

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing

Keola Nakanishi

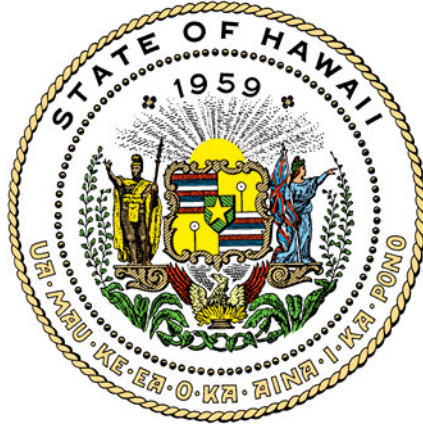
KEOLA NAKANISHI, EXECUTIVE DIRECTOR

1/7/22

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

MANA MAOLI

was incorporated under the laws of Hawaii on 03/16/2001 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: December 22, 2021

Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Mana Maoli

(Typed Name of Individual or Organization)

Keola Nakanishi

(Signature)
Keola Nakanishi

1/7/22

(Date)

Executive Director

(Typed Name)

(Title)

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Certification – Please attach immediately after cover page

1. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2021.

See attached.

2. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with [Section 42F-103, Hawaii Revised Statutes](#).

Mana Maoli declares that Mana Maoli is in compliance with Section 42F-103, Hawaii Revised Statutes.

3. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to [Section 42F-102, Hawaii Revised Statutes](#).

Mana Maoli's grant will be used for public purpose, education, pursuant to Section 42F-102, Hawaii Revised Statutes.

II. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;

Mana Maoli was founded in 1999 by educators, artists, musicians, cultural practitioners, community organizers and families who shared a common vision of preserving and nurturing native Hawaiian culture in local communities, while also encouraging positive systemic change through shared resources.

MM has served Hawaiian culture and community-based Charter Schools and supported high caliber musicians, engineers and videographers for over 20 years, as they work together to preserve and perpetuate Hawaiian culture in high quality audio and video productions.

The MMP (Mana Mele Project) became official in 2013 when grant funding for the project became available, but the foundation of the program was in place by 2001, when Mana Maoli began bringing artists to visit charter schools and connect with, inspire, and guide Hawaiian youth. The much increased demand among partner schools for music and audio engineering mentorships grew out of this. Thanks to many generous volunteers over the years - from high-profile artists to school staff investing their personal time to those coordinating everything behind the scenes - artist school visits, audio recordings, music classes, and expert-led mentorships became accessible to charter school students who might have never gotten the opportunity or exposure to a different reality otherwise.

Since 2013, 155 curriculum modules have been developed by experts in the field of education. Over 300 music and multimedia professionals have shared their wisdom and inspiration with our students. More than 256 expert-led Knowledge Resource Products have been produced and many of those have been shared with the public.

2. The goals and objectives related to the request;

Project Goal: MM will develop and implement a culture-based digital storytelling program for NH (Native Hawaiian) youth, ages 5-18, to give them the skills and knowledge to perpetuate the cultural traditions of their ancestors and succeed in the creative economy of Hawai'i.

Objective 1 – Hana: By the end of the 12th month, 50 Hawaiian Charter School students, ages 5-18, will demonstrate an annual 10% increase in their Mana Mele Skills on the MMP assessment.

Objective 2 – Hō'ike: By the end of the 12th month, 50 NH students, ages 5-18, will produce 5 creative products and performances (audio recordings, videos, public performances) of high quality as assessed and affirmed by mentors, community members, and a worldwide audience.

3. The public purpose and need to be served;

The public purpose is education. The Native Hawaiian (NH) communities have a need to be served. NHs are underrepresented in the Creative Industries and media (Smith 2016, Pieper).

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. Recognizing this vibrant economic activity, the Hawai‘i Department of Business, Economic Development, and Tourism (DBEDT) 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. Despite this rapid growth, NH remain underrepresented in the CI in Hawai‘i.

Lack of representation of both Hawaiian people and creative products made by Hawaiians, limits how youth understand what is possible for them and how they see their future, both academic and professional. So many NHs do not even consider entering the creative industries path (Leavitt 2015), which prevents Hawaiians from being creators and leaders in the CI, as envisioned by the community. Mana Maoli hopes to be a change factor in this dynamic such that there is more representation of NH in CI and media career fields.

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 Mele Project (MMP) 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). Thus, Mana Maoli can help fill this gap of underrepresentation of NH in the CI.

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). STEM careers are another area where Mana Maoli can help fill the gap.

