

Applicant Name: Partners in Development Foundation

PR Award Number: S362A230015

Funding Amount: \$4,926,086

Project Tūtū and Me: Ka Mālama Mau (Grandparent and Me: ongoing provision of protection and care on all levels) proposes to continue its traveling preschool approach in 24 predominately Native Hawaiian communities on 5 islands in the State of Hawai'i. Caregivers (CG) attend with their child and are involved in activities that can be replicated at home to continue the learning while strengthening their bond with their child. To further support CGs after COVID-19, a virtual CG Education program will be offered to provide critical supports and resources. Home visiting will be continued in 6 rural districts on Hawai'i island (North and South Kohala, South Kona, Hāmākua, Hilo, and Puna) and will support the homebound CG and provide their children with the program's early education curriculum. Goal and expected outcome: CGs will understand and embrace their role as their child's first teacher and that Native Hawaiian children will enter school ready to learn and succeed. Numbers served in three years: at least 3,320 children ages birth to five years old and 3,680 CGs. The project's six stated objectives include: Continue Tūtū and Me Program to provide comprehensive, intentional, high quality, developmentally appropriate and culturally sensitive early learning experiences for children ages birth-5; Increase support & education to CGs on how children learn best & how to continue optimal learning experiences at home; increase CG's understanding of role they play in child's development & school success; Engage and strengthen families; Increase staff preparedness and effectiveness through on-going professional development; support advanced educational certifications; Increase the project's impact and reach via partnerships with agencies and community organizations, and by providing entry points/referrals for needed health and social services; Develop educational resources that promote early learning, caregiving success, and cultural values.

Applicant Name: Aha Punana Leo

PR Award Number: S362A230024

Funding Amount: \$1,166,484

The 'APL seeks a Native Hawaiian Education Program (NHEP) grant to implement and evaluate the proposed project—Nā Hua Kanu. 'APL serves Native Hawaiian preschoolers and their families through a statewide Hawaiian medium early childhood education system (Absolute Priority 1(a), (b)(i, ii), (h)(i)). The goal of the project is to increase the kindergarten readiness in literacy of Pūnana Leo hua by providing professional development for PK-3 immersion teachers (Absolute Priority 1(c)). Two key activities—1) developing the Hakalama curriculum and providing training; and 2) supporting access to higher education—when delivered together, are expected to significantly impact our goal. Curriculum development in this context specifically addresses Absolute Priority 1(f). We address both Competitive Preference Priorities in our project: CPP1 by utilizing Hawaiian

language in instruction and building beginning reading and literacy skills; and, CPP2 by developing a professional development certification course in the Hakalama, an evidence-based instructional approach, in order to help alleviate the lasting impacts of the COVID- 19 pandemic on our staff turnover and skill level. Objective 1: Increase Hakalama certification rates of PL teachers. Objective 2: Extend the reach of the Hakalama professional development by hosting K-3 immersion teachers for certification. Objective 3: Increase the language and literacy proficiency of PL teachers by supporting advanced Hawaiian language education, and awarding financial compensation for reaching meaningful milestones. All three objectives address Absolute Priority 1. Over 3 years, the project will impact a predominately Native Hawaiian population at 13 sites across 5 islands (Hawai'i, Maui, Kaua'i, O'ahu, and Moloka'i) comprised of approximately 990 preschool children ages 3-5 and 150 PL staff members. Additionally, it will reach 20 K-3 teachers from 9 immersion schools and 500 K-3 students, statewide.

Applicant Name: Friends of the Future

PR Award Number: S362A230044

Funding Amount: \$1,179,374

SHAKA – Sustaining Hawaiian Academic Knowledge and Achievement will be implemented by Friends of the Future (FOF – Applicant / Fiscal Agent), a Native Hawaiian-led 501(c)(3) education organization, seeking federal assistance. SHAKA will serve up to 8,246 at-risk, high-need Native Hawaiian students enrolled in seven Kealahou Complex schools, eight Konawaena Complex schools and four Ka'u Complex schools on Hawai'i Island. SHAKA will address Absolute Priority # 1 of the Native Hawaiian Education Program. SHAKA will help Friends of the Future and partners meet and exceed the following Goal and Objectives: SHAKA's goal is to improve Achievement of Native Hawaiian Students through academic and cultural learning. Objective 1: Diversify and expand learning opportunities for Native Hawaiian students. Objective 2: Increase academic performance of Native Hawaiian students in Reading, Math, Science. Objective 3: Improve student knowledge of Native Hawaiian culture and language. Objective 4: Improve college and career readiness of Native Hawaiian students. Objective 5: Improve teacher capacity to educate Native Hawaiian students. SHAKA Layers of Service include: Layer 1 – Summer Learning; Layer 2 – School Year Learning; Layer 3 – Hawaiian Language / Cultural Enrichment; Layer 4 – College / Career Readiness and Layer 5 – Professional Learning. SHAKA will provide early literacy programs utilizing Hawaiian-centric curricular materials; provide learning opportunities for Native Hawaiian students impacted by poverty, low education attainment, special needs and limited access to supports; provide college / career readiness for youth to encourage enrollment in postsecondary education and success in careers in which Native Hawaiians are traditionally underrepresented; provide opportunities for study of Hawaiian culture and language and support educator effectiveness through professional learning. Ongoing evaluation will promote continuous improvement of the project.

