MARITIME CAREERS EXPLORATION AND PLACEMENT

NATIVE HAWAIIAN CAREER & TECHNICAL EDUCATION PROGRAM

MARIMED FOUNDATION & ALU LIKE, INC

2021 – 2026
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Introduction
The Marimed Foundation (Marimed) is proposing to expand and enhance its Maritime Careers Exploration and Placement Program (MCEP) for Native Hawaiian participants. Enhancements include stackable industry standard certification(s) across all ship-based departments (deck, engine, and steward) and shore side operations (maintenance, construction, and freight loading). Expansion efforts include: 1) increasing initial course period from 4 weeks to 6 weeks, 2) the addition of one annual MCEP Cohort for High School Juniors and Seniors, and 3) implement strategic plan to increase MCEP access to Native Hawaiian participants from neighbor Islands and remote communities. Marimed is confident that these enhancements will cast a wider net and increase both career aspirations and opportunity for Native Hawaiians in all Hawai’i’s counties interested in an in-demand high wage career in the maritime field.

A. Project Design:
1: Competitive Priority: STEM
MCEP’s competitive priority is to prepare Native Hawaiian (NH) participants to meet the STEM requirements necessary for career paths in the maritime industry. As the maritime industry continues to modernize all aspects of employment are now inundated with science and technology and require pre-employment testing and certification across all departments.

MCEP has been in operation for the past 8 years and has served over 362 participants helping provide industry certification(s), career guidance, and job placement. Strong industry partners, locally and nationally, have been the cornerstone of program effectiveness. Partners provide immediate apprenticeship and hiring opportunities, expedited access to maritime training centers, and provide advanced maritime courses here and on the continent. Industry leaders are regularly scheduled class speakers and mentor students throughout their training, credentialing, and hiring processes. MCEP staff expertise continues to build through years of service delivery,
accumulation of USCG credentials, individualized and rigorous professional development plans, and by regular attendance and presentations at local and national conferences.

MCEP has adapted to the current pandemic by offering hybridized or *blended* on-line and hands-on course implementation consistent with state and national guidelines/restrictions. This has enabled MCEP to continue to recruit, train, and place participants in maritime careers and/or continuing educational settings despite challenges. Blended courses have enabled MCEP to recruit NH participants from other counties in the state, as they need visit O`ahu for only one week. Unlike other career paths during the Covid-19 outbreak, the demand for personnel skilled in the maritime trades has remained strong, and personnel shortages across the industry have MCEP on track to meet or exceed job placement targets.

Marimed is a member of Tall Ships America, Assn. for Career & Technical Education, National Career Pathways Network, and the Assn. for Experiential Education. Marimed participates in these organizations because of their experiential emphasis and pedagogy, and a strong belief in STEM education as a portal into successful careers. Marimed owns and operates Hawai`i’s only USCG certified Sailing School Vessel, the tall-ship *SSV MAKANI OLU*. Tall ship training is ideal for MCEP participants as it meets the experiential strengths of NH participants, while reinforcing acquired STEM skills through real world application. Marimed is a nonprofit corporation exempt from federal tax under Section 501(c)(3) of the Internal Revenue Code. It operates in a manner that meets and/or exceeds federal non-profit standards, Better Business practices, and accepted ethical and operating guidelines.

*Absolute Priority: Demonstrates a Rationale:* The project rationale is demonstrated by the following logic model, which outlines the resources, outputs, and outcomes in relation to the project goals and objectives. This will serve as foundation for project management plan.
2. LOGIC MODEL: Maritime Careers Exploration and Placement Program

Vision: To provide Hawai‘i and the Nation's Maritime workforce with well-grounded and well rounded, competent, and qualified Native Hawaiian labor.

Community and Industry Resources, Needs and Opportunities (*seafarers are story tellers and thru storytelling impart
generational wisdom*)

Industry: Hawai‘i’s high wage maritime industry needs a competent and qualified workforce to fulfill its statewide mission of delivering goods and services upon the water. NH Mariners are a rich resource for modeling, instructing, sharing, and welcoming future mariners.

Community: NH have a natural and historical connection to ocean travel and trade. Hawai‘i’s people require and deserve access to well paying, career track occupations to live and thrive in one of the most expensive economies in the country.