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). Thus, NH have a need to be served in the area of education.

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, MMP 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). Focusing on HCS seems to be a promising approach to reach NH youth.

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 Mele Project will serve an estimated 50 youth and alumni of 11 schools on the islands of O‘ahu, Kaua‘i, and Hawai‘i. All eleven are Hawaiian culture-based charter and immersion schools. Partner school student demographics differ notably from state averages. 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 MMP 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.

4. Describe the target population to be served; and

The target population to be served are Hawaiian Charter School students, ages 5-18. MM partners with 11 Hawaiian Public Charter schools in total for this project. On average, the student population is 78% NH (Native Hawaiian) (ranging from 55% to 100% NH across the partner schools), 12% of whom are served through IEPs (Individualized Education Programs), (ranging from 3% to 45% of students with IEPs and 504 plans by partner school), and 65% of whom receive free or reduced lunches (ranging from 34% to 100% by partner school). As mentioned previously, focusing on Hawaiian Charter School students seems to be a promising approach to reach NH youth.

MM partners with 11 Hawaiian Charter Schools across 4 islands, each bringing their unique place, culture and strengths-based approach to applying project themes and services, and an immense amount of resources, knowledge and support toward achieving project outcomes. Each school has committed to host project activities, utilize their networks for recruitment and announcement of opportunities, decision making, and varying ranges of in-kind contributions. Administrative staff will work with MM’s Program Leadership Team to assist in program outreach, provide on-campus oversight of classes and mentorships, coordinate project activities, and provide reporting data as needed. With this strong partnership between MM and Hawaiian Charter Schools, MM will be able to serve the target population.

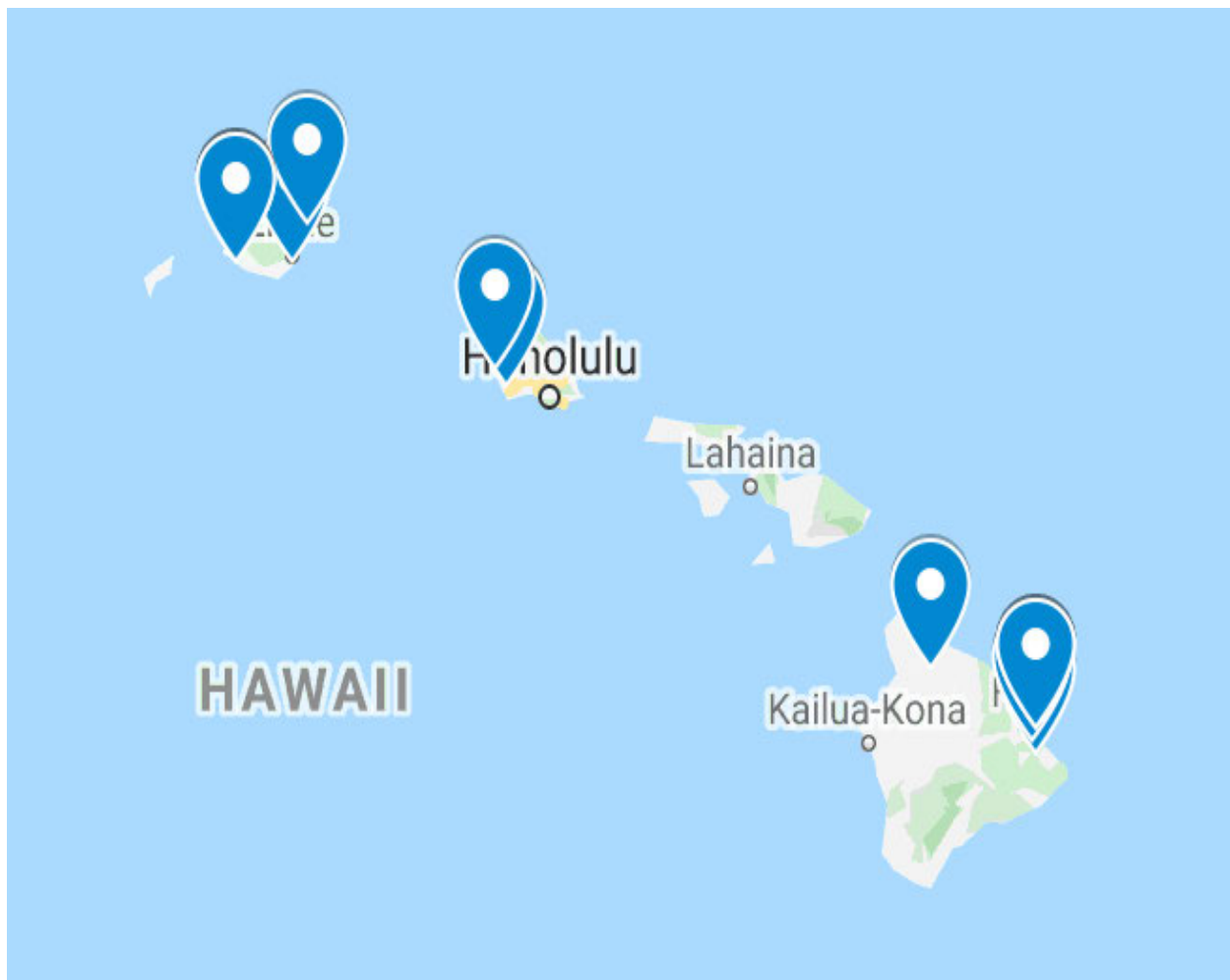
5. Describe the geographic coverage.