Applicant Name: University of Hawaii

PR Award Number: S362A230047

Funding Amount: \$602,895

TEACH (Increasing Native Hawaiian Degree Completion and Employment in Technology, Energy, Agriculture/Astronomy, Climate, and Health) will serve Native Hawaiian students from 8 high-need communities on 2 islands (O`ahu and Hawai`i) to enter college, successfully complete their undergraduate degree, and pursue graduate school or obtain employment that provides a living wage in key areas that are strategically important to Hawaii's future: Technology, Energy, Agriculture, Astronomy, Climate and Health. This will be accomplished in collaboration with over 40 educational, institutional, community, and industry partners. Specifically, TEACH will supplement existing, high-quality college readiness efforts at the target schools, offer and connect students to evidence-based college retention activities and support, and promote career readiness in TEACH areas through peer and professional mentoring, paid internships and research/work-based learning experiences, a graduate school bridge program, and targeted support in obtaining postsecondary employment. TEACH activities will encompass academic support, student support, career preparation, and employment assistance. In addition, TEACH activities will be culturally relevant and address cultural identity, community service, connection to `āina (land), and family engagement. The number of participants to be served will be 800 Native Hawaiian students (600 high school students, 175 undergraduate students, and 25 graduate students). The project will serve 8 high-poverty communities with high concentrations of Native Hawaiian students on 2 islands: O'ahu (Nānākuli, Wai'anae, Wahiawa, and Kaimukī) and Hawai'i (Hilo, Pāhoa, Kā`u, and Kea`au).

Applicant Name: Institute for Native Pacific Education and Culture

PR Award Number: S362A230062

Funding Amount: \$533,140

The Ka Lama o ke Kaiulu project, from the Institute for Native Pacific Education and Culture (INPEACE), seeks to address the chronic shortage of licensed Native Hawaiian (NH) teachers, who are highly qualified and knowledgeable about Hawaiian culture-based educational approaches, to improve the school-readiness and academic proficiency rates of our Native Hawaiian keiki. The project will seek to 1) increase the number of licensed Native Hawaiian teachers through intentional recruitment, preparation, and training; and 2) increase the number of high quality/highly effective teachers in Native Hawaiian communities who have the tools necessary to effectively reach and teach our keiki. Activities will include supports through college coursework in education and Hawaiian language/culture/history, targeted skills training, networking support, stipends for tuition and books, and wrap-around resources for prospective teacher candidates. It also includes professional development workshops on classroom and relational strategies presented through a Native Hawaiian pedagogy, epistemology, and culture-based lens that prepares current and

prospective teachers to be effective in reaching and teaching Native Hawaiian students. Also provides supports for credential advancement and highly qualified certification. The number of participants to be served will be 175 prospective teachers, 75 current teachers (250 total participants annually). The project will serve a minimum of 4 rural communities with high concentrations of Native Hawaiian students on 3 islands: Oahu (Nānākuli, Waianae, and Kapolei), South/East Hawaii Island (Ka'u to Hilo), and Island of Kauai. We will also explore and assess the potential to serve the Island of Molokai.

Applicant Name: Institute for Native Pacific Education and Culture

PR Award Number: S362A230064

Funding Amount: \$2,626,484

Keiki Steps will meet the school readiness needs of vulnerable Native Hawaiian young children and their families through increasing their participation in a high-quality early education program that is culturally grounded, standards-based, and literacy-focused. This will be accomplished through: 1) recruiting children, families, and teachers from 5 high-poverty rural Native Hawaiian communities on 3 islands; 2) improving the literacy skills and 3) the school readiness skills in participating children through implementing research-based curricula and culturally grounded instruction; 4) increasing knowledge of child development and positive parenting practices by emphasizing a strong family involvement and evidence-based parent education; 5) increasing the capacity and competency in early childhood educators by providing job-embedded professional development that incorporates college coursework, dynamic coaching, and peer professional learning communities; and 6) strengthening the understanding of the Hawaiian language, culture, and cultural practices in participating children, families, and staff. The number of participants to be served will be 345 children, 300 families, and 28 teachers (673 total participants). The project will serve 5 high-poverty rural communities with high concentrations of Native Hawaiian students on 3 islands: O'ahu (Nānākuli, Waianae, and Kapolei), Hawai'i (Hilo), and Kaua'i (Līhue). There will be a total of 9 physical (in-person) and 3 virtual sites, and 15 outdoor community sites.

Applicant Name: Partners in Development Foundation

PR Award Number: S362A230081

Funding Amount: \$616,429

The Piha me ka Pono (Piha) Project proposes to implement a comprehensive Community School model in partnership with the Kohala Complex schools (Kohala Elementary, Kohala Middle, and Kohala High). In three years, the project will directly serve at least 72 Elementary School

students through enrichment activities, 200 parents and 45 teachers, and impact the 890 K-12 students (365 Native Hawaiian/41%) who will have access to the resources and services provided (total of 1,135 unduplicated individuals). The small, rural community of North Kohala on the island of Hawai'i (largely made up of Native Hawaiian families), is isolated from key community supports and continues to struggle with: poverty, substance abuse, bullying, youth suicide, low academic achievement and student/family engagement, chronic absenteeism, and limited access to health resources. There is a significant need to increase access to supports/services focused on Native Hawaiian students' social emotional health, physical well-being and connection to their school and community, which will ultimately improve student success and the community's health and resilience. The objectives of the project are to: (1) Increase the academic achievement, engagement, and socio-emotional development of students through enhanced learning opportunities for students (academic intervention and enrichment activities) and teacher professional development/coaching; (2) Support the overall health & well-being of students and their families so that learning can occur through the coordination of health services and trainings; and (3) To build parent and community involvement and partnerships with schools through family engagement activities and a wide range of adult education workshops.

