

Introduction

“O hānau ka moku a kupu a‘e, a lau a‘e, a loa a‘e, a a‘a a‘e, a mu‘o a‘e, a liko a‘e.

*The island was born; it sprouted and leafed, lengthened and rooted, **budded and put forth new leaves,**” Mele Hānau o Kauikeaouli*

In 2003, Liko A`e Native Hawaiian Scholarship Program (NHSP) (I) was established with the receipt of its first grant through the US Department of Education (USDOE) to serve Hawaiian students by providing higher education scholarship, college counseling, and social support including child care assistance for scholarship awardees. Its mission: to support Native Hawaiian students’ entry into and completion of a program of higher education and to sustain the cycle of improvement among Native Hawaiians through education. In late 2006, Liko A`e NHSP (II) was awarded a second grant from the USDOE, but this time with the addition of two goals: sustaining the number of Hawaiians in various degree programs and increasing those numbers of Hawaiian students “at risk” in higher education. In 2008, the USDOE again awarded Liko A`e NHSP (III) as a supplemental grant to Liko A`e II to increase the number of student’s eligible for award.

Under grants Liko A`e II and III, with an overlapping of 15 months and \$1.7M available for scholarship, 2008-12 data demonstrates that the program funded 313 associates, 392 bachelors, 151 masters, and 90 doctoral scholars for a total of 946 awards.¹ From 2008-2010 the overlapping funds fueled a 393 increase in applications from 1320 to 1713. In 2010 a drop to 1421 applications and then in 2011 another drop to 1030 continued due to the closing of Liko A`e II and a no cost extension for Liko A`e III. The national economic downturn in 2009 provided the impetus to award as many students as possible while also being conscious of lower EFC’s, higher unmet need, and larger loans. The retention and persistence rates amongst Liko

¹ Dupuis, Reshela Dr., *Project Performance Evaluation Supplemental Report: Liko A'e Native Hawaiian Scholarship Program Liko A'e III Supplemental Grant*, December 2011 pg. 5.

A`e scholars in LA II and III remain consistent in the 90+ percentile annually. A recent example of this was the latest fall 2011 grades provided from all scholars that resulted in 87%, 155 students receiving no less than a 2.8 GPA. Twelve students performed below a 2.0 GPA and all but one student moved forward into the spring semester. Liko A`e has been able to support students with financial aid via strong mentoring and support from its all Native Hawaiian staff and former Liko A`e scholarship awardees, as well as instilling a strong direction and work ethic for giving back to their Hawaiian community.

Liko A`e's past goals supported by USDOE funding have paved the way for others to mirror. Liko A`e is a small yet effective and efficient operation that understands the needs of Native Hawaiian students in all degree levels and continues to exercise flexibility to allow for greater access to all students in underserved geographic areas. The unique attributes of Liko A`e including funding for part-time and full-time, multiple deadlines, data collection efforts, counseling services, and multiple locations managed by a non-O`ahu based center has fostered increasing credibility, introducing recognized benchmarks concurrently adopted by privately funded Hawaiian scholarship programs such as Kamehameha Schools, Alu Like, and national organizations later identified in this grant that have also recognized these as best practices.

Liko A`e's success and consistent track record looks to the past to bring forth its best practices and projects into the future. Liko A`e's vision: to provide a concentrated effort continuing to build new leaders with the help of its diverse contacts, partners, and stakeholders for Hawai'i and its people. We wish to continue the path we are on of providing good service, connecting students to their dreams, and developing the virtues and sincere relationships for these scholars to build upon throughout their lives.

Need for Project

“The community service required led me to my current job as the Hawaii Foster Youth Coalition's Youth Outreach Coordinator. It feels great to be working with foster youth such as myself and actually help people make themselves better. Without this scholarship, I would not have been led to this wonderful opportunity. Also, it helped relieve the burden of financing school.” Anonymous Scholar from Program Survey December 2011.

i. Magnitude or severity of the problem to be addressed by the proposed project.

ii. Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

In this proposal, Liko A`e Native Hawaiian Scholarship Program will move from a successful macro to a more refined micro lens to address the following **competitive preferences priorities**. In order of our impact and past successes, emphasis will be placed on the following priorities, in order: **2)** Native Hawaiians underemployed; **1)** Need of At-Risk Children and Youth; and **3)** Use of Hawaiian language in instruction. These priorities are interconnected and will be focused with the intention of creating strong leaders throughout various layers in the Hawaiian community and communities at large. The project will also address priority **6)** Improving Achievement and High School Graduation Rates part **(d)** Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high need students.

In December 2010, President Barack Obama announced the United States' ratification of the United Nation's Declaration on the Rights of Indigenous Peoples. For the purpose of this document, the most significant section is Article 14 giving “indigenous peoples the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.” This article also provides for the State to provide for all levels of education without discrimination

and access to that opportunity in their own culture and language.² For many years, Native Hawaiians had a 99% literacy rate, spanning the period from the pre-occupation of the Hawaiian Kingdom in the late 1800's to well into the occupation of the Kingdom in the early 1900's. The banning of the Hawaiian language as a medium of instruction in all school systems in 1896 was the beginning of what was intended to be the end of a culture and a complete assimilation into the American way of life. In 1985, a group of Hawaiian faculty and staff gathered from all University of Hawai'i (UH) campuses. This group produced the Ka'u Report, to address the conditions of Native Hawaiian students throughout the university system. Identified among a variety of conditions of Native Hawaiians in the university system were statistical data reflecting that only 8% of student enrollments were Native Hawaiian. In 2011, Hawai'i Papa o Ke Ao, a group of Hawaiian faculty and staff was selected to research and make recommendations regarding current conditions. The 2010 report appears to indicate that Native Hawaiians now make up 23.5% of the entire university population (Table 1).