Located on O‘ahu island at 1202 Prospect Street in Honolulu, Mana Maoli will implement the MMP by working with 11 schools on 4 islands: O‘ahu, Hawai‘i island, and Kaua‘i (Ni‘ihau students are served in our Kekaha partner schools). The 11 partner schools are listed as follows:

Kawaikini PCS
 Kanuikaponu Charter School
 Ke Kula Ni‘ihau o Kekaha
 Ka Waihona o Ka Na‘auao
 Kula Aupuni Ni‘ihau A Kahelelani Aloha
 Kamaile Academy
 Ke Kula ‘O Nāwahīokalaniopu‘u
 Kanu O Ka ‘Āina
 Kua O Ka Lā
 Ka 'Umeke Kā'eo

Ke Ana La'ahana

The following map image shows the geographical distribution of these schools across the Hawaiian islands. Four schools are located on the northwest (Anahola), southwest (Kekaha), and southeast coasts (Puni) of Kaua'i island. Two schools are located on the west coast of O'ahu island (Nānākuli and Mākaha areas). Four schools are located on the west coast of Hawai'i island (Hilo and Kea'au) and one is located on the north coast of Hawai'i island (Waimea). As mentioned previously, Ni'ihau students are served in our Kekaha partner schools, thereby serving a wide geographical area. Also mentioned previously, Hawaiian Charter Schools (HCS) have the highest concentration of NH and "at-risk" youth - thus, the geographic coverage at these schools ensures that Mana Maoli will reach the target population and is in the areas that have the highest need to be served.



III. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

Scope of work: Develop and implement a culture-based digital storytelling program for NH (Native Hawaiian) youth, ages 5-18, to give them the skills and knowledge to perpetuate the cultural traditions of their ancestors and succeed in the creative economy of Hawai'i.

Tasks and Responsibilities:

- Conduct Strategic Planning
- Establish year-long classes and mentorships
- 15-25 Hours of Professional Development per instructor
- Curriculum modules established and piloted
- Product or performance projects identified, based on students' skills and interests
- Coordinate mobile studio recording visits
- Coordinate artist visits

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

July 2022: Project Team Meetings, Mini-Retreat, Interviews, Research & Analysis, Planning, recruitment, coordination, scheduling, professional development

Mid Aug 2022: Teach music, sound engineering & video skills (interest-based)

Sept 2022: Draft, Review, & Finalize Strategic Plan

Oct 2022: Skillbuilding, research & practice related to Knowledge Resource Products (KRP) & school-level recording; end of semester assessment via hoike performance for families, schoolmates & community

Jan 2023: Continue skill building and prep for KRP

Mar 2023: Youths working with mentors start & complete post production for the KRP; devise & begin implementation of marketing plan with assistance from PR firm (pre-release phase)

June 2023: Prepare for premiere of KRP; Mentors & youth complete implementation of marketing plan with assistance from PR firm

Backup Plan: Plan for the real possibility of completing all of this virtually should the COVID pandemic continue.

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

We consider monitoring and evaluating the activities and status of implementation of the Strategic Plan to be as important as laying out our issues and goals. We will ensure that Mana Maoli follows the direction established during strategic planning not only to accomplish the goals we envision but also as a means of learning how to better manage as we go.