Applicant Name: Friends of the Future

PR Award Number: S362A230022

Funding Amount: \$1,199,324

HAPA: Hawaiian Achievement and Postsecondary Access will be implemented by Friends of the Future (FOF – applicant and fiscal agent), a Native Hawaiian-led 501(c)(3) nonprofit organization, seeking federal assistance. HAPA will serve up to 5,493 at-risk, high-need Native Hawaiian students, grades 6 – 12, enrolled in Kealakehe Complex, Konawaena Complex, Kohala Complex, Honoka'a Complex and Ka'u Complex schools located on Hawai'i Island. HAPA will address Absolute Priority # 1 of the Native Hawaiian Education Program. HAPA will help Friends of the Future and partners meet and exceed the following Goal and Objectives. HAPA's goal is to improve postsecondary and career readiness of Native Hawaiian students through academic and cultural learning. Objective 1: Diversify and expand learning opportunities for Native Hawaiian students. Objective 2: Increase academic performance of Native Hawaiian students in Reading, Math, Science. Objective 3: Improve student knowledge of Native Hawaiian culture and language. Objective 4: Improve college and career readiness of Native Hawaiian students. HAPA is a multi-layered project with services designed to prepare middle and high school students to enter postsecondary education and future careers with the skills needed to succeed. Layers of Service, aligned to address identified needs, gaps and weaknesses, include: Layer 1 – Rigorous Academic Programs; Layer 2 – Academic Enrichment; Layer 3 – College Fit; Layer 4 – Career Fit and Layer 5 – Family Learning. Implementation of HAPA will expand the diversity of learning options for students enrolled in partner schools, enrich learning with the study of Native Hawaiian Culture and Hawaiian Language and increase student motivation to pursue and readiness to succeed in

postsecondary education and careers. Ongoing evaluation will promote continuous improvement of the project.

Applicant Name: Kanu o ka Aina Learning Ohana

PR Award Number: S362A230038

Funding Amount: \$577,787

Kaukoe a Mohala (Persevere, blossom and develop virtues, arts, and skills) directly addresses absolute priority 1 (c, f, and g) and competitive priorities 1 and 2. The project will increase Native Hawaiians in teacher education and career path internships trained to apply culturally relevant curriculum in classrooms while addressing the impacts of COVID-19. This will result in enhanced educational services for Native Hawaiian children; the development of reading/literacy (4-6) and math/science (K-5) curriculum packages; increasing the use of Hawaiian language in the classroom with trained teachers and reading/literacy resources, and preparing Native Hawaiians for employment fields in which they are underemployed. The goal of this project is to improve educational services provided to Native Hawaiian children by increasing the number of trained, qualified, culturally competent teachers native to Hawai'i with access to innovative culturally relevant curriculum. Objectives/Activities: 1) Increase the supply of state licensed teachers prepared to teach at-risk children and able to use Hawaiian language in instruction. 2) Develop cultural curriculum for grades 4-6 literacy and grades K-5 math/science. 3) Create K-6 reading books in 'ōlelo Hawai'i and English for each thematic unit of the Kaukoe a Po'ohala curriculum and prioritize its availability to schools serving high populations of Native Hawaiian students. 38 students will complete a pre-service teacher certificate program and be licensed in the State of Hawai'i, indirectly serving 2,400 at-risk students.

Applicant Name: University of Hawaii PR Award

Number: S362A230004

Funding Amount: \$1,078,282

Project Ka Pilina No'eau Ho'omau is proposed under Absolute Priority 1 and pursues authorized activities: (c) to enhance reading and literacy, (d) meet the special needs of students with disabilities (SWD), (f) curriculum in math and science that incorporate Native Hawaiian (NH) tradition and culture, and (g) professional development (PD) for educators. The goal of the project is to improve NH PreK-5th grade students' math and science outcomes, with a special focus on SWD and those at risk, using a holistic, culturally responsive, integrated STEM out-of-school intervention previously developed. For this iteration, in order to carry on (Ho'omau) beyond the pandemic, the following activities will be implemented: (1) enhance the beginning reading and literacy components (Competitive Preference Priority (CPP)1(a), (2) differentiating the curriculum to

include SWD, those at risk and those who are underserved (CPP1(b), CPP 2(a), (3) expanding implementation sites to be inclusive of all students (CPP2 (a), (4) expanding the curriculum to PreK students to help children to close the COVID-19 loss (CPP 2(a), (5) engaging families to be involved in parent-to-parent workshops to help in bridging the needs of all students and families who have been impacted by COVID-19 (CPP 2 (a), (6) modifying service learning to address social-emotional well being (CPP 2(b) and (7) augmenting the PD delivery, support, and content based on evidence-based practices to reach underserved populations (CPP 2(b). Project Design: Phase I Preparation (10/23-11/23): (1) confirm existing and new partners and schools and service learning sites; (2) set up fiscal and personnel structure including service agreements; (3) establish website, learning platform and train new staff on the existing MSL model. Phase II: Modification & Expansion (12/24– 4/24):(4) develop PreK content; (5) differentiate the MSL model for SWD by adjusting assessment and content and integrating AT and AI, (6) modify the parent workshop to parent-to-parent workshop; (7) review and enhance reading and literacy lessons, (8) review and create tiered, on-going, flexible service learning activities; (9) expand teacher PD modules to include newly included topics on PreK, SWD and those at risk and supporting students beyond the pandemic, (10) Pilot test PreK content; (11) Pilot test differentiated modules; and (12) Pilot test new PD modules. Phase III: Intervention (4/23 – 7/26): (13) recruit and train teachers, paraprofessionals and parent leaders; (14) recruit students and parents; (15) implement MSL model (KPNH camp); (16) provide on-going service learning activities; (17) implement parent-to-parent workshops. Phase IV: Sustain and Disseminate (1/26 – 9/26): (18) evaluate the program; (19) develop a plan for sustainability; and (20) disseminate the programs, products, and findings. Quasi-experimental study will be conducted to address the research questions: (1) What are the project impacts on the intended outcomes?; and (2) What factors differentiate project effects and how? The target participants include 864 PreK-5 students (10% is SWD); 315 parents, 60 teachers and 40 paraprofessionals working with children outside of school will be directly trained and will teach students. Setting is at 8 sites including 4 BGCH sites (3 on O‘ahu, 1 on Kauai), 4 schools or community sites on O‘ahu and Island of Hawai‘i.