Table 1: University of Hawai'i System Hawaiian Student Enrollment

	Fall 2005			Fall 2010		
	Hawn	Total	%	Hawn	Total	%
UH Community Colleges	4,791	25,333	19.0	9,860	34,203	28.8
Hawai'i	717	2,377	30.2	1,657	3,815	43.4
Honolulu	788	4,183	18.8	1,288	4,725	27.3
Kapi'olani	836	7,289	11.5	1,677	9,301	18.0
Kaua'i	213	1,059	20.1	435	1,428	30.5
Leeward	981	5,709	17.2	2,208	7,942	27.8
Maui College	656	2,903	22.6	1,453	4,367	33.3
Windward	600	1,713	35.0	1,142	2,625	43.5
UH West O'ahu	167	858	19.5	380	1,471	25.8
UH Hilo	561	3,422	16.4	1,028	4,079	25.2
UH Mānoa	1,810	20,644	8.8	2,866	20,337	14.1
UH System Total	7,329	50,157	14.6	14,134	60,090	23.5

However, when substantiating the report totals, this group also identified the persistent

² See United Nations Declaration on the Rights of Indigenous Peoples
<http://www.un.org/esa/socdev/unpfii/en/history.html>

challenges that still plague Hawaiian students, including retention, success, continuation, and graduation challenges once the students are enrolled. Native Hawaiian students remain at a much higher risk of not completing their degrees and taking longer to complete their degrees than their non-Hawaiian peers. When one takes a look at the conditions of the educational endeavors of Hawai'i's young school children, the struggles are mirrored and systemic. Many of the struggles move with them and are further exacerbated in the college arena. Liko A'e scholar, doctoral of education candidate at the University of Southern California, and Coordinator of the University of Hawai'i Mānoa Engineering program for Hawaiian students identifies, in his paper titled *Running Head: Diversifying America's Science and Engineering Workforce*, "high family responsibilities, high job responsibilities, cultural obligations ...to be negative factors of retention and completion which relate to the inquiry of Native Hawaiian student cultural identity."³ These are factors the staff at Liko A'e and other student support programs continue to see. Admittedly, these areas seem to be and can be beyond reach at times and the attempt to address these barriers by Hawaiian faculty and staff has been met with varied degrees of success. Table 2 provided by the UH Institutional Research Office shows a large success gap between Native Hawaiians (12.3%) and their Japanese (15.3%) and Filipino (15.6%) peers. It also shows the 12% difference in continuation rates of Hawaiians (16.1%) compared to their Asian counterparts, (Japanese (28.5) Filipino (26.3)).

Table 2: Average Success Rate by Ethnicity at the UH Community Colleges

Fall 1998 to Fall 2004 Cohorts, as of 2007			
UHCC Average	13.9	20.6	34.5
Japanese	15.3	28.5	43.8
Filipino	15.6	26.3	41.9
Hawaiian	12.3	16.1	28.4

³ Ka`akua, Joshua. *Running head: Diversifying America's Science and Engineering Workforce*, October 2011. Pg. 10

An additional profile (2006-2008) from Kōkua a Puni presents the percentage of Native Hawaiian students from UH Mānoa, a school of over 20,000 students, in which approximately 1,800 Hawaiian students were enrolled. The profile tracked students over a decade and shows an increase in retention rates for Native Hawaiian students; however, their retention rates still remain significantly below that of their non-Hawaiian peers.⁴ Hawaiians also are far less likely to complete their undergraduate degrees in four years than non-Hawaiians and are far more likely to leave higher education after their first year. Only 6.6% of Native Hawaiians complete their undergraduate degrees within four years, while an additional 48.6% take longer – often much longer -- than four years, resulting in a total completion success rate for Native Hawaiian undergraduate students of 52.1% after ten years, significantly lower than the success rate for all UH students of 64.5%.

Table 3: Graduation, Retention and Success Rates at UH Mānoa

	As of 2008		As of 2007		As of 2006	
	UH Mānoa	Hawn/ Part Hawn	UH Mānoa	Hawn/ Part Hawn	UH Mānoa	Hawn/ Part Hawn
Retention Rates						
After 1 Year	78.6	73.3	78.7	72.8	78.8	72.9
After 2 Years	70.3	63.8	70.4	63.9	70.5	63.8
Within 4 Years						
Graduation	12.0	6.6	11.5	6.4	11.1	5.9
Continuation	52.9	48.6	53.7	48.6	54.8	49.6
Success	64.9	55.2	65.2	55.0	65.9	55.5
Within 6 Years						
Graduation	53.8	42.1	54.1	42.1	54.0	41.5
Continuation	9.9	9.7	10.1	10.0	10.2	10.0
Success	63.7	51.8	64.2	52.1	64.2	51.5
Within 8 Years						
Graduation	61.2	48.0	61.6	48.4	61.5	48.4
Continuation	2.9	3.0	2.9	2.9	2.9	2.9
Success	64.1	51.0	64.5	51.3	64.4	51.3
Within 10 Years						
Graduation	63.2	50.2	63.1	50.4	63.1	50.2
Continuation	1.3	1.9	1.3	1.9	1.3	2.1

⁴ Kōkua A Puni Report, p. 16

Success	64.5	52.1	64.4	52.3	64.4	52.3
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Source: Kokua a Puni: Native Hawaiian Student Profile 2010 pg. 16

http://manoa.hawaii.edu/hshk/nhss/2010_NHSP.pdf

Priority 2: The needs in fields or disciplines in which Native Hawaiians are underemployed

