka wai: Cultural Advantage as a Framework for Indigenous Culture-Based Education and Student Outcomes”, concludes that teachers who employ culture-based education at high intensity yield students who are “significantly more likely to [...] graduate college.” A study of one

local-culture-based education model found that its use resulted in an average critical thinking test score of 70 compared to 58.7 for the “regular” discovery learning model with no cultural elements ([Suardana, 2017](#)). Regarding comprehension in storytelling, a recent study found local culture references within a story positively impacted students’ ability to understand the content ([Ratmingsih, Budasi, & Kurnia, 2019](#)).

The modern creative industries (CIs) are recognized globally not only as a source for structural economic transformation, jobs, socioeconomic progress, and innovation, but also a contributor to social inclusion and sustainable human development by empowering people to take ownership of their own development (United Nations Development Programme, 2019). MLP is aligned with the UN prioritized effort to promote culture and creative economy.

Highly-skilled teachers, grounded in culture and experienced in CI fields, are an essential component of the MLP. Each serves as a contributing member of the MLP learning community in addition to their guiding role within their classes. Findings show that learning communities support integrative learning and thinking, and provide relationship-building opportunities ([Chism Schmidt, L. & Graziano, J., 2016](#)). These benefits lead to increased perseverance and peer-to-peer support among active members of the learning community. Establishing these connections for MLP teachers and mentors is key, as it models how to form and nurture relationships and create a productive learning environment.

C3 - Likely Impact of the Proposed Services on the Intended Recipients

The likely impacts of activities on recipients can be mapped out across several themes.

(1) Access, Equity, and Representation in the CI: The CI is a fast-growing career field that provides high wages and represents a stable market trajectory. Project services are designed to

foster increased engagement of NH learners in various facets of the market, providing exposure to a wide range of career skills. Furthermore, 70% of MM kumu are NH,, providing increased awareness for MLP youth of the presence of NHs in CI, serving as an inspiration for their own journey. **(2) Community & Elder Engagement:** Participants connect and engage with kupuna, leaders, and visionaries in the Hawaiian community, developing lasting relationships and memories, insights and wisdom, and opportunities for future collaboration. **(3) Student Social-Emotional Development:** Youths become active creators and architects of far-reaching messages, discovering and exploring the power of their voices in today’s digital world. Collaborative and individual educational activities build students’ “soft” skill sets and repertoire of real-world learning experiences, leaving them better equipped to excel in higher education and career environments. **(4) Improved Student Learning Outcomes:** The MLP raises the level of digital, technological, musical, and multimedia literacy along with greater academic achievement for youth participants, improving confidence in their abilities to learn and persevere.

SECTION D - QUALITY OF THE PROJECT PERSONNEL

D1 - Employment Opportunities for Members of Underrepresented Groups

MM fills project positions with qualified personnel by reaching out to MM’s school, community, university and professional network connections, while also utilizing online job sites, social media, and word-of-mouth referrals. Several MM project alumni and partners play active roles in expanding these networks. Each connection signals support for the project, and potential long-term additions to our core team. Towards this end, MM strongly encourages applications from all who are qualified, including those traditionally underrepresented based on gender, race/ethnicity, national origin, sexual orientation, disability, or age. The selection process

is structured around a standardized HR recruitment and hiring procedure, providing a clear and accessible application process and widespread sharing of job opportunities.

D2 - Qualifications, Training and Experience of Key Project Personnel

The personnel currently appointed for fulfillment of this project have been selected based on credentials, passion, administrative ability, and experience in meeting the educational needs of NH youth. This team has successfully served thousands of youth and families, and administered over seven million dollars in grant funds since 2001.

Project Director (PD), [REDACTED], (MA, Pacific Island Studies/Education emphasis; BA Economics), has provided efficient organizational management since MM's inception in 1999. As founder of MM and HKM Public Charter School, he served as both Executive Director of MM and Principal of HKM for nine years before focusing the last decade on his current role as MM's director. He has formed and maintained partnerships with MLP school partners across three islands, leading several multi-school projects. [REDACTED] will assume ultimate responsibility for the sound fiscal management, programmatic implementation, and project reporting. The PD will work closely with all personnel to achieve project goals.