Applicant Name: University of Hawaii

PR Award Number: S362A230007

Funding Amount: \$1,116,445

Project Ho‘oku‘i VI: E Ho‘omau’s (to move forward, persevere) goal is to support all Native Hawaiian (NH) students – including students with disabilities (SWD), at risk, gifted and talented – and to increase enrollment in postsecondary degree and certification programs leading to employment in fields where Native Hawaiians are underemployed. This goal will be achieved by building on 14 years of Ho‘oku‘i experience supporting over 1,700 NH high school students to achieve their career goals using the Ho‘oku‘i model: 1. Mentoring students on cultural, academic, and career strands; 2. Preparing students to transition to postsecondary education through three tier support groups (ranging from meets criteria for Mānoa Early Start Program, meets criteria for dual enrollment in high school and college courses, or needs intensive support to meet criteria); 3.

Individualized computer-based accelerated instruction in reading and math; 4. Academic tutoring; 5. Financial assistance for college tuition and books; 6. Supporting the well-being of students aligned with Nā Hopena A‘o; 7. Providing wrap around supports for the gifted and talented students through our partnership with Hawai‘inuiākea, NH Student Services, which offer opportunities in place-based learning, NH identity in the 21st century, *a‘o* (simultaneous learning and teaching), strength-based mentoring, as well as attending and presenting at professional conferences. We will continue to engage the community, students, and family members with bi-annual family engagement & community activities, *‘āina* based service learning, and an annual *ho‘ike* (show) celebrating Ho‘oku‘i *na haumana* (students) and their achievements. The total number of students served will be at least 210. The project will be at public high schools, public charter schools, and/or NH immersion schools statewide; 1 on Moloka‘i, 2 on Kaua‘i, 1 on Maui, 3 on the Big Island, 1 on Lana‘i, and 2 on O‘ahu. Project Ho‘oku‘i VI will continue its goal of supporting students in NH Homelands and rural areas with high concentrations of NHs, NH Charter, and Title I schools.

Applicant Name: Kanehunamoku Voyaging Academy

PR Award Number: S362A230068

Funding Amount: \$776,515

Ka Pou Kū Mau’s (Building Ocean and Climate Literacy) goal is to develop and implement ocean and climate literacy curriculum grounded in traditional wa‘a (sailing canoe) knowledge and kūpuna (elder) traditional ecological knowledge (TEK) for 275 native Hawaiian students in grades K-9, 20 family/community members, and 6 native Hawaiian teachers, who will receive professional development training to teach the curriculum, thereby increasing ‘āina-based learning and building critical STEM skills. Objective 1: 275 NH students and 20 NH family/community members will learn traditional wa‘a skills and values with 75% of the students increasing their wa‘a knowledge and 75% of family/ community members increasing access to wa‘a knowledge. Objective 2: 275 NH students will learn kūpuna (elder) traditional ecological knowledge (TEK) of which 75% will increase their ability to understand the value of TEK and its importance in forming their relationship to the ocean and climate. Objective 3: 275 NH students will receive instruction in the project developed Ka Pou Kū Mau: Building Ocean and Climate Literacy Curriculum - aligned with national and state science standards and grounded in traditional wa‘a (sailing canoe) knowledge and kūpuna (elder) traditional ecological knowledge of which 75% will increase their ocean and climate literacy.

Objective 4: 6 teachers will receive professional development training in the Ka Pou Kū Mau: Building Ocean and Climate Literacy Curriculum that incorporates ‘āina-based education. Activities: 1. Refine and implement the existing wa‘a curriculum. 2. Plan, organize, implement family/community engagement activities related to wa‘a practices. 3. Design/build mobile land wa‘a to help teach traditional navigation practices in the schools. 4. Produce high quality videos of kūpuna sharing their traditional ecological knowledge (TEK). 5. Produce 3 mini books including online digital formats on kūpuna TEK. 6. Produce a map of significant cultural sites within the

Ko‘olau shorelines and oceans. 7. Design, field test, and refine oceans and climate literacy curriculum for 4 grade band units (K-2, 3-5, 6-8, 9), 10 lessons each (40 total) aligned to national & state standards (NGSS, HIDOE-HA). 8. Design and implement teacher training based on project developed curriculum. Number Participants to be Served will be 275 NH students, 20 NH family/comm members, 6 teachers. Number and Location of Proposed Sites will be 6 (4 partner schools, KVA office and Kane‘ohe Bay).