This plan will formulate the basis for an annual joint review by the staff and the Board of Directors to continue our common understandings of our vision, programs and activities. The Executive Director(s) for Mana Maoli will be responsible to bring to the joint review *Implementation Completion Reports* for each Goal. The *Implementation Completion Report* will be completed at fiscal year--end by the accountable program manager for each goal and will include the following sections:

- Goals charts from the Plan with a statement of progress for each benchmark that was to be achieved during the reporting period.
- Accomplishments relevant to the overall Goal.
- Challenges in the past year and any resulting expected challenges for upcoming years.
- Lessons learned and recommendations for revision to objectives or activities.

With the information provided by program staff in their reports, the Board of Directors will evaluate results and impact of the program goals by asking the following key questions.

1. Are goals and objectives being achieved or not?
2. Will the goals be achieved according to the timelines specified in the plan? If not, then why?
3. Should the deadlines for completion be revised?
4. Do personnel have adequate resources (money, equipment, facilities, training, etc.) to achieve the goals?
5. Are the goals and objectives still realistic?
6. Should any priorities be changed to put more focus on achieving the goals?
7. Should any objectives be changed?
8. What can be learned from our monitoring and evaluation in order to improve future planning activities and also to improve future monitoring and evaluation efforts?

Results of this evaluation will be documented and updates to the Strategic Plan will be made where required. In cases where changes are needed, documentation will include

the impetus or reason for the change, the changes to be made (with clearly stated replacement objectives, indicators, and benchmarks), and any dissemination mechanisms that will be employed to notify relevant staff, partners or other stakeholders.

MMP staff will keep record of quantitative data and qualitative evidence of artistic and educational growth to evaluate the project, including: standards-based student pre-/post-tests, multimedia audio/ video recording products and logs. This will ensure quality assurance.

Formative assessments utilized by the project and it's instructors/mentors include but are not limited to: student learning journals, mentor records noting observations and progress, instructor feedback and evaluation forms, and community-based ho'ike feedback forms (ho'ike is an authentic performance-based assessment of student learning).

Means of Measurement for MMP Evaluation

The MMP will use the following evaluation instruments:

Objective 1 – Hana: By the end of the 12th month, 50 Hawaiian Charter School students, ages 5-18, will demonstrate an annual 10% increase in their Mana Leo (MM) Skills on the MMP assessment.

A pre- and post-assessment specific to the MMP curriculum and program will be used to track progress of outcomes. This instrument will clearly demonstrate any increase in knowledge, skills, and understanding for individual project participants, including the following core academic content areas, which will be integrated throughout the MMP Hawaiian culture-based CI preparatory curriculum:

- **Social Studies and Language Arts** – Hawaiian history, language, culture, musical traditions, instruments, NH musicians and activism, collaborative storytelling and songwriting, methods and techniques to record and document traditional knowledge from elders, and the basics of the music business
- **Mathematics** – Budgeting time and money for a project, sequencing and pattern recognition, practical audio and video math applications, calculating drive space, file sizes, beats per minute, frequency charts
- **Science and Technology** – Audio engineering, video capture and editing, social media campaigning, physics of sound and waves, use of state-of-the-art audio and video recording equipment in MM's mobile recording studio.

The MMP assessment also covers CI content knowledge, and interpersonal soft skills (such as collaboration, leadership, communication, problem-solving, work ethic, adaptability, and self-awareness) essential to success in the industry, presentation and storytelling skills, and *mana kūpuna* (awareness and understanding of the powerful voices and presence of elders and ancestors) that will be integrated throughout the learning experiences and mentorships of the “Hana” activities (Objective 1) of the MMP.

The MMP pre- and post-assessment issued to all project participants will consist of a mix of open-ended questions, and conventional convergent questions, which will allow MMP mentors to gauge the depth of students' baseline knowledge, tailor classes to student learning needs, and assess progress of knowledge and skills. The open-ended answers will allow MMP

instructors and staff to see how well participants are able to articulate their knowledge in writing. The post-assessment will be administered incrementally, after students finish a new lesson or unit. This pre-/post- assessment tool will be triangulated with reflection logs of students and qualitative observations by their mentors and instructors to strengthen the validity and reliability of all project findings, and to inform a process of continuous program evaluation for ongoing improvements, based on actual MMP learner and educator needs.

Objective 2 – Hō‘ike: By the end of the 12th month, 50 NH students, ages 5-18, will produce 5 creative products and performances (audio recordings, videos, public performances) of high quality as assessed and affirmed by mentors, community members, and a worldwide audience.