Hawaiian students generally seek out degrees in the colleges of arts and sciences. This is a telling sign as underperforming students in the math and science fields will not proceed to degrees focused in those areas. Predominantly, the UH Mānoa campus in the fall of 2009 and 2010 had an undergraduate enrollment of over 66% (1,386 in fall 2010) in arts and sciences degree programs. STEM-related colleges were at the bottom with 0.5% at the School of Ocean and Earth Science and Technology, and the College of Engineering and the College of Tropical Agriculture and Human Resources both tie at 5.1% or 106 and 107 students, respectively. Students in the Hawaiinuiakea School of Hawaiian Knowledge, where Hawaiian language teachers receive their teaching credentials, beat out the STEM programs with 8.2% or 171 students.

UH Mānoa Hawaiian Undergraduates by College

College	Fall 2010		Fall 2009	
	#	%	#	%
College of Arts & Sciences	1,386	66.3%	1,276	66.5%
Hawaiinuiakea School of Hawaiian Knowledge	171	8.2%	157	8.2%
College of Engineering	106	5.1%	104	5.4%
College of Business Administration	90	4.3%	90	4.7%
Col of Tropical Agriculture & Human Resources	107	5.1%	72	3.8%
College of Education	62	3.0%	65	3.4%
School of Nursing & Dental Hygiene	63	3.0%	52	2.7%
School of Architecture	34	1.7%	35	1.8%
School of Travel Industry Management	25	1.2%	22	1.1%
School of Social Work	18	0.9%	18	0.9%
Unclassified	7	0.3%	8	0.4%
School of Medicine	3	0.1%	8	0.4%
School of Ocean & Earth Science & Tech	11	0.5%	8	0.4%
School of Pacific & Asian Studies	6	0.3%	5	0.3%
Total	2,089	100.0	1,920	100.0

Source: Kokua a Puni: Native Hawaiian Student Profile 2010 pg. 12

http://manoa.hawaii.edu/hshk/nhss/2010_NHSP.pdf

Dr. Pila Wilson, Professor and Chair of the Hawaiian Language College at UH Hilo, when asked of the needs for Hawaiian language teachers noted, “an area that needs attention is teacher knowledge of content in math and science.” Currently the Boys and Girls Clubs that scholars will assist are located in high poverty areas. Paukukalo Hawaiian Homestead serves up to 280 children, ages 6-17. Of these numbers, 80% are predominantly Hawaiians, 73% are on free and reduced lunch, and 39% come from single parent households. It is the intention of the Liko A`e program to provide student scholars support and to give quality service to the students on a daily basis throughout the school year. In turn, the college age students are given financial assistance, wrap around services and community networking with potential internships that to help them achieve their career goals. This opportunity with STEM and Education scholars and the youth mentoring program will begin to address the need for STEM and math teachers.

Quality of Project Design

I. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

The Liko A`e Native Hawaiian Scholarship Program is seeking grant funding in the amount of [REDACTED] over three years to provide students of Hawaiian ancestry nationwide scholarship for their higher education degree attainment. According to multiple studies on the lower economic status of Native Hawaiians in Hawai`i, they are almost one and a half times more likely than the national average to have financial aid be a strong variable for supporting them to enroll in and continue their college career. (Makuakane and Hagedorn, 2000)⁵ (Corroborated by Kumashito, 2006)⁶ Liko A`e continues this initiative because of its important

⁵ Makuakane-Drechsel, T. & Hagedorn, L.S. (2000). Correlates of retention among Asian Pacific Americans in community colleges: The case for Hawaiian students. *Community College Journal of Research and Practice*, 24(8), 639–655.

⁶ Kumashito, K. (2006, March). Toward an anti-oppressive theory of Asian Americans and Pacific Islanders in education. *Race, Ethnicity, and Education*, 9(1), 129–135.

link to the success of Hawaiian students in college degree attainment. The following charts lay out the goals and strategies, timeline and responsibilities, and finally a logic model that will wrap up the responsibilities Liko A'e has to its students, partners, and its communities.

GOALS AND STRATEGIES

<p>GOAL 1: Provide Native Hawaiian students pursuing post secondary degrees with scholarship and wrap around support services.</p>	<p>KEY STRATEGIES</p> <p>1.1 From Years 1-3</p> <ul style="list-style-type: none"> • Scholarship information dissemination Website-List serves, Scholarship Fairs, Partner Agencies, Quarterly Newsletters, Radio, Television, High School presentations, Alumni/Scholars • Application parameters Graduate students 3.0 GPA Undergraduate 2.5 GPA • Process and Procedures Online application, Live chat, video clips, timely feedback/ reminders to applicants • Selection & Award Need & merit, priority degree areas, Island application/award equity <p>1.2: From Years 1-3 various</p> <ul style="list-style-type: none"> • Official transcripts collection • Counselor contacts (min.2x per semester) • Individual Scholar Success survey (pre/post) • End of semester grade check
<p>SMART Objectives</p> <p>1.1: By the end Year 1, increase the percentage of Liko A`e students who apply to the program by 30% and award 150 students scholarship, 50% and award 200 students scholarship in Year 2, and 70% and award 250 student scholarships in Year 3.</p> <p>1.2: By the end of Year 1, establish developed baseline assessments of Liko A`e scholars receiving 2.5 GPA or better and increase by 25% in Year 2 and 50% in Year 3.</p>	

Dr. Manu Meyer in her book, *Ho`oulu: Our Time of Becoming. Hawaiian Epistemology and*