Project Manager (PM), [REDACTED] joined MM over 6 years ago, and since then has raised and managed over \$2 million in grant funds and refined several project systems. The PM will provide day-to-day fiscal, HR, office, data, reporting, task and team management of the MLP. The PM will assist the PD in devising, allocating, and managing tasks between MM personnel, school administrations, and community partners to coordinate effective implementation of all project objectives and activities. The PM will work closely with the PD, Project Assistant, Accountant, and Fiscal Assistant to manage contracts, volunteer engagement,

event coordination, fiscal duties, purchasing, scheduling, database, filing, website updates, recruitment and hiring procedures, and other functions assigned by the PD.

The MLP's **Accountant**, [REDACTED] CPA, and **Fiscal Assistant (FA)**, [REDACTED] will provide sound fiscal management. [REDACTED] depth of knowledge and experience managing multiple funding sources and expense accounts, using standard accounting and reporting practices, has her well equipped to handle higher-level accounting tasks, external audit preparation, reports, consultations and training for the FA, PM and PD.

MLP's Project Leadership Team (PLT) consists of **Lead Program Instructor (LPI)** [REDACTED] **Oahu Program Coordinator (OPC)**, [REDACTED] and **Kauai Program Coordinator (KPC)**, [REDACTED]. The PLT's primary duties are to provide overall programmatic support and ensure quality in service delivery. This includes: planning, communication with kumu, parents, youth, school and other partners, and implementation of all services under Objective 1; the coordination aspects of mentorships, internships, and school visits under Objectives 2 and 3; collection of assessment data and deliverables; recruitment and selection of MLP kumu; and providing training, support and accountability upon hire. The PLT also works with college partners, community organizations, and businesses to coordinate college tours for juniors and seniors, college applications, FAFSA training, and internships to serve as flexible and affordable pathways to knowledge.

[REDACTED] (BS, Economics) has served as an instructor, education program coordinator, and administrator for more than 20 years. Having over 30 years of experience and a rich, musical family background, her expertise is in music and the performing arts. As one of over 200 CI professionals in the "Mana Maoli Collective," [REDACTED] excellence in teaching and

administration led her to take the role of LPI, which is to serve as leader, model, and resource for all MM kumu, and to work directly with students in the role of kumu herself.

██████████ (MEd, Educational Foundations) served as a program coordinator for the past five years in the nonprofit sector, and has mentored youth from Pre-K to 16. ██████████ (BA, Hawaiian Language and Studies, Indigenous Teacher Education Certificate) began as a college intern with MM 8 years ago, was a Program Coordinator at UH Hilo for 3 years, and has worked with NH youth grades K-12.

Community Outreach Mentor & Manager (COMM) ██████████ (BA, Graphic Design) brings over 10 years of experience in digital marketing as the co-founder of Wahine Media, providing strategic planning, content development training and social media management to a multitude of higher education, nonprofit and retail companies, including the largest Hawaii-based Facebook page, growing it from 5,000 to 2 million followers. ██████████ will be responsible for facilitating Objective 3 activities, including outreach, social media training, and mentorship of youth across all partner schools, as well as overseeing a team of interns collaboratively producing and managing content for MM and over a dozen artists and partners.

██████████ will serve as the **Mobile Studio Coordinator (MSC)**. ██████████ 18 years with MM have grown a resume and portfolio that clearly attests to her strong qualifications for the many roles she will play in this project. As an engineer, educator and mentor, she will teach project youth to use the solar-powered mobile studio she built as an educational resource to further develop hands-on skills and knowledge in engineering, music production, project management, music business and studio design. Perhaps ██████████ most profound credential is captured by testimonials from her grateful mentees: “Before, I didn’t even really know what it

was, but now I see myself being a sound engineer because of my mentor, Aunty Kelli. She is the best teacher ever, she's taught me so much. Now I plan to go to college for engineering." More stakeholder [testimonials](#) about MM staff and programs are attached.