Marined: Has owned and safely operated Hawai‘i’s only USCG cert. Sailing School Vessel for 35 yrs. MCEP has worked with industry and comm. leaders for 8 years to provide maritime career opportunities to NH students

Risk and Protective Factors (*We celebrate student strengths as a bulwark against personal doubt*)

Protective Factors: Cultural and historical relationship with ocean and voyaging • strong mentor base & experienced coaches • industry partners • proven curriculum • motivated students • industry needs and rapid career advancement

Risk Factors: Many confusing, costly, time consuming pre-requisites, certs. & endorsements • zero tolerance industry • equipment/gear costs, island-based state (access and travel costs) • time at sea
**Students, Place, Practices** *(A seafarer must be self-aware, be grounded in culture, comm., and family to safely leave/return to shore)*

**Students:** Building upon personal strengths, develop knowledge, skills, and understanding of maritime trade to optimize potential.

Build relationships across the industry with mentors who guide, challenge, and encourage growth and help to demystify the process.

**Place:** Learning environment shall be nonjudgmental, inclusive, integrate cultural context across curriculum, respectful of the various sites and locales visited. Leave no trace voyaging.

**Practices:** Students, instructors and staff will strive to be lifelong learners and seek knowledge in all aspects of seafaring. Become good crewmates through adherence to the discipline of the vessel.

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**Short-Term Outcomes** *(Success occurs when opportunity meets preparation – be prepared)*

**Personal:** Increase interviewing skills, resume. Complete Financial Literacy certification. Identify at least one ship or shoreside dept. as career focus area(s). Apply for available continuing education programming and/or employment

**Professional:** Will have completed: TWIC, CPR/First Aid, ServSafe, BoatUS Cert., 5 day Voyage, Employment portfolio

Complete Applications for: Passport, Merchant Mariner Credentials, Maritime Security Awareness Endorsement

**Prepared for Departure:** Graduates have the foundation for immediate entry into the workforce, or may choose to continue their training

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**Long-Term Outcomes** *(Life Long Learners)* Employed as a US Merchant Mariner or Shore-Side support employees whose income will allow them to live and thrive in Hawai`i.

Continuously preparing for next steps (add’l endorsements, certifications, and upgrades require time, effort, study and USCG exams).
3. Needs & Opportunities: Community and Industry

The poor economic, employment and overall status of Native Hawaiians has been well documented and is a major reason for Federal support through the Perkins Act in support of ALU LIKE’s NHCTEP. The Office of Hawaiian Affairs’ (OHA) New Strategic Priorities list Educational Pathways and Economic Stability as strategic directions. As MCEP seeks to repopulate Hawai`i’s waterfront workplaces with Native Hawaiian labor a focus on high-barrier participants has presided – over the past 6 years 45% of all MCEP participants meet one or more of the following criteria: 1) First in family to attend post-secondary school, 2) Single Parent, 3) Subsidized Housing, 4) Food Stamp/TANF recipient.

The Maritime Industry in Hawai`i provides thousands of people with stable, high-skill, high-paying careers. It employs workers in a myriad of ocean-based and land-based positions. It is made up of all the businesses and agencies that relate to the transportation of goods and people over waterways, including cargo shippers, branches of the military, safety and security operations, the visitor industry, research agencies, and more. Maritime careers have clear pathways towards advancement, typically involving time, testing, and tonnage. Perhaps most importantly maritime careers pay well, median wage earnings for mariners are 30% higher than the median wage of all occupations ($57,330 to $39,810), and 45% percent higher than other transportation and material moving occupations ($57,330 to $32,440). Nationally, overall employment in water transportation occupations has remained steady throughout the pandemic and shows no foreseeable decrease through 2029. (Bureau of Labor Statistics, 2021). Within the state, there is projected 7% increase in need for captains, masters, and pilots of water vessels and a 6.5% increase in sailors and marine oilers (Hawaii DLIR, 2021).