The quality of final products and performances will primarily be assessed by a **Mana Mele performance and product assessment rubric**, which will be developed and customized to specific performances (singing, playing a musical instrument), and products (video or audio production). A musical performance will be assessed on tone quality, performance of notes and rhythms, picking and strumming technique, placement of fingers, and complexity of the piece performed. A vocal performance will be assessed on tone quality, expression and style, pitch, rhythm, and diction. A group performance will be assessed on group collaboration and harmony, voice quality and projection, posture and stage presence, lyrics, and chords. These rubrics will be adaptable for use with audio and video recordings.

In keeping with a central focus of the MMP, rubrics will include assessment criteria for adapting and documenting *mana kūpuna* (powerful presence of elders and ancestors), while giving an array of options for the audio, visual, kinesthetic, musical and artistic learners, to demonstrate this ancestral knowledge. Rubrics will have a uniform grading scale - each rubric category and the cumulative final score will be rated from 1 to 4 points (below, approaching, meeting or exceeding the standard or expectation).

Mentors will use such assessment rubrics to gauge the quality of an authentic performance or product, and are encouraged to invite peers, family and community members, and the students themselves to do the same. This allows youth participants to receive feedback on the complexity of storytelling or other creative skills involved, integration of Hawaiian language and cultural components, use of appropriate practical skills, techniques and technology, and completeness. Guided by these rubrics, mentors and students will engage in reflective discussions of final products and performances to reach a collective determination of quality.

Among the 5 products and performances produced, youth and mentors will select 1 to be shared to a wider audience online, based on the results of MM performance and product assessment. These results create space for iterative, experience-based discussions engaging mentees in calculated predictions of how well a product will perform in a worldwide release, and what social media outreach strategies might be implemented to enhance this global reception. For these select products, **social media campaign results** will provide additional real-life feedback to student participants.

Thus, the aforementioned mentor assessment forms and rubrics will serve as the primary measure of quality for products and performances. As a secondary measure for products and performances selected to be shared to a wider audience online, we will utilize social media platforms and other online metrics to collect data on views, reach, and compile qualitative comments from a worldwide audience. Previous experience has shown that this two-fold approach to analyzing products and performance (both mentor assessments and social media

metrics) provide meaningful indicators of product quality as determined by both mentors and the broader public.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

The Mana Maoli project will report on two measures of effectiveness:

- **Student Skills:** Participating students will increase their Mana Mele Skills by 10% on the MMP (Mana Mele Project) assessment
- **Student Production:** Participating students will increase production of creative products and performances (audio recordings, videos, public performances) by at least a quantity of 5

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds (Link)
 - b. Personnel salaries and wages (Link)
 - c. Equipment and motor vehicles (Link)
 - d. Capital project details (Link)
 - e. Government contracts, grants, and grants in aid (Link)

See attached.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2023.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
25436.25	25436.25	25436.25	25436.25	101,745.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2023.

Hawaii State Foundation for the Culture and the Arts
National Endowment for the Arts

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

According to our 990s, we have not applied for nor been granted any state or federal tax credits. We also do not anticipate applying for or receiving any state or federal tax credits.

4. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2023 for program funding.

See attached.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2021.

121,229.94

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: Mana Maoli

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	72,592	677,144		
2. Payroll Taxes & Assessments				
3. Fringe Benefits		133,836		
TOTAL PERSONNEL COST	72,592	810,980		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island		27,064		
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies		58,357		
7. Telecommunication		7,716		
8. Utilities				
9 Contractual - Music & Multimedia Instructors	29,153	231,066		
10 Vehicle & Gear Protection/Compliance		3,394		
11 Program Subscriptions & Fees		22,086		
12 Evaluation		2,500		
13 Mobile Studio Services		7,736		
14 Accounting Contract Services		10,800		
15 Volunteer/ Artist Stipends		38,800		
16				
17 Indirect Costs		122,050		
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	29,153	531,569		
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	101,745	1,342,549		
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	101,745	Keola Nakanishi 808-295-6262		
(b) Total Federal Funds Requested	1,342,549	Name (Please type or print) Phone		
(c) Total County Funds Requested		<i>Keola Nakanishi</i> 1/7/22		
(d) Total Private/Other Funds Requested		Signature of Authorized Official Date		
TOTAL BUDGET	1,444,294	Keola Nakanishi, Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES Period: July 1, 2022 to June 30, 2023

Applicant: Mana Maoli

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Mobile Studio Services Coordinator	0.25	\$91,520.00	13.64%	\$ 12,479.67
Executive Director	0.25	\$67,080.00	32.56%	\$ 21,839.91
Lead Program Instructor	0.25	\$72,800.00	10%	\$ 7,280.00
Lead Videographer/Instructor	0.25	\$87,360.00	20.00%	\$ 17,472.00
Oahu Project Coordinator	0.25	\$57,200.00	14.18%	\$ 8,112.10
Kauai Project Coordinator	0.25	\$57,200.00	9%	\$ 5,408.26
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				72,591.94
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