Applicant Name: Partners in Development Foundation

PR Award Number: S362A230003

Funding Amount: \$3,647,955

Ka Pa‘alana will respond to the severe post-pandemic decline in Academic Readiness & Mental Health of homeless/at-risk Native Hawaiian children birth – 5 and their caregivers over 36 months,. Project objectives & activities: Objective 1: Provide education and outreach services to homeless/at-risk families. Activities: outreach visits, provide food, parent-child educational activities, resources, referrals. Objective 2: Increase children’s Mathematics and Literacy foundations to prepare them for academic success. Activities: implement evidence-based mathematics & literacy curriculum, conduct assessments, provide field trips and lunches. Objective 3: Improve Mental Health and Parenting skills of caregivers. Activities: new mental health curriculum, professional counseling support, comprehensive caregiver curriculum. Number of participants served will be 2,400 homeless/at-risk Native Hawaiians (1,200 children/1,200 adults). Number & location of sites will be 7 total - (6) sites on Wai‘anae Coast, and (1) site in South Hilo.

Applicant Name: University of Hawaii

PR Award Number: S362A230012

Funding Amount: \$934,124

Ulu A‘e Transition 2.0 (UAT2) seeks to improve the academic and *Na Hopena A‘o (HA)* achievement of Native Hawaiian (NH) students and their teachers in the aftermath of the

COVID-19 pandemic by building the capacity of HIDOE schools and initiatives in 2 HIDOE districts (Hawai‘i, Windward). UAT2 objectives focus on (a) building educator capacity to support NH students and (b) directly supporting NH students as they navigate the critical transitions from elementary to middle to high school and beyond. Objectives: 1) Identify/package resources for teachers that incorporate culture-based and digital media skills building activities intended to strengthen resiliency of at-risk youth; 2) Provide educators opportunities to participate in professional development where they build skills and confidence as well as share their knowledge

and successes with their peers; 3) Provide mentoring to schools and educators prepared to integrate HĀ outcomes into their classrooms and school programs; 4) Determine impact of UAT2 on student and educator groups; 5) Promote and facilitate successful *HĀ* experiences of educators and their students; 6) Share project resources and success stories of educators and students widely.

Applicant Name: University of Hawaii

PR Award Number: S362A230055

Funding Amount: \$653,851

Pu‘uhonua Educational Sanctuaries’ goal is to implement and institutionalize associate’s degree pathways with an emphasis on Hawaiian language and Hawaiian at two incarcerated institutions, one female and one male serving, including the implementation of financial aid (Pell) for tuition costs, a proactive counseling model and trauma informed training for instructors and staff. Objectives: 1. Enroll at least 35 students at each facility (i.e. HCF, WCCC) in credit-bearing college coursework that efficiently leads to an associate’s degree by end of year 1, with an additional 12 students at each facility in year 2 (i.e. at least 94 students enrolled by end of Year 2). 2. Complete Free Application For Student Aid (FAFSA) with all enrolled students (100%) each year (i.e. at least 94 completed FAFSA by end of year 2). 3. Successfully award financial aid to at least 85% of students who complete the FAFSA each year (i.e. 80 students awarded Pell by end of Year 2). 4. Enroll students who do not qualify for financial aid in one course per semester so as to provide opportunities to improve their grades and successful completion rate, and to support effort to gain financial aid eligibility (i.e. 1 class each semester provided through grant funding at each facility, approximately 7 students improve financial aid eligibility each year). 5. Train at least 8 instructors and staff on trauma informed strategies in education by end of year 1, 16 (total) by end of year 2. 6. By end of year 1 and continuing into year 2, instructors who are trained in trauma informed strategies express lower rates of instructor frustration on semesterly satisfaction surveys as compared to those who have not completed training. 7. Maintain a high success rate (>80% of students receive a C or better in classes) each year. 8. Graduate 3 students with an associate’s degree by end of year 2. 9. Document best practices in financial aid outreach, student support and trauma informed pedagogy in Pu‘uhonua handbook to be developed by end of Year 2. 10. Decrease recidivism for program participants by at least 20% post-project. Number of participants to be served will be >94. Number and location of proposed sites will be 2: Women’s Community Correctional Center in Kailua, HI and Halawa Correctional Facility in Aiea, HI. (Both are O‘ahu.)

Applicant Name: University of Hawaii

PR Award Number: S362A230011

Funding Amount: \$834,009

The Kūlia Support-Mohala Project (KSM) at the University of Hawai‘i (UH) at Mānoa proposes to address the needs of at-risk Native Hawaiian (NH) youth by intensively supporting them to overcome pandemic-related learning losses and develop the skills and habits needed to achieve success in postsecondary education (PSE). In partnership with the UH Community College (UHCC) System, the project will enhance and expand the successful Kūlia Support Project (KSP) model, which promotes self-determination and the acquisition of academic, socio-emotional, and life skills necessary for a successful transition to PSE and subsequent quality employment. KSM's proposed culturally responsive framework prioritizes the unique needs of at-risk and underserved youth, particularly those who faced challenges transitioning to PSE from secondary education or those who have been impacted by justice involvement or homelessness. KSM will provide a comprehensive range of academic and non-academic support to at-risk and underserved youth, including adaptive coaching, college and career development training, financial literacy education, and financial assistance. With its culturally responsive approach, KSM will empower these students to achieve their academic and career goals and unlock their full potential. Building upon the successful implementation of KSP in the UHCC system and in partnership with community organizations, KSM is poised to have an immediate and long-lasting impact on the capacity of at-risk and underserved youth to successfully transition to PSE. Objective 1: Build Partnerships to Develop Support Capacity to Address COVID-19 Impacted Gaps in Learning and Non-learning Areas Objective 2: Develop and Deliver Professional Development and Technical Assistance to Support Transition to PSE Objective 3: Implement and Test Coaching Strategies and Activities for Outcomes Objective 4: Deliver Project-wide Scope and Sequence of Aligned COVID-19 Academic, Cultural, and Socio-emotional Supports Objective 5: Determine Effectiveness of Delivery of Outreach Strategies Objective 6: Plan for Sustainability and Statewide Dissemination within UHCC System. The project will support 35 NH youth to transition to PSE and 65 NH students to succeed in community college during the project period. Information sessions for career development will be provided to 150 youth. Professional development activities will be provided to about 200 professionals or student employees in K-12 or PSE. Number and location of proposed sites will be three Hawai‘i community colleges statewide.