The MSC will oversee a **Lead Videographer/Instructor (LVI)**, [REDACTED], who holds substantial experience in teaching videography, photography, film and TV production. The LVI will coordinate video services and equipment inventory for partner schools and mentors. The MSC will also oversee an **Audio/Video Assistant (AVA)**, [REDACTED] who began as a college student engineering intern under our prior NHEP project, and has since joined MM as staff and grown to learn video production skills "on the job".

MLP's external **Project Evaluator (PE)**, [REDACTED] is a NH educator, researcher, community leader and expert in Hawaiian language and culture. [REDACTED] has been at the forefront of indigenous action research and program evaluation for over three decades, and will engage MLP participants as co-researchers across multiple phases utilizing [REDACTED] indigenous evaluation design, Ma'awe Pono ("Path of Honor and Responsibility"). Using co-researcher reflections and other qualitative and quantitative data, [REDACTED] will gather and analyze formative and summative assessments to identify strengths and weaknesses of the MLP.

The attached [project organizational chart](#), [bios, resumes](#), and [job descriptions](#) outline and further elucidate the structure, qualifications, duties and relationships of key MLP positions to ensure clear and efficient lines of communication, responsibility and accountability.

SECTION E - QUALITY OF THE MANAGEMENT PLAN

E1 - Adequacy of the Plan to Achieve Objectives On-Time and Within-Budget

MM’s Advisory Council and Governing Board, which includes respected community leaders, business experts, CI professionals, and cultural practitioners, a majority of whom are NH (list available on request) were key to formulating a solid project management plan. The Council and Board will provide professional industry insights and guidance for MLP implementation. Table 4 is a **Gantt P.I.E. chart** using the criteria detailed in the key below to denote categories of activities, milestones, and phases of implementation.

Table 4: Objective 1- HANA		YR QUARTER			
Bold = Primary Activity ◆ = Primary Milestones P = Plan/Prepare, I = Implement, E = Evaluate/Refine		1	2	3	4
◆ Year-long Classes/Mentorships established by Yr 1 ◆ Off-campus CI Internships available by 3rd Qtr Yr 2 ◆ 24 New/Refined Curriculum Modules by 3rd Qtr Yr 3	1				◆
	2			◆	
	3			◆	
Year-long Classes & Mentorships * Schedule with partner schools * Recruit/hire instructors & mentors for year-long classes/mentorships * Plan/Implement Professional Development (15-25hrs over 2-4 sessions/yr) * Implement, evaluate/refine year long classes & mentorships	1	P	I	I	PI
	2	I	EI	I	PI
	3	I	I	I	E
Off-campus CI Internships * Survey student interests, school/intern host priorities, parameters, availability, finalize agreements (student, parent, school, intern host) * Implement, monitor; Verbal & written reports (student, intern host)	2	P	P	I	I
	3	E	P	I	IE
Curriculum Development, Piloting, Refinement * Pilot at least 32 new/existing curriculum modules * Improve module template * Develop new/refined curriculum modules based on feedback from piloting & improved template - 12 modules by year 2, 24 by year 3	1		P	I	E
	2	P	I	I	E
	3	P	I	I	E
Kumu (Instructor/Mentor) Support - Startup * Syllabus & pretest that integrates identified lessons to pilot (instructors) * Mentorship planning template (mentors)-Hana, Waiwai, & Hō‘ike sections * Issue & analyze pre-test, schedule additional PD, meeting/work sessions as needed	1	P	I		I
	2	E	I		I
	3		I		
Kumu Support - Ongoing * Class observations, guest lessons & feedback from Lead Instructor/others * Weekly emails, quarterly meetings, check-ins and assistance as	1	P	I	I	I
	2	I	I	IE	PI