Further evidence of industry need has been reflected for a numbers of years, as indicated by a Navy League, U.S. Honolulu Council 2013 report stating, “Hawai`i has an extensive
Maritime related industry. As an Island State, we are dependent on the industry for our day-to-day existence. All aspects combine to form the largest industrial sector in Hawai‘i.” More recently, the U.S. Maritime Administration (MARAD) reports that American mariners now have more opportunities worldwide than in a generation. MARAD’s May 22, 2020 report to Congress notes, “the Nation needs highly-skilled U.S. mariners of all types, officers and non-officers, particularly those who 1) hold USCG Merchant Mariner Credentials with endorsements to operate vessels without limits on vessel size, horsepower, or geographic location (referred to as credentials with “unlimited oceans” endorsements); and 2) who meet other qualifications, including (but not limited to) possession of current medical certificate and Transportation Worker Identification Credentials, and current requirements of the International Convention on the Standards of Training, Certification and Watchkeeping for Seafarers (STCW).” To directly address these specific needs, these stackable credentials as indicated are made available to future Native Hawaiian mariners through participation in the ALU LIKE, Inc. MCEP program.

Furthermore, on December 4, 2020 Tall Ships America signed an MOU with MARAD stating, “The signing of this MOU is an acknowledgement of the powerful impact that Tall Ships and Sail Training can have on communities beyond simply offering an adventurous character-building experience,” says Captain Jonathan Kabak, CEO of Oliver Hazard Perry Rhode Island and Board Member of Tall Ships America. “Instead, opportunities aboard these vessels can provide important industry awareness and pathways to lucrative careers that contribute both to our nation’s economic prosperity and national defense.” Admiral Buzby (MARAD’s Administrator) continues, the strategic importance of this relationship creating connections to the specialist seamanship skills and training capacity available in the fleet of tall ships. “I am confident the Maritime Administration’s renewed partnership with Tall Ships America will help
sail training become part of the mainstream maritime ecosystem. There is no better hands-on experience than being on a majestic Tall Ship to learn not just the nautical skills but also about oneself and perhaps propel a young woman or man to a lifetime of service at sea” (GCaptain, 2020). Relevant is Marimed’s long-time membership in Tall Ship’s America, now more than ever, facilitates a unique opportunity for its MCEP participants. As Hawai’i’s only USCG certified Sailing School Vessel, tall-ship SSV *MAKANI OLU*, is the ideal floating classroom for real world experience and maritime skill development. Through their participation in MCEP Native Hawaiian future mariners will meet the requirements necessary to meet these described industry needs both locally and nationally.

4. Program Activities and Outcomes

Building on an eight-year track record of successful training and career placement MCEP is designed to provide participants industry standard preparation and immediate job readiness for existing and rewarding careers in the Maritime field and to help place them on the career pathway of choice. The enhanced 6-week curriculum is designed to provide all prerequisite industry certifications and interpersonal skills for future success. After graduating the 6-week program participants receive minimum 12-months post-enrollment career coaching and job/school placement. The program is designed to meet the needs and strengths of the Native Hawaiian learner with culturally aligned design and delivery provided by highly trained and practicing merchant mariners and industry leaders. The curriculum is flexible, able to be delivered in blended manner (on-line and hands-on) until the pandemic *All Clear* is pronounced.

**WEEK ONE: On-line Certifications**

BoatUS Safety Course, Financial Literacy course, ServSafe®, Adult CPR/FA/AED

**WEEKS TWO & THREE: Hands-on**

**WEEK FOUR: Ship’s Department or Shore Operations Focus (Participants choose at least one)**

**Deck**: AIS Simulator (Nav & Plotting), Deck Maint., Watchstanding, Helmsmanship 2, Ship’s Safety Eq. and Uses, Small Boat Transfers, Tugboat Field trip.


**Stewards**: 2-day Galley Operations Course (At Windward CC), Voyage Menu, Provisioning


**WEEK FIVE: Voyage: At-Sea Practicum**

5-day internship voyage around the Hawaiian Islands as CREW aboard **SSV MAKANI OLU**.

**WEEK SIX: Application Week for Credential and Stackable Certification(s)**

- All participants planning on going to sea must complete DOT Physical, drug test, and Merchant Mariners Credential (MMC) Application.
- Deck and Engine Focus: Will Complete **Maritime Security Awareness** Certification (Mandatory for MARSEC Clearance to work at/on waterfront).
- Steward Focus: ServSafe© Allergens Certification.
- Shore Ops. Focus: HAZWOPER 24hr Certification, Individual Forklift Certification.
- Participants will complete Individualized Employment Portfolio

**12 Mo. POST ENROLLMENT: Ongoing Career Coaching and Job and/or School Placement**
MCEP Project Coordinator works individually with participants to complete applications for employment and enroll in various continuing education courses and/or schools. Application processes and interviews can take up to 6 months to complete (i.e., Tongue Point, Paul Hall Center, Military Service, Maritime Academies). MCEP Project Coordinator will work with graduates longer than one year, if necessary, to ensure successful placement.