Early Writings writes “**understanding our kuleana (responsibility) develops our human potential because it ties us to our function and our function ties us to our people. It is this sequence because we value what we must do in order to continue to steward our language, our oceans, our lands. We must because we have that responsibility. Knowing who we are, then, becomes a pre-requisite to know how best we can serve.**”

<p>GOAL 2: Develop a leadership project that will connect scholars to the communities and professionals within</p>	<p>KEY STRATEGIES</p> <p>2.1 From Years 1-3</p> <ul style="list-style-type: none"> • Youth Center Operations
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<p>their community and nation.</p>	<ul style="list-style-type: none"> • Select freshmen/sophomore tutors • Security clearance for tutors • Scholars committed schedule weekly for academic year. • Evaluate scholar and Youth Center program. Identify successes and challenges. Adjust to improve conditions for following year.
<p><u>SMART OBJECTIVES</u></p> <p>2.1 By the end of Year 1, scholars will mentor, tutor, and or organize activities for youth ages 6-16 through after school programs increasing the capacity for the youth center staff to utilize 25% of the program’s freshman and sophomore scholars in Year one followed by an increase of 25% in Years Two and Three.</p> <p>2.2 By the end of Year 1, scholars providing tutoring for after school programs will increase participating youth homework completion by 50%, 70% in Year two and 90% in Year three.</p> <p>2.3 By the end of Year 1, scholars trained to increase awareness of college opportunity to 25% incoming college bound high school students through the Boys and Girls Clubs on Maui and increases in increments of 25% in consecutive years, 25% through Youth Centers on Kaua’i in Year 2, 25% through the Youth Centers on Hawai’i Island in Year 3.</p> <p>2.4: By the end of Year 2, 25% or more graduate scholars will engage in community capacity building by participating in the Liko A'e or partner agency sponsored community presentations and 35% or more in Year 3.</p> <p>2.5: By the end of Year 1, provide access for 15% of Liko A`e scholars to participate in government and non-governmental leadership programs locally and Washington D.C, 25% in Year 2, and 35% in Year 3.</p>	<ul style="list-style-type: none"> • Pre and post survey of youth • Pre and post survey of youth’s parents • Qualitative survey of Boys & Girls Club staff regarding effectiveness of scholars • Goals, challenges, successes of scholars • Scholars to coordinate a cultural event for youth each semester. • Compile, analyze data of youth data <p>2.2 from Years 1-3</p> <ul style="list-style-type: none"> • Pre and post survey of youth • Pre and post survey of youth’s parents • Qualitative survey of Boys & Girls Club staff regarding effectiveness of scholars • Goals, challenges, successes of scholars • Scholars to coordinate a cultural event for youth each semester. • Compile, analyze data of youth data <p>2.3: Years 1-3</p> <ul style="list-style-type: none"> • Identify and recruit HS Youth attending B & G’s clubs on Maui for college success program. • Design scholar presentations to present basic financial aid/ literacy with HS attendees. • Assign scholar to HS students. • Assess challenges and successes of site. • Pre/Post Survey HS students on the effectiveness of the scholar mentorship • Disseminate findings of mentorship program. <p>2.4: Years 2-3</p> <ul style="list-style-type: none"> • Identify all graduate scholars, level of schooling, and degree program. • Compile partner sponsored conferences and potential Liko A'e calendar of events. • Provide opportunity for local presentations. • Video presentation, Newsletter highlight <p>2.5: Years 1-3</p> <ul style="list-style-type: none"> • Dissemination of information to all scholars in early selection period.

	<ul style="list-style-type: none"> • Forward potential scholar’s information to partner agencies • Liko A'e/scholar communication/reporting • Speaker series statewide.
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<p>GOAL 3: Provide community capacity building opportunity to engage community leaders from all sectors and Liko A`e scholars to network and address the needs of Native Hawaiians in fields they are underemployed in.</p> <p>SMART OBJECTIVES</p> <p>3.1: By the end of Year 1, establish the baseline assessment for scholar and professional mentor networking, increase by 25% in Year 2, and 50% by the end of Year 3.</p> <p>3.2: By the end of Year 1, establish community cultural practitioners participation with 40% of scholars, 60% at the end of Year 2, and 80% at the end of Year 3.</p>	<p><u>KEY STRATEGIES</u></p> <p>3.1.1 – 3.1.3 Years 1-3</p> <ul style="list-style-type: none"> • The AB and Partners will compile listing of professional Hawaiians in fields that Hawaiians are underemployed. • Identify scholars all degree programs • Advisory Board and Staff to develop orientation to for mentor and mentee prior to the academic year. • Establish a baseline assessment for program in Year 1. Follow up evaluations pre/post in consecutive years. • Analyze effectiveness of program and adjust for Year 2 and 3. <p>3.2: Years 1-3</p> <ul style="list-style-type: none"> • Collaborate with partner and advisory groups to compile a listing of various cultural practitioners for cultural activities. • Calendar of events to provide website posting and video opportunity to scholars to post/participate. • Build upon successes of program and incorporate cultural component into orientations and scholar speaker series.
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TIMELINE/RESPONSIBILITIES of GOALS 1-3 FOR ALL YEARS

Liko A'e NHSP Timeline Chart, Years 1-3	Quarters				Person Responsible
	1st	2nd	3rd	4th	
Activities/Tasks					
Grant applicant/fiscal agent duties					PI, Program Director (PD)
Program Planning and Coordination, Hiring. Hiring excluded in Yr. 2 & 3					PD, AD, Staff
Partner Planning and Coordination Yr. 2 Qtr 1 & 3; Yr. 3 Qtr. 1& 2					PD, AD, Staff