Applicant: _____ Mana Maoli _____

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	0
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				0

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	0
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				0

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2022 to June 30, 2023

Applicant: Mana Maoli

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2020-2021	FY: 2021-2022	FY:2022-2023	FY:2022-2023	FY:2023-2024	FY:2024-2025
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						
N/A						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Mana Maoli

Contracts Total: 4,782,933

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	State Foundation for the Culture and the Arts	12/1/2020-6/30/2021	Legislature	State	13,000
2	CARES Paycheck Protection Loan	4/30/2020-6/30/2020	SBA	U.S.	52,000
3	Native Hawaiian Education Program	10/1/2019-9/30/2020	DOE	U.S.	596,378
4	City and County of Honolulu Grant-in-Aid	1/1/2021-12/31/2021	OGM	Honolulu	120,303
5	Native Hawaiian Education Program	10/1/2020-9/30/2023	DOE	U.S.	2,801,356
6	Administration for Native Americans	9/30/2020-9/29/2023	DHHS, ACF	U.S.	1,199,896
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V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

MM (Mana Maoli) has 20+ years of direct experience in culture-based education and the CI (Creative Industries). MM has demonstrated its skills and experience in education since 1999. MM has been providing the services proposed in this application since then. As described in other parts of this application, MM has received grants from ANA, NHEP and the City and County of Honolulu over the past 3 years.

MMP (Mana Mele Project) Kumu (teachers and mentors) will deliver learning experiences to support student development of Mana Mele (MM) Skills, most of which are transferable to any career. Many of these kumu are active in the CI and will serve as a link between MMP youth and other important relationships to be forged in these industries. MMP will forge a pathway for social equity in education, instilling and growing skills and knowledge—academic, technical, creative, and cultural—of predominantly NH (Native Hawaiian) and at-risk Kindergarten 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 Mele (MM) 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

Related projects for the previous 3 years related to this request:

- National Endowment for the Arts (NEA) 2017-2018
- Department of Education Native Hawaiian Education Program (NHEP) 2017-2020
- Hawaii State Foundation on Culture and the Arts 2020-2021
- Administration for Children and Families, Administration for Native Americans 2020-2023
- Department of Education Native Hawaiian Education Program (NHEP)2020-2023
- City and County of Honolulu Grant-in-Aid 2021

2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

We currently partner with and serve 11 O'ahu, Kaua'i, and Hawai'i public schools located in low-income, rural areas. Through our partnership with the schools, we have an arrangement to use the school buildings and facilities. These public school buildings and public school facilities must be in compliance with state laws, including such provisions as being adequate for educational purposes for children and also being physically accessible to persons with disabilities.

Because of the unique advantages of Hawaiian Charter Schools, students from far beyond the school's immediate vicinity will travel to attend school. Here is a list of our partner schools which serve youth from a total of 4 islands (Ni'ihau students are served in our Kekaha partner schools):

Kawaikini PCS
Kanuikaponu Charter School
Ke Kula Ni'ihau o Kekaha
Kula Aupuni Ni'ihau A Kahelelani Aloha
Ka Waihona o Ka Na'auao
Kamaile Academy
Ke Kula 'O Nāwahīokalaniopu'u
Kanu O Ka 'Āina
Kua O Ka Lā
Ka 'Umeke Kā'eo
Ke Ana La'ahana

The Mana Maoli Office currently operates from a portable at Stevenson Middle School and the storage of the video and audio editing equipment is from a classroom at Pauoa Elementary, through a facilities usage agreement with the DOE.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

Project Director, Keola Nakanishi, with a MA in Pacific Island Studies and a BA in Economics, has provided vision and efficient organizational management since founding MM in 1999 & Halau Ku Mana school in 2001, where he served as Principal through 2008. He also played an active role with Na Lei Naauao, an alliance of 12 Hawaiian culture-based charter schools, taking lead initiative on several projects, from legislative efforts and conferences, to concerts & CDs to raise awareness & support. He cultivated strong relationships while working with the leaders & educational communities of each partner school. Nakanishi will assume ultimate responsibility for oversight, and continue to be actively involved as a mentor & producer.