**Goals, Objectives, and Outcomes**

There are four primary goals for the Program (MCEP): For each goal specific objectives are identified, and outcomes measured to inform curriculum design and implementation as well as overall programmatic evaluation and feedback.

**Goal 1: To Expand Native Hawaiian Career Opportunities in the Maritime Industry**

**Objectives A-F:**

A. Recruit 5 cohorts of 10-14 Native Hawaiian participants per Program year  
*Outcome:* Enroll 50-70 NH participants, 5 year minimum of 250, Maximum 350

B. Retain 85% of enrolled participants  
*Outcome:* 212-297 NH participants complete the Program (over next 5 years)

C. Provide five 6-week Maritime careers and training curriculum and practicum during each program year (2021, 2022, 2023, 2024, 2025)  
*Outcome:* Complete 25 cohorts of 5-day at-sea or on-shore internships

D. Provide participants a minimum of 120 hours of hybrid on-line and in-class instruction and 8 hours of shipboard practicum prior to 5-day voyage.  
*Outcome:* Each participant to have a measurable basic understanding of rules of the road, navigation, standing watch, line handling and working a sailing vessel.
E. To evaluate participant progress through the use of demonstration, verbal and written testing and/or skills review.

**Outcome**: Demonstrate competency of skills learned through Program coursework

F. To expose participants to the various career opportunities in the Maritime trades in the four major domains of shore operations, deck, steward and engineering departments.

**Outcome**: Participants are knowledgeable of the requirements of the jobs available to them in the Maritime Industry and will choose at least one focus area.

**Goal 2: To Provide Stackable Certificates of Industry Standard Job Readiness**

**Objectives (A-F):**

A. All participants will possess valid **Adult First Aid/CPR/AED** Certification at the time of Program completion, required for all sea-based and most shore-based industry employment.

**Outcome**: Adult First Aid/CPR/AED Certification

B. All participants will complete BoatUS Foundation Boating Safety Course, required for operation of recreational vessels in Hawai`i.

**Outcome**: Certified Hawai`i Recreational Vessel Operator

C. All Participants will complete ServSafe© course for food handling. Required for Stewards Department and safely preparing food aboard **SSV MAKANI OLU**.

**Outcome**: Certificate of Achievement from the National Restaurant Association

D. Participants targeting sea-based career tracks will have applied for their US Coast Guard **MMC** (Merchant Mariner Credential) and **TWIC** (Transportation Workers Identification Credential) required of all employees aboard U.S. flagged vessels.

**Outcome**: Completed application(s) for MMC and TWIC.
E. Participants targeting attending Voc. Ed. School or Maritime Union will have applied for their **US Passport** (required for US flagged vessels)

**Outcome:** Completed application for United States Passport

F. All participants will be awarded an official **Certificate of Sea Time** for documented proof of time served at sea aboard the **SSV MAKANI OLU**, which can be applied to later USCG licensing as AB (Able Bodied Seaman), Master (Captain), or QMED (Qualified member of the engineering Dept.) Engineer.

**Outcome:** Certificate of Sea Time completed

**Each participant will designate at least one maritime department of focus and receive at least one of the following additional credentials:**

i) **Deck Department:** MCEP Certificate of completion in basic **Deck Management** that will reflect learned skills and competencies in helmmsmanship, navigation, industry standard ship’s safety protocols/drills (MOB, Fire, Abandon ship), anchoring, mooring alongside and offshore, sail handling, and watchstanding. Complete USCG course and application requirements for **Maritime Security Awareness**.

**Outcome:** USCG Endorsement of Maritime Security Awareness, and MCEP Certificate of Deck Management.

ii) **Engine Department:** MCEP Certificate of completion in basic **Ship Board Engineering** that will reflect learned skills and competencies in diesel engine operation and maintenance, fresh and salt water systems, electrical systems (AC and DC), small engine maintenance, and hydraulic systems operation and maintenance. Complete USCG course and application requirements for **Maritime Security Awareness**.

**Outcome:** USCG Endorsement of Maritime Security Awareness, and MCEP Certificate of
Shipboard Engineering

iii) Steward Department: Complete ServSafe© Allergens advanced certificate course, complete two-day MCEP Galley Operations Course


Outcome: MCEP Certificate of Shore-based Ops, Ind. Forklift & HAZWOPER certs.