needed/requested	3	I	I	I	E
Kumu Support - End of Semester/Year Deliverables	1		P	I	EP
* Post-test Results- with an avg improvement of 30% or more	2	I	EP	I	EP
* Instructor Logs; Mentorship/Internship Forms	3	I	EP	I	E
Objective 2- Hō'ike	YR	QUARTER			
◆ 15 Products/Performances by Year 1, 40 by Year 2, 70 by Year 3	1				◆
◆ At least 2,000 youth participate in School Visits by CI Professionals, by 3rd Quarter of Year 3	2				◆
	3			◆	◆
Audio Engineering & Video Production Workshops/Internships	1	P	I	I	EP
* Pre through post production planning	2	I	I	I	EP
* Pre-production: determine student roles, time/equipment needs, scheduling	3	I	I	I	E
* Production and Post-Production - see below					
Mobile Recording Sessions and Film Shoots	1		P	I	E
* Production phase: various roles & processes for recording & filming	2	P	I	I	E
* Learning use of Mobile studio and A/V equipment	3	P	I	I	E
Complete Audio and Video Products	1		P	I	I
* Post-production: Mixing (audio), Editing (video), Graphics	2	I	I	I	E
* Secure necessary permission & approvals	3	P	I	I	E
School Visits by CI professionals - small/large group	1		P	I	E
* Plan/recruit/schedule, implement/document, evaluate	2	P	I	I	E
	3	P	I	I	E
Showcase Products & Performances at class and school level - end of semester/school year	1		P	I	E
	2	PI	I	I	EP
	3	I	E	I	E
Objective 3- Ho'olaha	YR	QUARTER			
◆ At least three of the products/performances under Objective 2 reach a broader audience by Year 1, eight by year 2, fifteen by year 3	1				◆
◆ One Collaborative Multi-School Video shared widely across at least 16 partner social media/webpages by 3rd quarter of year 2, two by end of year 3	2			◆	◆
	3				◆
PR/Outreach/Social Media Mentorships and Internships	1			P	I
* Find common date with schools on each island; Confirm presenters	2	I	I	IE	PI
* Recruit/confirm youthinterns & school-level mentor participation/incentives	3	I	I	I	IE
* Plan/Implement mentorship trainings (1-2x/yr) and internships (ongoing)					
Ho'olaha - Products: Students publish on personal/school social media/web, and network to seek crosspost/sharing of products on MM, partner schools, MLP partner/potential partner sites	1		PI	I	IE
	2	PI	I	I	IE
	3	PI	I	I	EP

Ho‘olaha - Performances: Take class/school performances to new/broader audiences * schoolwide, local, regional, state, or national/international (via broadcast) * performances published on personal/school/partner web/social media pages	2		P	I	EP
	3	I	I	I	E
Coding/Computer Science Mentorship - mobile app/website page creation; used to showcase products between schools & online	2			P	P
	3	I	I	I	I
Youth seek mass media coverage of product and/or performance - radio, TV, newspaper, magazine	1			P	I
	2	I	I	I	EP
	3	I	I	I	E

These timelines serve as a guide to managing budget and task priorities, with set milestones to assure adequate pacing. At project meetings, the PD and PM will review priorities and milestone projections, adjusting activities as needed to achieve outcomes on time.

Fiscal Management – MM will assure the appropriate usage of all available financial and in-kind resources, following organizational spending regulations in compliance with generally accepted accounting principles and subject to annual external audits and financial review. The attached project budget was designed to meet MLP’s goal and objectives, with a thorough analysis of resources required to implement project activities. For more than 20 years, MM has managed millions in federal, state, and local funds—on time, within budget, and in compliance.

Personnel and Partner Responsibilities – Highly qualified individuals have committed to all key positions for this project. The project establishes clear lines of authority and responsibility as evident in the attached [organizational chart](#). Agreements with project partners are documented with clearly identified timelines and allocations of responsibilities.

E2 - Adequacy of Mechanisms to Ensure High Quality Products and Services

Primary systems for ensuring quality and consistency in services delivered include:

Process & Outcome Evaluations - MLP research-backed, valid and reliable evaluation models, detailed on p. 26, tell the MLP implementation team whether or not objectives are being met, and provide insights to allow MM to make adjustments to improve quality. These evaluations include rubrics, quarterly student and kumu surveys that inform future training, pre-tests issued the first week of each school year, and post tests issued incrementally and in the last month of each school year to gauge student progress and guide kumu lesson planning.