Applicant Name: Kula no na Po'e Hawaii

PR Award Number: S362A230036

Funding Amount: \$765,385

The Kukalahale Learning Project II (KLP II) is a community-centered approach to provide school-based and community-based support for underserved Native Hawaiian students (and their

families) from Pre-K to 12 and young adults, providing wraparound services and academic support to address the pandemic-amplified disparities that exist despite many efforts to create, sustain, and expand culturally relevant programs and approaches that reduce the burden and promote resiliency during the COVID-19 pandemic. Kula no na Po'e Hawai'i (KULA) is a Native Hawaiian community-based 501c3 nonprofit serving the Papakōlea Hawaiian Home Lands in Honolulu on the island of O'ahu, since 1992. KULA builds upon its previous work to offer KLP II. KLP II programs explore culturally related themes incorporating the Hawaiian language to address the needs of students and their families with in-school, afterschool, weekend academies, and various family literacy opportunities incorporating Hawaiian values to develop, strengthen, restore, and sustain, to the greatest extent, factors needed to reduce or eliminate academic risk to ensure Native Hawaiian students are on their path to academic success. Our foundation is our Hawaiian culture and historically rich traditions and the strengths of Kanaka' Ōiwi. A whole-person community-based approach focuses on educational needs by offering expanded learning opportunities with particular attention given to our residents to strengthen their sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawai'i (BREATH). Reading and Literacy are to be addressed in K-3 at Lincoln and Pauoa Elementary School and in the Lamakū Program (K-5) and Jr. Leader (6-12) in Hawaiian and English with intergenerational programming for the Papakōlea Hawaiian Homestead is in Honolulu on the island of O'ahu. KULA will serve approx. 705 underserved Native Hawaiian children/youth (their parents and teachers) among the 2725 students enrolled within metropolitan Honolulu's public school Roosevelt complex comprised of Lincoln and Pauoa Elementary, Stevenson Middle, and Roosevelt High Schools from September 30, 2023, to September 29, 2026. All activities are consistent with the needs of our community as defined by our community for an increased sense of BREATH to be achieved at the end of the KLP II Project.

Applicant Name: Educational Services Hawai'i Foundation

PR Award Number: S362A230070

Funding Amount: \$439,260

The 'Imi 'Ike Learning Centers Project aligns with Absolute Priority 1- Native Hawaiian Education Activities, as it addresses the following components: 1) (c) Activities that enhance beginning reading and literacy in either Hawaiian or the English language among Native Hawaiian students in kindergarten through third grade, and assistance in addressing distinct features of combined English and Hawaiian literacy for Hawaiian speakers in grades 5 and 6; 2) (d) Activities to meet the special needs of Native Hawaiian students with disabilities; and, 3) (l) Other activities, consistent with the purposes of the title VI, part B of the ESEA to meet the educational needs of Native Hawaiian children and adults. The Project meets Competitive Preference Priority 1: Native Hawaiian Education Priority Activities, and Competitive Preference Priority 2: Addressing the impact of COVID-19 on Students, Educators, and Faculty. Number of participants to be served will be 300 Native Hawaiian Youth. Number and location of proposed sites will be 3 Project operated

sites located in Mō'ili'ili, Waipahu, and Hilo, as well as distance learning statewide. Satellite sites will be developed as needs require. Project Objectives and Activities: 1) 80% of students whose learning plan targets reading or math and who attend consistently (with an attendance rate of 90% or better), will show improvement in reading or math performance by at least the expected growth rate as measured by the NorthWest Evaluation Association (NWEA) normed data. 2) 90% of students whose learning plan targets reading or math and who attend consistently (attendance rate of 90% or better), will demonstrate mastery of targeted skills by scoring at least an 80% on informal curriculum based assessments and as measured by Renaissance Learning's Freckle Differentiation platform. 3) 90% of students who participate consistently (attendance rate of 90% or better) in individualized instruction or group programs will demonstrate understanding of the Nā 'Ala 'Ike-Cultural Pathways and demonstrate related skills and competencies through Project developed surveys or in a manner of their choosing. The 'Imi 'Ike Learning Centers provides intensive academic support and culture-based and community-based group enrichment programs for Native Hawaiian Youth, currently or formerly in foster, kith, kinship, shelter or residential care. Activities include baseline and annual standard-based testing, interim assessments, development of student learning plans, intensive academic instruction in reading, literacy and math utilizing curriculum and resources individually selected to meet the needs of each student, guided homework support, specific course-work support, culture-based and community-based group enrichment activities, and extended school year all day programs during all school breaks.

Applicant Name: Supporting the Language of Kaua'i, Inc.