Satellite Center Coordination					PD, AD
Purchasing of Supplies for all sites. Yr. 2-3 as needed					Admin Asst
Advisory Board Plan, Coord & Implement Yr 2-3 Qtr Mtgs.					PD, AD
Implementation and oversight of application					PD, AD, IT Specialist
Application Deadlines-All Years					All Staff
Mkt Plan & Dissem. Yr2 Qtr 1&3, Yr3 Qtr 1&2					PD, AD, Advisory Board (AB), Partners
Monitoring, Planning, & Scholar Selection					PD, AD, Staff
Nationwide orientations all years					Island Coordinators (IC), IT specialists
Staff Professional Development, Planning, Coordination, Implementation. Yrs 2&3= Qt 1&3					PD, AD
Scholar Achievement Data collection/analysis-all yrs.					IC's
Social Network System Coordination & Implementation.					IT, IC's, Scholars
Tutoring effectiveness data collection. Yr 2-3 Qtr. 2 & 4					IC's, Partners
Financial Literacy Training, coordination, implementation. Yr.1 Maui, Yr. 2 Kaua'i, Yr. 3 Hawaii					AD, Scholars
National Leadership Program implementation. Yr2 & 3 Qts1 & 3					PD, IC
Mentors Networking, Coordination, and Implement Yr. 3 Qt. 1&2					PD, Advisory Board
Cultural Practitioner Coordination & Implementation. Yr. 2 Qt 1-4, Yr. 3 Qt. 1&3					AD, IC
Third party evaluation of program					Evaluator
Report findings to the USDOE					PD, IC
Dissemination of findings & best practices to partners and at conferences, website, newsletters					All staff & Advisory Board
Capacity Building for future-non-federal funding.					PD, Advisory Board

Logic Model for Year 1-3				
INPUTS	STRATEGIES	OUTPUTS	INTERMEDIATE OUTCOMES (6 months)	LONG-TERM OUTCOMES (12 months)
<ul style="list-style-type: none"> •Grant •Funding •Staff Offices (3) •Supplies •Advisory Group •Partners Local •Regional National •Cultural Practitioners •Mentors 	<p>•GOAL 1: Provide Native Hawaiian students pursuing post secondary degrees with scholarship and wrap around support services.</p> <p>•GOAL 2: Develop a leadership project that will connect scholars to the communities and professionals within their community and nation.</p> <p>•GOAL 3: Provide community capacity building opportunity to engage community leaders from all sectors and Liko A'e scholars to network and address the needs of Native Hawaiians in fields they are</p>	<ul style="list-style-type: none"> •# of applications •# of eligible applications •# of students selected for scholarship •# of non-traditional students •# of traditional students •# of degrees •# of CS locations •# of universities •# of STEM majors •# of Educ. Majors •# of student teachers •# of scholars working with youth •# of scholars working with natural resources •# of scholars working with other projects •# of FT/PT •# of Pell awards •# of loans •# of external awards •# of 2.5+ •# of total 	<ul style="list-style-type: none"> •Increase the percentage of Liko A`e students who apply to the program by 30-70% and award 600 students scholarship. •Increase the percentage of Liko A`e scholars receiving 2.5 GPA or better by 25-50%. •Develop baseline and yearly increases of 25% of all freshmen/sophomore scholars mentoring/tutoring in youth 6-17 in centers in Hawai`i by 25% annually. •Scholars providing tutoring for after school programs and increasing participating youth homework completion by 70%-90% in Years 1-3. •Scholars trained to increase awareness of college opportunity to 25% incoming college bound high school 	<ul style="list-style-type: none"> •Increase the percentage of Liko A`e students who apply to the program by 15-35% and award 600 students scholarship. •Increase the percentage of Liko A`e scholars receiving 2.5 GPA or better by 13-25%. •Develop baseline and yearly increases of 25% of all freshmen/sophomore scholars mentoring/tutoring in youth 6-17 in centers in Hawai`i by 13% annually. •Scholars providing tutoring for after school programs and increasing participating youth homework completion by 35%-45% in Years 1-3. •Scholars trained to increase awareness of college opportunity to 25% incoming college bound high school students through the Youth Centers on Maui, Kaua`i, and Hawai`i

	<p>underemployed in.</p>	<p>awards •# of award appeals •# of contacts •# of presentations •# of internships •# of website hits •# of videos •# of surveys •# of recommends •# of satisfied scholars •# of youth participating •# of youth homework completion •# of single family youth •# of youth poverty •#of youth receiving one on one tutoring •# of youth pursuing college •# of cultural practitioners •# of successful scholars •# of recruitment activities</p>	<p>students through the Youth Centers on Maui, Kaua`i, and Hawai`i and increases in increments of 25% in consecutive years.</p> <p>•25% or more graduate scholars will engage in community capacity building by participating in the Liko A`e or partner agency sponsored community presentations.</p> <p>•Provided opportunity for 15%-30% of Liko A`e scholars to participate in government and non-governmental leadership programs nationwide in three years.</p> <p>•Increase scholar and professional mentor networking by 50% in three years.</p> <p>•Establish community cultural practitioners participation with 40-80% of scholars.</p>	<p>and increases in increments of 13% in consecutive years.</p> <p>•13% or more graduate scholars will engage in community capacity building by participating in the Liko A`e or partner agency sponsored community presentations.</p> <p>•Provided opportunity for 8%-15% of Liko A`e scholars to participate in government and non-governmental leadership programs nationwide in three years.</p> <p>•Increase scholar and professional mentor networking by 25% in three years.</p> <p>•Establish community cultural practitioners participation with 20-40% of scholars.</p>
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IMPACT STATEMENT: *Liko A`e NHSP has produced 600 leaders in the Native Hawaiian community that have impacted their communities by taking leadership roles while having attained various higher education degrees....new global change makers are immerging annually.*