Goal 3: To Provide Career and Future Education Pathways and Placement

Objectives (A-G):

A. MCEP participants will be assessed for job readiness in at least one area of interest/focus (e.g., Deck, Shore, Engineering, Steward, and/or University/Academy, Voc. Ed. Program, Military), and aptitude for career pathways and placement in the Maritime field.

Outcome: Summary report of job readiness, areas of interest, aptitude for pathways and placement in the Maritime Industry.

B. Participants will graduate with an Employment Portfolio in hand, it will contain items to enhance and expedite employment and job readiness including: certifications, updated resume, sea service certificate, letters of recommendation, and all credentials.

Outcome: Employment Portfolio.

C. Participants will be exposed to Maritime career options in the various US military services (Army, Navy, and Coast Guard) and the respective application processes.

Outcome: Increased understanding of career pathways and US military service.
D. Participants will be exposed to various shore-based Maritime careers and their respective recruitment and hiring practices and processes.

**Outcome**: Increased understanding of shore-based opportunities and career pathways.

E. Exposure to numerous Maritime academies (Cal Maritime, Maine Maritime, SUNY, Texas A&M) and military academies (Army: West Point, Navy: Annapolis, Coast Guard: New London, Merchant Marine: Kings Point), respective application requirements and admission processes.

**Outcome**: Increased understanding of US Academies and their respective requirements.

F. Introduction to advanced training options including Vocational schools, USCG licensing programs including Hawai`i’s Maritime Licensing Center, classes, and industry internships.

**Outcome**: Increased understanding of Cont. Ed. sites and offerings: Tongue Point, Paul Hall Center, USCG Exam Center, Hawai`i Maritime Licensing Center.

G. Participants will be introduced and matched to entry-level Maritime Industry jobs and assisted through the application and interview process.

**Outcome**: Updated list of entry-level Maritime Industry jobs available to applicants.

**Goal 4: Implement CQI for Program Excellence, Growth and Change.**

**Objectives (A-G):**

A. MCEP staff and administrators will be among the best qualified in Hawai`i; with documents validating expertise in their respective fields; they will continuously seek to improve the quality of programming, curriculum, delivery, and outcome through a thoughtful and integrated process of Program delivery, review, and adjustment, which will be repeated at least annually.

**Outcome**: Ever increasing quality of instruction and materials.

B. Direct service staff will consist of a Project Coordinator, Lead Ocean Skills Instructor/Captain, Program Dir./1st Mate, and adjunct Marine Skills Instructors.
**Outcome:** Professional and positive learning environment and continuous support.

C. All new supervisors will complete the Hawai‘i Employers Council New Supervisor Series Certification series of eight workshops.

**Outcome:** Increase in employee/instructor support and supervisor skills/expertise.

D. Admin and instructional staff will participate in bi-weekly staff meetings and trainings dedicated to Program Review (of participant strengths and needs, curriculum, scheduling, conflicts, barriers, accommodations, support etc.) Attend local and national conferences.

**Outcome:** Increased awareness of Program strengths/weaknesses, Improvement in staff skills.

E. Administrators will seek out and provide staff trainers who are experts in applying evidence-based models and practices across vocational education, regular education, and other fields where instructional strategies are employed.

**Outcome:** Increase in quality of training and skills for staff.

F. All staff will be evaluated annually. Evaluations will include review of individualized Professional Development Plans that are cooperatively created with their direct supervisor.

**Outcome:** Employee awareness of his/her own performance; allow for effective change.

G. Observation and evaluation of Program instructors’ strengths and weaknesses, curriculum, and overall Program will be completed anonymously by participants at the conclusion of each cohort. This information will be utilized to review Program, inform change and adjustment, to be implemented with the following cohort.