Kumu Recruitment & Selection Process - This process involves multi-phase interviews, background and reference checks, scenario exercises, and legally-binding contracts. With their contract, kumu review with the PLT the following materials to reinforce details and dates regarding kumu expectations and guide ethical and educational skills development: ‘Ae Like Conduct Agreement, Deliverables Checklist and Deadlines, Lesson Index Summary, MM Hō‘ike Rubric, the 3 Cs of Classroom Management, and MM Kumu Tips and Strategies. Practices for further cultivation of quality service providers are detailed below.

Kumu Professional Development (PD) - These workshops provide relevant hands-on training, deepen instructional skill sets, and nurture connections to foster the MLP Learning Community. Year-long kumu commit to 15-25 hours of PD per year, with specific dates listed in their contracts. Many opt for notably higher levels of investment in their growth.

Classroom Observation and Feedback - The LPI conducts quarterly classroom observations of each kumu, with additional observations scheduled as needed. The LPI prepares a post-observation report to be discussed with the kumu and PLT.

Ongoing Kumu Support - Kumu have daily communicative access to the PLT, biweekly check-ins, and meetings scheduled in alignment with class observations to review findings.

SECTION F - QUALITY OF THE PROJECT EVALUATION

F1 -Detailing Evaluation Methods for Valid and Reliable Performance Data

The tables below detail evaluation methods to be used, each centered around the student as well as the community.

Table 5: Objective 1 - HANA - Quantitative and Qualitative Evaluation	
1) Establish at least 30 year-long afterschool/elective classes, on-campus mentorships, and off-campus internships with CI and/or STEM focus	
<p>OUTPUTS</p> <p>1a) # of Student Contact Hours (SCH);</p> <p>1b) # of youth & adults served</p> <p>1c) # of classes, mentorships, internships</p> <p>1d) avg % improvement in pre-/post-assessments</p> <p>BENEFITS</p> <p>1e) Youth in grades K-12 gain exposure to CI and STEM concepts, piquing interest in these careers, as well as in academic core content areas</p> <p>1f) High school & post-secondary students gain first-hand experience, confidence, necessary skills in the CI & STEM fields</p> <p>1g) CI specialists & project alumni find a platform to give back to the community by supporting the success of upcoming generations</p>	<p>EVALUATION / CRITERIA METHODS</p> <p>1a-c) Instructor Logs, Planning & Reporting Form for Mentorships & Internships to track all Output Indicators</p> <p>1d) Pre-/Post- assessments (year-long classes)</p> <p>1e) Growth in the targeted ML skills, knowledge, experience, & relationships -determined by student learning & reflection journals & reflection sections of instructor log & mentorship/internship forms</p> <p>1f) Kumu provide on-campus mentorships & off-campus internships for youth to gain CI/STEM experiences & skills, as determined by real-world application, student community service & reflection logs, photo/video documentation, mentorship/internship forms.</p> <p>1g) CI specialists & alumni spend time mentoring, instructing, & providing CI related mobile studio/live studio services to schools & communities, incorporating community service & reflection logs.</p>
2) Curriculum Development, Piloting, Refinement - 32+ existing modules piloted, 24+ new/refined modules using improved template (based on piloting feedback, new project themes, and best practices)	
<p>OUTPUTS</p> <p>2a) # of lessons piloted</p> <p>2b) improved lesson/unit template</p> <p>2c) # of new and/or refined lessons documented using improved template</p> <p>BENEFITS</p> <p>2d) Students acquire and grow ML skills</p> <p>2e) Kumu are better equipped to teach ML skills and knowledge</p>	<p>EVALUATION / CRITERIA METHODS</p> <p>2a) Instructor Logs noting lesson piloted and related feedback</p> <p>2b) Improved Lesson/Unit Template finalized</p> <p>2c) # Lessons finalized using improved template and added to Lesson Index Summary</p> <p>2d) Quarterly student surveys</p> <p>2e) Quarterly kumu surveys</p>