Liko A`e is fortunate to be supported by many primary agencies and diverse contacts that have similar objectives and an extended reach throughout Hawai`i and the nation. Locally, the Boys and Girls Club (BGC) of Maui will serve as a pilot program for the scholar/ youth mentoring program. The BGC program is conducting a college success program that Liko A`e scholars will be active participants. These services will be replicated after the first year statewide. Liko A`e depends upon the University of Hawai`i system schools. The system is responsible for the fiscal management and human resources of the program. All ten campuses have Hawaiian studies and or Hawaiian student services programs that provide dissemination of information and student support. The Office of Hawaiian Affairs (OHA) is a strong partner and advocate for issues concerning Native Hawaiians. This agency has provided Liko A`e funds in interim non-federally funded years to support continuous scholarship to Native Hawaiian students. The success rate of Liko A`e receiving federal funds has provided a good relationship with the Native Hawaiian Education Council who assists with the dissemination of scholarship information and reports to stakeholders statewide. Regionally, the Pacific Financial Aid Association's role has been to assist Liko A`e with current financial aid regulations, networking with financial aid professionals statewide, and providing workshops to assist staff with professional development. Nationally, George Washington University and the American University provide Native Leadership programs for Native Hawaiian students to participate in. Both programs have had limited Hawaiian participation. This is a win win for these programs. Finally, the Asian Pacific Islander American Scholarship Fund (APIASF) and the National Indian Education Association (NIEA), both located in Washington DC, service Liko A`e with

valuable advocacy, best practices, program information dissemination, and networking opportunities to reach a nationwide audiences.

Adequacy of Resources

i. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

iii. The extent to which the budget is adequate to support the proposed project.

At UH Maui College and the grant's multiple satellite locations (Hawai'i, Leeward, and Kaua'i Community Colleges) a variety of academic programs and technical equipment are available: 1) State of the art television studio with equipment to provide classes statewide via HITS; 2) high speed computing capabilities; 3) countywide cable television distribution; 4) two-year liberal arts transfer degree programs; 5) more than forty occupational-technical programs; and 6) state of the art science facility (completion in summer 2012).

In addition, UH Maui College and satellite partners' locations will provide facilities to house the Liko A'e IV centers with ample space for project personnel, computer labs, phone, printing, mailing services and internet access, utilities, computer support, and a wealth of faculty. Their capacity and experience to administer private and federal grants and scholarship through their Financial Aid Office continues to be an asset to this program keeping up with consistently changing patterns of financial aid regulations and laws while meeting all federal audit requirements.

Liko A'e IV will provide a minimum of 150 scholarships in the first year and will increase to its awards to 250 in year three. The dollar amount that students are awarded is dependent on the specific financial needs of each student. The maximum scholarship amount awarded to one student will be [REDACTED] (given to doctoral or professional degree students) in any

one year. One fellow/intern will work in the National Indian Education Association office in Washington D.C. and will be awarded [REDACTED] for the year with an additional [REDACTED] available for travel expenses. Between 2006 -2009, Liko A`e annually serviced between 5,000 and 7,000 students, scholars, families, and community members statewide. Face-to-face activities included coordinating scholarship, educational, and career fairs, high school outreach, local conferences, application workshops, and walk-in referrals at all Liko A`e sites. The website alone has received over 74,000 hits since April 2008, growing 450% between the 2010-11 application period and 2005-06. The Liko A`e name and the value of this program have successfully laid a foundation across the state. The Liko A`e III website is constantly updated and currently contains the program application and requirements, scholar highlights, present and past newsletters, contact information, and frequently asked questions. In addition, the secured database allows staff to keep track of all scholar information and contacts for each application period. Within Liko A`e III no cost extension, there has been an exploration of adding video capabilities to assist students who need help with the application process.

Liko A`e IV intends to update its model to keep up with the student population and the way in which they communicate most effectively. Social networking and video capabilities around this foundation with interactive blog and virtual classroom functions will be supported to keep students across the state and continental U.S. engaged in their communities and world. Secure site areas where scholars can interact and download privileged information will round off the I.T. upgrades. As a result, program information detailing the results of each award period, program and scholars' completed activities, and the impact the program's scholars have had on the community will provide further transparency to the USDOE and stakeholder communities. In the past eight years, Liko A`e has been active in all parts of the Hawaiian community.

Organized workshops, financial aid fairs, financial aid and evaluation conferences are just some of the many arenas in which Liko A`e staff are invited to make presentations. These workshops vary from 50 people to 300 people in attendance. High school financial aid workshops have drawn increasing numbers in attendance for the last three years and now one workshop can attract as many as three hundred students and their parents.

These recruitment sessions allow the Program Director and Coordinators to check the pulse of the community. Students who do not receive scholarships from Liko A`e still have an opportunity to speak with staff members for assistance and information. Surveyed faculty and staff of Hawaiian ancestry on various campuses statewide confirm that most Hawaiian students will seek help from another Hawaiian faculty or staff member regardless of whether that student is part of that faculty member's class or program. The information provided through Liko A`e Island Coordinators and staff will help the non-scholar transition into the next phase of becoming a scholar. For those who receive funding, career enhancement and developing their sense of responsibility to others through leadership mentoring activities will be supported by the IT upgrades. These costs are reasonable and valid because of the high level of services applicants and awarded scholars will receive and engage in. This program proposal will require Liko A`e to provide a technical specialist to work with the UH Maui College and UH's mandated Privacy Laws and in compliance with all Federal privacy requirements.