PR Award Number: S362A230001

Funding Amount: \$359,154

The Kawaikini Curricula and Teacher Pedagogy project is designed to strengthen and deepen the achievements of Manokalanipo, a place-based cultural project at Kawaikini NCPCS leading to growth in academic excellence. It incorporates a problem-solving approach to deepening understanding of place-based curricula in relationship to State standards. The project addresses the needs of Native Hawaiian children (f) including the creation of Kauai-specific, culturally appropriate materials in the Hawaiian language, (g) professional development activities for educators to transform teachers' pedagogy in place-based projects as well as involvement of the community, all to increase student engagement, sense of identity, and academic achievement. This is achieved through a multi-pronged strategy with three underlying goals: 1) to increase student engagement and build a sense of identity (and hence academic achievement) by exposing them to rigorous curriculum that is deeply rooted to their communities. 2) to transform teacher pedagogy by increasing understanding of and skills in teaching PBCP 3) to make available standardized and consistent teaching curricula by developing and creating Kauai based culturally appropriate Hawaiian language curricula and materials. The immediate focus of Kawaikini Curricula and Pedagogy Project will be serving 52 students in grades 5 to 8 and their 4 teachers and their curriculum team, including a cultural education specialist. However, once created, piloted and reviewed in Year 3, the materials will have a long shelf life as they will be utilized and be a resource for subsequent students and teachers over

many years, thus providing much needed consistency to the school's curriculum. In addition, the project will produce at least 32 materials available for Hawaiian language instruction— curricula and assessment over three years for grades 5 to 8 focused on two moku (large land districts) (Competitive Preference Priority 1d). Once created, reviewed and printed, Kawaikini NCPCS plans to reproduce and make the material available to future students (additional 162) all schools on Kaua'i and their relevant grades as well as all immersion/ charter schools on the other islands that are interested. Thus, the award and curriculum created will benefit not only students at Kawaikini NCPCS school but will also be a valuable resource to teachers in other schools and have a wide impact on student achievements throughout Kaua'i and Hawaii. Simultaneously, the teachers, project coordinator and other relevant staff will participate in professional development training, coaching, and co-teaching over the three years (Competitive Preference Priority 2b). Transformed pedagogy, culturally relevant, standardized materials and community engagement will lead to stronger student engagement and higher academic success. Number and location of sites will be Kawaikini New Century Public Charter school, in Kauai Hawaii.

Applicant Name: Consortium for Hawai'i Ecological Engineering Education

PR Award Number: S362A230051

Funding Amount: \$437,730

Ke Ka'a 'Enehana brings Hawaiian culture-based STEAM (Science, Technology, Engineering, Arts, and Mathematics) education to middle school Native Hawaiian students in remote and rural communities of Hawai'i in Kohala, Hilo, and Wai'anae by utilizing mobile vehicles equipped with educational technology to increase STEAM knowledge and place-based learning resources (Absolute Priority 1f, Competitive Preference Priority 1bc). Program activities include 1) culture-based curriculum delivery with the development and implementation of 15 units of culture-based curricula 2) immersive out-of-school education through field trips, after school programming, and intersession/ summer field days; 3) mentorship and aid to teachers through workshops in Native Hawaiian culture and project/place-based pedagogy that embeds trauma-informed care and socioemotional learning (Competitive Preference Priority 2a); and 4) STEAMobile workshops hosting 27 Ka'a Enehana (STEAMobile) events to introduce educational resources to students, families, and community members. Objective one: Increase student knowledge of STEM and ELA content as aligned to the Common Core and NGSS standards by adapting and delivering integrated culture- and place-based curriculum that is taught through Native Hawaiian traditions and practices. Outcome/Measure: (a) Create 15 trauma-informed, standards-based STEM/ELA units that

integrate Native Hawaiian culture into place and project-based learning. Each unit will have a statistically significant ($p < .05$) increase in average knowledge gain; (b) 75% of students and facilitators served indicate that they agree or strongly agree with the statements on the project satisfaction survey; objective two: Increase place-based learning resources to students, schools, and community partners through summer and intersession field trips and demonstrations.

Outcome/Measure: (a) Statistically significant ($p < .05$) pre-post improvement in average on Social Cohesion survey; (b) 30-40 middle school educators receive; (c) 900 students and faculty served in three years.

Applicant Name: University of Hawaii

PR Award Number: S362A230008

Funding Amount: \$916,211

Alanui a Hōkūlani Project is proposed under Absolute Priority 1- Native Hawaiian (NH) Education Activities (activities for students with disabilities (SWD) and gifted and talented (G/T)

students; develop a NH culture-based, academic and work-based learning (WBL) program, in science, technology, engineering, and mathematics (STEM); provide professional development

for in-service educators and training for employers and ‘ohana; provide activities to enable NHs

to enter postsecondary pathways. It also intends to address the needs of at-risk youth and fields

in which NHs are underemployed (Competitive Preference (CP) 1) and the pandemic impact

on students and educators (CP 2), esp. SWD, G/T, and low-income students experiencing greater

learning loss, limited parental access to resources and supports, and insufficient educators’

professional development. The goal is to address these challenges and increase NH youths in

postsecondary STEM pathways by: (1) developing a tiered intervention program; (2) integrating up-

to-date technology; (3) providing training for educators, ‘ohana, and employers; (4) organizing

community outreach activities, and (5) creating a resource center for NH youth. Activities will build

upon the Hōkūlani model (S362A200035) and use Renzulli Enrichment Triad Model for tiering the

intervention based on students’ readiness and interest. Tier 1 offers mentoring lessons, hands-on

science, college campus tour, and service learning during summer to deepen interest in STEM fields

and build scientific thinking. Tier 2 offers college transition lessons, WBL, internship, and hō‘ike

each semester to develop students’ skills and Hōkūlani mindset. Tier 2 enables students to earn dual

enrollment course credits. Tier 3 offers individualized WBL with employers and mentors,

individualized guidance on college essay and scholarship application, and summer bridge activities

for college transition over a school year. We will train in-service teachers, mentors, employers, and