Table 6: Objective 2 - HŌ'IKE - Quantitative & Qualitative Evaluation

3) 70 + mentor guided products (via audio & video productions and multimedia mentorships/internships and mobile recording sessions) and performances (via CI or STEM focused year-long classes and mentorships) are produced and shared at the class and school level	
<p>OUTPUTS</p> <p>3a) # of products (audio, video, digital products)</p> <p>3b) # of performances (musical, cultural, performing arts)</p> <p>BENEFITS</p> <p>3c) Quality of products</p> <p>3d) Quality of performances</p> <p>3e) Greater confidence, self-identity of participating youth in their abilities and potential as cultural, musical and/or digital storytellers in the CI, grounded in Hawaiian language, culture and values</p>	<p>EVALUATION / CRITERIA METHODS</p> <p>3a) MLP Products Log tallying total products created, with links, author(s), and basic summary</p> <p>3b) MLP Performance Log tallying total performances shared at the class level, with links to documentation of event (written, photo, video)</p> <p>3c-e) Student self and peer assessment of benefit determined by assessment rubrics, quarterly reflections and/or digital portfolios; community/kumu assessments determined by hoike feedback rubrics, documentation of oral/written feedback, video testimonials and/or reflection section of Mentorship forms</p>
4) School Visits by CI professionals	
<p>OUTPUTS</p> <p>4a) # of CI professionals engaged in school visits</p> <p>4b) # of small group workshop and large group assemblies held at school visits</p> <p>4c) # of youth performers</p> <p>4d) # of student, parent and community attendees</p> <p>4e) # of SCH</p> <p>BENEFITS</p> <p>4f) MLP youth share their products/performances schoolwide and interact with CI professionals, resulting in increased confidence, motivation, and knowledge of CI and related careers</p>	<p>EVALUATION / CRITERIA METHODS</p> <p>4a-e) School Visit and MLP Performances logs</p> <p>4d) Verification from school principal or designee</p> <p>4f) Student self and peer assessment determined by reflection logs; community/ kumu assessments determined by hoike feedback rubrics, documentation of oral/written feedback, video testimonials and/or reflection section of Mentorship forms; Photos/Videos of School Visit</p>

Table 7: Objective 3 - HO'OLAHA - Quantitative & Qualitative Evaluation

<p>5) 16 products and performances are selected among those produced under Objective 2, to be highlighted and widely shared via any 2 or more of the following:</p> <p>Products, or Video of Performance - personal, school, MM social media and webpage; personal/school/MM partners and networks' social media and webpages, film festivals, mass media partners, mobile app and/or mobile friendly website setup to house and feature MLP products;</p> <p>Live Performances - school, local, regional, or statewide events; national or internationally broadcast events; performances abroad; Livestream and podcasts</p>

<p>OUTPUTS</p> <p>5a) # of products/performances produced under Objective 2 shared to a broader audience</p> <p>5b) # of post interactions, views, reach on social media; # of website hits, television & in-flight airings, digital downloads, radio play, etc.</p> <p>5c) # of attendees at live performance, # watching on TV and/or online</p> <p>BENEFITS</p> <p>5d) Youth sharing their products/messages that they feel passionate about with a broader audience (in person and online) further activates a higher level of quality, and allows for acceptance of vulnerability. Feedback from the public/wider audience will give students the opportunity to use discernment and their skills, which enacts a sense of development. All of these are important skills for higher education and future jobs.</p> <p>5e) Community-engaged and/or culture-based teaching and learning helps build the confidence, values and skill sets youth need to be effective storytellers and agents in Hawaii’s Creative Industries, or other areas of career interest.</p>	<p>EVALUATION / CRITERIA METHODS</p> <p>5a-c) MLP Products Log and Performances Log, documenting the information noted under Activity 3, as well as webpage, social or mass media metrics (reach, views, interactions) and event attendees (live and online)</p> <p>5d) Written, verbal or video feedback of performances; Comments and reactions on web/social media</p> <p>5e) Community feedback for MLP products and performances determined by social media interactions from an online audience, feedback from industry partners involved in product and performance broadcasting who also help notably amplify reach - Hawaii News Now, Kanaeokana, Hawaii Magazine, Hawaii.com, Hawaiian Airlines, and well over a dozen additional large mass or social media outlets have featured and/or offered to support future MM video products</p>
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MM will monitor and report on quantitative measures (outputs) and qualitative measures (benefits) for each objective. Because the MLP includes activities to plan, prepare, implement, and continuously improve various services, formative process evaluations are appropriate and allow the PLT to identify areas needing modification and improvement. The MLP also measures specific skills, knowledge, experiences, and professional relationships. An outcome evaluation measuring gains in knowledge and skills will be implemented.