Quality of Management Plan

“This program has provided so much support for me academically and has given me a guideline to follow in order to take the necessary steps in fulfilling my goals. The assistance has provided structure and motivation that has helped me be successful in school and in life. This program is outstanding and promising for young adults by providing opportunities. As for me, I will be obtaining my bachelor's of science in the spring of 2013 as a Biology Major and moving on to Graduate school by the fall. Mahalo nui loa for each and everyone's dedication and commitment.” Submitted by Kaitlyn Holt, Liko A'e Scholar 2011-12

i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities timelines, and milestones for accomplishing project tasks.

ii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

iii. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

Liko A`e NHSP's mission is to support Native Hawaiian students' entry into and completion of a program of higher education and to sustain the cycle of improvement among Native Hawaiians through education. This program has existing satellite centers on neighboring islands including, Hawai`i Community College in Hilo, Hawai`i, Leeward Community College in Aiea, Hawai`i, and Kaua`i Community College in Lihu`e, Hawai`i. The annual operating budget has been [REDACTED] in recent years with 7 full-time employees. Scholars providing volunteer community service to Hawaiian agencies, organizations, or individuals across the country estimate a savings to these providers of up to [REDACTED] to date.⁷ The principal investigator and staff are as follows.

Clyde Sakamoto, Ed.D., Principal Investigator, holds a doctorate in Education from George Washington University and is the Chancellor of University of Hawai`i Maui College. His vast experience and knowledge in securing and managing over 120 grants totaling over [REDACTED] over 24 years gives this program a steady foundation from which to work. His long service and position within the University of Hawai`i institution is highly beneficial in securing additional partnerships needed to expand this program within the university and in the community.

⁷ Based on 500 scholars fulfilling 15 hours of community service at [REDACTED] per hour. Source: independentsector.org

Malia D. Davidson, Program Director (1.0 FTE) is a Native Hawaiian, has a Master's degree in Political Science and has worked at UH Maui College in Hawaiian Education for eight years and as program director of Liko A`e II and III. She is co-director of Lau`ulu TV, a Hawaiian television show, Board Director of Waiohuli Hawaiian Homestead, and Maui Island Chairperson of the Native Hawaiian Education Council. In all years, 30% of her time will be dedicated to the administrative functions of the Liko A`e program; 25% will be committed to conduct the preparation of the leadership program; 25% will be devoted to the selection, development, and implementation of the student and advisory groups, community capacity building, and sustainability of Liko A`e; and 20% will be dedicated to collecting data for project activities.

Key Personnel

Assistant Director TBD (█ FTE) In all years the assistant director will spend 50% of time dedicated to the operations of Liko A`e IV including technical maintenance, applicant operations, implementation of partner and advisory recommendations, 20% of time will be dedicated to staff development/training, orientation of scholars, 20% will be dedicated to data collection from partner agencies, 10% will be dedicated report writing, marketing, and dissemination of Liko A`e materials.

Pi`imauna Dukelow, Administrative Assistant (█ FTE) (see resume). Fifty percent (50%) of her time will be dedicated to scholarship disbursement, program procurement, and program fiscal management; 20% will be dedicated to preparing for and teaching financial literacy; 20% to fielding questions from potential scholars and coordinators, filing, and other office tasks; and 10% of her time will be dedicated to preparing data for reports.

Dedication of time for all Island Coordinators- (█ FTE x 3) In all years, 30% of their time will be dedicated to providing counseling and support services to Liko A`e IV potential scholars

and scholars; 30% of their time will be used to coordinate and carryout mentoring/ leadership components; 20% of their time will be dedicated to implement activities of the Liko A`e IV advisory council and other community networking; and 20% of their time will be dedicated to surveying, collecting, inputting and reporting data from their designated scholar pool.

Chelsea Kekahuna will serve as the Hawai`i Island Coordinator. Chelsea holds a bachelors degree in English and also serves as the editor of the Liko A`e newsletter (see resume).

Kahea Nae`ole will serve as Maui County Coordinator. She has a BAS in Applied Business Information and Technology from UH Maui College and is completing her MS in Educational Technology (see resume).

O`ahu Coordinator- TBD The O`ahu Coordinator will be assigned a full-time position.

Lei Ishikawa Mentor/Leadership Coordinator (1.0 FTE) “Aunty Lei,” as her students call her, has been a coordinator for the Nā Pua No`eau Gifted and Talented program for over a decade (see resume). In all years, 50% of her time will be dedicated to coordinating and overseeing all events for all scholars as part of the Leadership Project; 20% of her time will be facilitating the administrative objectives of orientations and scholar selections; 20% will be dedicated to documenting and marketing activities and submitting program reports, and 10% of her time will be networking with alumni scholars.

Technology Specialist- (1.0 FTE) TBD will dedicate 40% of time in year one (30% in years two and three) to building, updating, and maintaining the website; 20% on the application process; 20% on data compilation; and 20% in year one (30% in years two and three) to video-based activities, networking scholars and linking staff and both advisory boards online. In Year 2 and 3, this position will be lowered to a half-time position.