‘ohana, using accessible materials and locations for inclusion of SWD having potential in STEM. To

increase interest, outreach activities will be conducted in collaboration with NH organizations. Our

resource center will collect relevant STEM and internship information to disseminate. The current Hōkūlani Community of Practice membership will be expanded. Project Design: I-Development & Preparation (10/23-2/24): (1) expand the COP; (2) develop a tiered Hōkūlani model; (3) integrate up-to-date technology; (4) establish a dual enrollment course; (5) secure employers; (6) develop educator trainings; (7) develop an employer training; (8) expand ‘ohana sessions; (9) organize outreach activities; and (10) launch a resource center. II-Intervention (3/24-7/26): (11) recruit and train mentors, teachers, and employers; (12) recruit students; (13) implement student programs; (14) provide ‘ohana sessions; (15) provide outreach activities; and (16) run a resource center. III-Sustainability Plan & Dissemination (1-9/26): (17) evaluate the program; (18) develop a sustainability plan; and (19) disseminate products and findings. A quasi-experimental study will be conducted to address the research questions: To what extent and how does the tiered Hōkūlani model contribute to intended outcomes? What factors differentiate the program effects and how? Target: 580 community members outreached, 410 students and 90 parents directly served. Sites: 6 college campuses and 18 local STEM worksites.

Applicant Name: Partners in Development Foundation

PR Award Number: S362A230075

Funding Amount: \$1,897,291

Kī‘apu Career and Technical Education for Justice-Involved Youth, submitted by Partners in Development Foundation (PIDF), a comprehensive and unique initiative aimed at tackling educational disparities faced by Native Hawaiian (NH) youth that are justice-involved or at-risk. The innovative project blends career and technical education and training with a strong emphasis on Hawaiian values and culture. It draws upon practice-based evidence and research showing the benefits of providing at-risk or “opportunity” youth (OY) with valuable vocational skills, training opportunities, and support that lead them to complete their secondary education requirements and earn higher wages. It recognizes the importance of engaging youth by tapping into their interests and aligning them with career pathways that offer potential for sustainable income and independent living. Through Kī‘apu, participants are guided towards career paths that are informed by local data and analysis of high-demand industries offering livable wages. These career paths often require completion of secondary education as a prerequisite for entry and advancement (unions, etc). Kī‘apu establishes partnerships with community, workforce development, and post-secondary education organizations to achieve project objectives. The project will serve a minimum of 160 to

250 vulnerable and under-served youth annually in 3 hubs located in Windward, O‘ahu, Leeward, O‘ahu and Moloka‘i Island.

Applicant Name: Ke Kula ‘O Nāwahīokalani‘ōpu‘u

PR Award Number: S362A230028

Funding Amount: \$3,900,000

Project E Kū Ka Hale, addresses Absolute Priority 2 by increasing safe learning environments to support the delivery of Hawaiian Language Medium (HLM) instruction to Native Hawaiian students attending Ke Kula ‘o Nāwahīokalani‘ōpu‘u, a HLM public charter school located in Kea‘au on the island of Hawai‘i with satellite sites located in Waimea and Wai‘anae. The school serves a K-12 student body of 614 students, of which 94% are Hawaiian or part-Hawaiian and 53% qualify for free/reduced-priced lunch. As outlined below, a total of 10 construction, repair and modernization projects will increase the functionality and quality of school facilities: Activity 1 will replace the leaking roof of the main classroom building and gym, both of which are over 30 years old and have numerous leaks and rusting. Activity 2 will modernize the 30-year-old watermain line with a new one composed of innovative materials that will ensure long-term use. Activity 3 will upgrade the school kitchen, which has outdated appliances that lack the capacity to support a growing school population. Activity 3 will also redesign the layout of the kitchen to provide a safer workflow for employees to prepare and serve school meals. Activity 4 will treat school buildings for termites, which is a necessary service for facility maintenance. Activity 5 will repair the foundational structure of classroom buildings caused by a 2017 earthquake and resolve flooding issues to provide a safe learning environment for students on rainy days. Activity 6 will replace damaged classroom ceiling tiles. Currently, there are two separate alarm systems on campus, which causes frequent communication issues between the two systems. Activity 7 will unify alarm systems across campus, which is necessary for annual fire safety inspection and monthly fire safety drills. Activity 8 will install 18 energy- and cost-effective split air condition units in classrooms that currently use outdated window-mounted A/C units. Activity 9 will repair covered walkways and breezeways to provide safe passage for transporting students to and from classes/school meal services for a campus that experiences rainy weather all year round. Activity 10 will upgrade and create new dining areas to accommodate a growing school population.

Applicant Name: Malama Honua Public Charter School Foundation

PR Award Number: S362A230042

Funding Amount: \$2,013,455

The Malama Honua proposal constructs a single classroom “pod” facility and restrooms to support our 6-8th grade students on our main campus. Number of unique students supported by this classroom annually will be 50. Number of Outdoor Education Experience person-hours completed by 6th - 8th-grade students will be 126 hours per year. Number of Participating Teachers (Support and Curr. Development) is 3. This proposal addresses Absolute Priority 2 - Native Hawaiian Education Construction: Proposes a project resulting in the construction of a classroom pod and restroom facilities on the main campus of a qualifying educational institution - Malama Honua Public Charter School. 79% of the student body is Native Hawaiian, 48% qualify for free or reduced lunch, and 65% are Waimānalo residents. The school's demographics closely mirror the close-knit agricultural community of Waimānalo where, according to the 2010 US census, 21% live at or under the poverty rate, and 69% are Native Hawaiian/Pacific Islander. This project addresses Competitive Preference Priority 1 - (D).