Lead Engineer/Instructor, Kelli Cruz, made her debut as a teacher/mentor and engineer in 2002 when she taught herself to record a group of youth performing an original song on equipment she never used before. Kelli then studied audio engineering at the Conservatory of Recording Arts and Sciences. In 2006, after an internship at the prestigious Groove Masters Studio, Kelli moved home & interned with 3 of Hawaii's top engineers. Her clients have included several award-winning artists, such as Jack Johnson, Hapa, John Cruz, Mike Love, and Jake Shimabukuro.

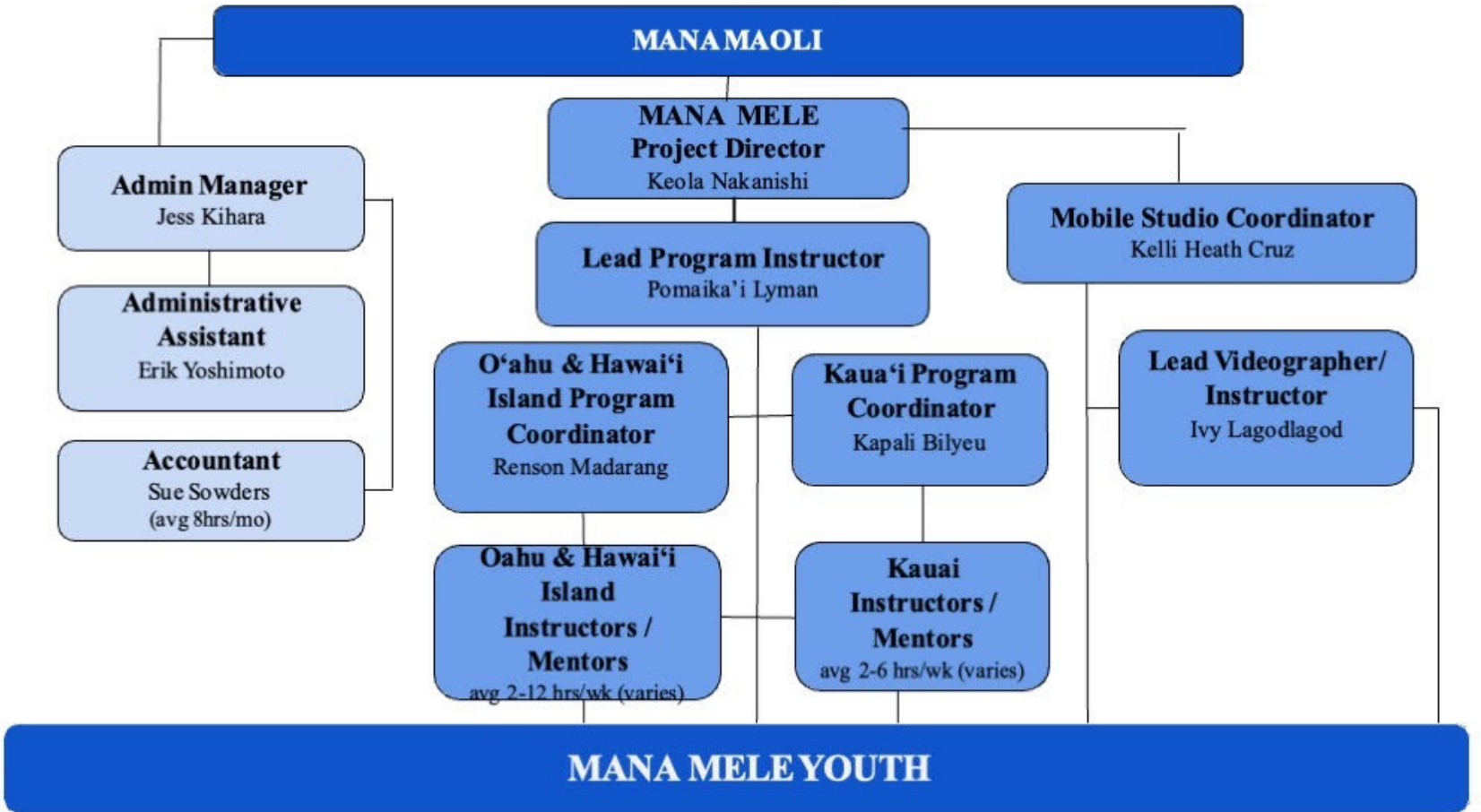
Mana Mele's Lead Instructor, Pomaika'i Lyman, is a musician, a teacher, event coordinator and business manager. She is a Substitute Teacher for the Hawai'i D.O.E.; an Instructor at Punahou School; and a Music Educator, Mentor & Artist for Mana Maoli. During the summer, she serves in an administrative capacity as the Academy Coordinator in the Performing Arts program (Kamehameha Schools). Pomaika'i served as the Director of Ho'omau O'ahu which was established to produce an annual music event benefitting Hawaiian Language Immersion Schools. In her church, she served as a volunteer auxiliary leader in various organizations & positions. She performs as an Independent Artist locally & abroad.

2. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

MANA MAOLI ORGANIZATION CHART

Project Director oversees all MM project personnel. Music, audio engineering, and videography will be lead by LPI, MSC, and LVI, respectively. The LPI provides direct training and support to all kumu, as well as leadership to the OPC and KPC, who provide coordination and curriculum support to the Oahu and Kauai Mentors and Instructors, who directly serve Mana Mele Youth. Additional targeted creative guidance is provided to the Instructor/Mentors and Youth by the MSC and LVI. LPI, OPC and KPC work directly with the PD on MMP evaluation of successes, challenges, and next steps. Oahu and Kaua'i Instructors/Mentors bring opportunities and resources to Mana Mele Youth for implementation of real-world PR, outreach and social media training and mentorships across all partner schools. The Admin Manager will work closely with the PD, Administrative Assistant, and Acct to assure sound fiscal management, facilities management, reporting, HR.



3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

[See attached.](#)

VII. Other

1. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

The applicant does not have any pending litigation to which they are a party.

2. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

Mana Maoli does not have any special qualifications to specify.

3. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see [Article X, Section 1, of the State Constitution](#) for the relevance of this question.

The grant will not be used to support or benefit either a sectarian or non-sectarian private educational institution. (Although Saint Louis School is a current partner with Mana Maoli, it will remain funded by other federal grant sources and not through this State Grant-in Aid.)

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2022-23 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2022-23, but
- (b) Not received by the applicant thereafter.

Sustainability Plan

a. If the application is received by Mana Maoli for fiscal year 2022-2023, Mana Maoli designed the MMP (Mana Mele Project) with sustainability in mind:

- Curriculum – As the program leadership team works with instructors to develop and refine curriculum modules, these products will serve many NH (Native Hawaiian) students for years to come. Moreover, 12 partner schools will be able to incorporate MMP curriculum modules into their own curriculum and programs. In this way, the MMP project can reach even more students during and after the project period. A more detailed curriculum summary, and sample modules from past projects can be provided upon request.
- Positive Outcomes – There are two outcomes for the MMP:

1. Increase in students' MM skills – The skills to be developed in the MMP were selected because of their relevance to real-world demands students will face throughout their lives. Because of this relevance, which roots project youth in their own culture and traditions, students will be able to identify opportunities for immediate application of these skills in their everyday life. When students actively use these skills it helps them retain these skills, which are transferable to any industry and thus will be used into adulthood.

2. Increase in high-quality creative products and performances – The creation and dissemination of these products addresses not only the current community condition of underrepresentation of NHs in the CI (Creative Industries), but also provide instructional examples for future participants. Community surveys have shown that videos produced by and featuring MM youth participants are extremely popular among children in Hawai'i. From parents and educators outside of MM's immediate program, MM has received feedback that past audio and video recordings are still played for enjoyment and learning experiences. Besides having a direct impact on the participants, MMP products and performances are anticipated to provide benefits for the whole community beyond this project's life.

MM has been in operation since 1999, and would not have sustained through today without strong community backing and support. MM projects are in high demand among school partners, which is evident through the feedback they share, their continued participation in MM programs, and signed letters of commitment. These school partners will provide the MMP learning space, instructional time, and access to participating students. They will support the MMP educational process and performances. These partnerships will ensure the long-term sustainability of ongoing culture-based educational projects in the community.

(b) If this application is not received by Mana Maoli after the fiscal year 2022-2023, sustainability efforts include the continuation of grant writing while decreasing dependency on grant funding and the percent of grants versus total revenue. Towards this long-term sustainability, MM continually expands its donor base and is working to attract more donors. Each year, the demand for MM fee-for-service (FFS) offerings (including live event services, audio and video studio products, and professional development programs) rises, signaling an opportunity for true sustainability, as all net proceeds from FFS activities are used to support community youth education programs. In addition, MM has an active and engaged pool of volunteers. Project alumni often come back and offer short-term mentorships to current participants, using the wisdom gained during their time in MM programs to reach the next generation. MM is confident that MMP participants, and participants from past projects, as well as volunteers, will continue this tradition of giving back and nurturing Hawaiian youth in their growth.