Quality of the Project Evaluation

i. The extent to which the methods of evaluation are appropriate to the context within which the project operates.

ii. The extent to which the methods of evaluation will provide timely guidance for quality assurance.

iii. The extent to which the methods of evaluations include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Formative and summative methods will be used in reporting incremental and overall project progress, achievements, and recommendations. The Liko A`e database upgrade will provide valuable tools including survey instruments to evaluate outreach activities, application and award processes, as well as the counseling and support services for Liko A`e IV scholars. While the goal for this Liko A`e IV grant is to provide mentored leadership opportunities and community capacity building, replicability is important. The following measurement expectations will demonstrate program effectiveness: In Year I, Liko A`e IV students shall have a 15% higher success rate than their peers within the UH system, 20% in Year 2, and 25% in Year 3.

Evaluation Plan

INDICATOR	MEASURE/EXPECTATION	METHOD/SOURCE
I. SCHOLARSHIP a) Dissemination Events b) Information Processing c) Application Processing d) Awards Made	<i>Quantitative:</i> Events; requests; participants; applications; awards <i>Qualitative:</i> Satisfaction Descriptive: Locations; types/majors	<ul style="list-style-type: none"> • Web hits accounting • Center coordinators accounting • Focus groups, surveys, interviews by Center coordinators/staff
II. RECRUITMENT a) (See Dissemination) b) Youth mentor development c) Scholar Performance	<i>Quantitative:</i> Number/percent recruited; Course completion rates <i>Qualitative:</i> Youth participation and retention. Descriptive: Youth / scholar characteristics	<ul style="list-style-type: none"> • Center coordinators accounting • Youth Centers enrollment and homework completion records • Surveys and interviews of scholar mentors and youth's parents.
III. MATRICULATION a) ISS & Educational Plans b) Inventory or directory of	<i>Quantitative:</i> Number/percent retained; Referrals; Special activities/services	<ul style="list-style-type: none"> • Electronic evidence • Center coordinators accounting

INDICATOR	MEASURE/EXPECTATION	METHOD/SOURCE
community resources c) Referrals & follow-up d) Special support activities/services	<i>Qualitative:</i> Satisfaction; Effects (effectiveness); Receptivity <i>Descriptive:</i> Individual portfolios; Directory; Types of special support/services	<ul style="list-style-type: none"> • Product review (Directory, portfolios, activity plans) • Surveys, interviews, focus groups of participants
IV. LEADERSHIP a) Community service involvement of All groups b) Cultural Activities c) Student Advisory/Advisory Board d) Puwalu/Conference e) National assignments	<i>Quantitative:</i> Number of attendees, participants <i>Qualitative:</i> Satisfaction; Service provided/received <i>Descriptive:</i> Comprehensiveness, Assessment data, Recommendations <i>Qualitative:</i> Dissemination of information/activities	<ul style="list-style-type: none"> • Involvement records submitted by scholars and participants • Board notes • Participant surveys • Conferences, (video/live), newsletters, scholar speaker series statewide
MANAGEMENT a) Tasks b) Time schedule c) Cost	<i>Quantitative:</i> Staff time expenditures; service levels; activity-based cost assessment <i>Qualitative:</i> Effectiveness of partnerships; program linkages <i>Descriptive:</i> Problems encountered; resolutions	Formative: <ul style="list-style-type: none"> • Project records and accounting • University personnel & fiscal systems reports • Anecdotal records • Weekly & monthly meetings
PROGRAM EFFECTIVENESS a) Participants b) Intermediate Outcomes c) Replicability Expectations d) Long-term Outcomes	<i>Quantitative:</i> Data sets on pre-selection and post-selection NH; academic performance levels; retention rates; completion rates <i>Qualitative:</i> Observations, citations, recommendations <i>Descriptive:</i> Disaggregated characteristics of participants <i>Summative:</i> Historical, comparative results of Native Hawaiian students' enrollment, retention, completion, and increasing success rates.	<ul style="list-style-type: none"> • Data collection at events, service accounts, Center accounts • University student personnel records • Surveys, interviews, focus groups • Longitudinal follow-up – track retention, academic progress, degree attainment, socio-economic impact, community impact (Note: Support for this part of the evaluation will be sought through other resources as part of sustaining activities.)
REPORTING a) Service Improvement	<ul style="list-style-type: none"> • Service: Effectiveness, 	<ul style="list-style-type: none"> • Liko A`e IV staff

INDICATOR	MEASURE/EXPECTATION	METHOD/SOURCE
b) Program Improvement c) UH Accountability d) Grant Accountability e) Community Involvement	Client Satisfaction, Gaps, Changes/ Modifications <ul style="list-style-type: none"> • Program: Components effectiveness; overall client satisfaction; partnership processes; changes/modifications • Systemic: Fiscal & Personnel accounting • Grant: Management & Evaluation data collection • Community: Needs, Accomplishments, Support types and levels, Satisfaction levels. 	collaborations (weekly, monthly) <ul style="list-style-type: none"> • Semi-annual and year-end program assessment and evaluation • Quarterly systemic accounts and reports • Semi-annual and end-of-year grant accountability reports • Annual Report to Partners and Communities

Dr. Reshela DuPuis will serve as the external evaluator for Liko A`e IV. Dr. DuPuis has extensive experience with education, evaluation, research, and working with Hawaiian agencies and organization in various leadership positions such as the OHA and NHEC (see resume). Her expertise and understanding of the Liko A`e program as external evaluator for Liko A`e II and Liko A`e III will provide seamless transition with Liko A`e IV. In the case that Dr. DuPuis is not available to assist, Dr. Kerri-Ann Hewett will be contracted as the external evaluator. Dr. Hewett is a Native Hawaiian who created Hawaiian teacher education programming at the University of Hawai`i at Mānoa. After five years assisting and evaluating aborigine education in Australia, she has returned to Hawai`i to re-join her people.