In analyzing the quantitative evaluation of the outputs for each objective (1a-d, 2a-c, 3a-b, 4a-e, and 5a-c), descriptive statistics will be used to describe the evaluation data. The data collected to evaluate the benefits of the program, will be in various qualitative forms as detailed in tables 5 thru 7 (reflection logs, oral and written feedback, journals). This data will be analyzed

using Thematic Analysis (Maguire & Delahunt, 2017). Line by line coding will be conducted deductively, where the codes are pre-determined by the principles and strategies of the Nā Pou Kihī framework, and organized by its themes. The findings generated through this process will reveal how well, and to what extent the MLP is addressing each corner post of the framework. The MLP leadership team co-researchers will be able to assess how successful services have been in erecting Nā Pou Kihī to rebuild our educational hale. We will also be able to see which posts (if any) need to be strengthened. Through this evaluation, our program goal of forging a pathway of social equity in education will be fine-tuned and validated with statistical weight and precision.

SECTION G - ADDRESSING COMPETITIVE PREFERENCE PRIORITIES

As demonstrated through the multiple cross references in tables 8 and 9, the MLP was designed, in part to thoroughly and effectively address both competitive preference priorities.

G1 - Promoting Science, Technology, Engineering, or Math (STEM) Education

Table 8 - Competitive Preference Priority 1: Promoting STEM
<p>STEM: p.2-4,6,8,9,11,26,27 Science: p.2,3,,9,10 Technology: p.1-3,6,7,13, Engineering/Audio Engineering: p.2,6,7,9,11,20,23 Math: p.2,3,6,9,15 Computer Science: p.12,24 Coding: p.7,12,24,29 Website: p.7,11,24,,28 Mobile App: p.10-12,24,28</p>

In addition to directly teaching STEM-integrated music curricula (see the attached sample lessons), the MLP also includes mentorship experiences in app design and coding, video production, advanced audio engineering, social media marketing strategies, and utilizing state-of-the-art technologies for cultural and HL perpetuation and revitalization.

G2 - Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skill

Table 9 - Competitive Preference Priority 2

Flexible Paths: p.7,8,19 | **Obtaining/developing/etc. skills:** p.5-13,20,21,26-28
Internships: p.9,12,22,23,26,27 | **Mentorship:** p.6,13,22-24,27

The Mana Leo Project builds on more than two decades of work by Mana Maoli in connecting ‘ōpio (youths) with artists, technicians, business specialists and other creative industry professionals to perpetuate traditions of storytelling and musical excellence in the Hawaiian culture while fostering career awareness, skills, professional relationships and essential knowledge to empower more NHs to gain entry into college programs, work based learning experiences, and well-paid creative industry positions. The MLP builds on and expands this work with its Nā Pou Kihi research framework, robust evaluation plan, STEM and computer science components, and clear focus on developing pathways to equity and social justice in education and the workplace.

E ola ka mana leo o nā kūpuna i ka nohona o nā ‘ōpio.

May the powerful and empowering voices of the ancestors find vibrant new life in the cultural grounding, creativity and accomplishments of a new generation of youths treading the well-traveled cultural pathways of their parents, mentors, and elders.