**Outcome:** Participant feedback impacts program design and implementation.

**D. Outcome Measures**

Maritime Careers Exploration and Placement Program is proposing to serve at least 50 Native Hawaiian participants per year throughout the contract period.
GPRA PERFORMANCE AND PROGRAM INDICATORS

<table>
<thead>
<tr>
<th>OUTCOME TARGETS PER PROGRAM YEAR</th>
<th>Raw #</th>
<th>Ratio</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participants served per year (PROGRAM)</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pass all Voc. Ed. courses with a grade of greater than or equal to a “C” (PROGRAM)</td>
<td>45</td>
<td>45 / 50</td>
<td>90</td>
</tr>
<tr>
<td>3. Retention within a program year: percentage of CTE concentrators who remain enrolled, are in advanced training, military service, or are employed (GPRA)</td>
<td>40</td>
<td>40 / 45</td>
<td>89</td>
</tr>
<tr>
<td>3. Successfully completed work-experience / internship (GPRA)</td>
<td>40</td>
<td>40 / 45</td>
<td>89</td>
</tr>
<tr>
<td>4. Receive diploma/industry cert/certificate/degree (GPRA)</td>
<td>40</td>
<td>40 / 45</td>
<td>89</td>
</tr>
<tr>
<td>5. Continue in further education/advanced training, military, or employed w/in 3 months after graduation, re-verified after 6 months, includes promotion after employment (GPRA)</td>
<td>36</td>
<td>36 / 45</td>
<td>80</td>
</tr>
</tbody>
</table>

This graph shows record of success of previous MCEP graduates in completion of basic requirements for MMC (Blue) as well as additional higher-level credentials of increasing skill sets, enabling career advancement and increasing long-term salary potential (Orange).
B. Management Plan:

The MCEP management plan includes Marimed’s strategies to achieve targeted outcomes through the rigorous implementation of practices and procedures for the recruitment, admission, and retention of participants; the designated time commitments of key staff; and the organization’s Quality Assurance and Improvement Plan and feedback loops. Marimed’s seasoned administrative and Program staff (resumes attached) are well versed in the educational, vocational, and operational demands of the proposed Program. This long history of providing educational programming, along with nationally accredited financial practices and procedures ensures this project will achieve the described goals and objectives on time and within budget.

1. Staffing

- The Project Director will be Marimed’s President and CEO, has been with Marimed since 1993, the last 19 years as CEO. He has taught at the High School and College levels and holds a USCG 100ton Master Merchant Mariner Credential with numerous endorsements. Responsibilities to MCEP include supervision of PC, course instruction, and voyage as 1st/2nd Mate. In addition, he will mobilize stakeholders and industry partners that support the project’s goals and objectives.

- The Project Coordinator (PC), has been coordinating programs with Marimed for 15+ years. She will oversee all program operations, curriculum delivery, reporting to stakeholders, maintain and enhance industry/partner relationships, direct recruitment, retention and job placement efforts for all participants. The PC will also function as Career Coach in job/school placement and monitoring of MCEP graduates’ career advancement.

- MCEP Lead Instructor, Safety Officer, and Marimed Senior Captain/Master of holds a USCG 200ton Master Merchant Mariner
Credential with Aux. Sail endorsement. He has been with Marimed since 2007, during that time he has captained voyages and instructed throughout the Hawaiian Islands including multiple trips to the NW Islands, Papahānuamokuākea Marine National Monument.

-MCEP Ocean Skills Instructor, 1st Mate/Relief Captain will at minimum hold a 100ton Master Merchant Mariner Credential with Aux. sail endorsement. Have Tall Ship experience and instructional competencies in maritime sciences, technologies, and common industry practices.

-Marimed’s CFO, [REDACTED], will be responsible for the budget, billing, and related portions of reporting. He has over 39 years of accounting experience, including over 10 years with Marimed where he has managed federal, state and county contracts.

-Industry guest instructors and speakers will include [REDACTED] and others help to round out the MCEP experience with real life stories.

2. Student Recruitment Strategies

Marimed has operated the Maritime Careers Exploration program for the past 8 years and the Placement extension program for the past 3 years, lending strong community awareness of the program, its offerings and opportunities. Word of mouth has been the strongest recruitment tool, in collaboration with numerous NH organizations and Charter Schools to collaboratively recruit participants. Marimed’s staff have deep connections with these entities and provide sail training charters to younger participants that build upon cultural connections to voyaging and plant the seeds for future MCEP enrollment. Moreover, MCEP provides two cohorts during the summer, after public and private high school graduations and between the Unv of Hawai`i’s regularly scheduled classes. One of these cohorts will be for incoming high school Juniors and Seniors.
This option increases program access to a larger cross-section of the NH community across the state. Targeted recruitment groups for all other cohorts will focus on recent high school graduates particularly women, as well as military members/spouses/family members and persons that are unemployed or underemployed due to high barriers. Utilized methods to include:

<table>
<thead>
<tr>
<th>Presentations: high schools, colleges, and comm. groups</th>
<th>Career Fairs: virtual and in-person events</th>
<th>Industry Meetings / Conferences / Staff Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing: social media, website, e-flyers, and brochures</td>
<td>Public Service Announcements: Olelo TV and public radio stations</td>
<td>Campus and Ship Tours: public outreach and education</td>
</tr>
</tbody>
</table>

3. Community Partners

Since its founding, Marimed has built strong partnerships, networks and affiliations with organizations and agencies working towards the betterment of NH students and families. Because Marimed operates the training vessel *SSV MAKANI OLU*, it also has strong linkages with Maritime training programs throughout the U.S., as well as local Maritime companies. These linkages are used to recruit students, invite industry leaders as guest speakers and instructors, provide supportive student services/internships/jobs, and as continuous input for program design and improvement. Employees from Hawai’i’s waterfront management and workforce companies (McCabe, Hamilton & Renny, Hawai’i Tug & Barge, Sause Bros, and others), California Maritime Academy, and Maritime Group, LLC provided guidance and inspiration in the develop and design of this training Program. Including:

- **Native Hawaiian Orgs:** Office of Hawaiian Affairs, Assoc. of Hawaiian Civic Clubs
- **Industry Partners:** Matson Navigation, Sause Bros., P&R Water Taxi, Foss Maritime Co,
Kirby Off-Shore Marine, Marisco, The Phoenician LLC

- **Consortium Partners:** ALU LIKE Inc. and Consortium members.

- **Education Partners:** Univ. of Hawai`i system (on all islands), Hawai`i Pacific Univ., Chaminade Univ., Hawai`i St. DOE (covers all high schools in Hawai`i)

- **Military, National & International Services:** US Navy, Army, Marines, USCG, US Merchant Marines, the marina at Kāne`ohe Marine Corps Base Hawai`i

- **Maritime Training Academies:** California Maritime Academy, Maine Maritime Academy, US Coast Guard Academy, Sheepshead Bay Maritime Service Training Station, and others

- **Maritime Vocational Training Schools:** Tongue Point Seamanship Program, Paul Hall Center for Maritime Training and Education, Hawai`i Maritime License Center and others.

4. **Sustainability Plan**

Marimed is committed to sustainability of the MCEP Program should federal funding decrease or be discontinued at some future point. The program’s efficacy has been identified as a strong contributor to the economic improvement of NH and a workforce development strategy that provides well-paying jobs with clear opportunity for career advancement. Sustainability efforts are focused on increasing private foundational support and bringing USCG certification and endorsements in-house. Marimed has developed, operated, and continues to operate successful education and training programs in Hawai`i since its founding in 1984. Recent MCEP funding has come from private foundations including Weinberg Foundation, Atherton Foundation, Harold KL Castle Foundation, and Hawaiian Electric Charities. Funding is being sought, and curriculums are being developed to continue providing low cost or free entry level training for high barrier participants combined with reasonably priced continuing maritime educational courses for those pursuing upgrades to existing credentials.
C. Adequacy of Resources

Marimed Foundation owns a waterfront building on Kāne`ohe Bay, O`ahu that serves as the headquarters. This location provides office, classroom, and meeting space for programming. A newly constructed navigational simulator will allow for students to train onshore, standing at the helm of the sim-ship while using navigational aids and instrumental panels. *SSV MAKANI OLU* is moored just offshore of this location with easy access for daily instruction and voyages. Also on-site are 3 Hawaiian outrigger canoes, 6 small sailing boats, and 4 skiffs for training. All are used in conjunction with MCEP training. Moreover, the support received from ALU LIKE, Inc. program staff and consortium as a whole serves to provide wraparound services following best practices for program participants.
ALU LIKE, INC., CONSORTIA SERVICES PROVIDER

Founded in 1975, ALU LIKE, Inc. is a statewide, private, non-profit, multi-service, Native Hawaiian serving organization, in its 46th year, and received its IRS non-profit 501(c)(3) status for educational and charitable purposes on August 13, 1975. ALU LIKE stands for “working together”, and its Charter of Incorporation stated purpose is “to raise the economic, educational and social levels of underprivileged residents of the Hawaiian community” with a mission “to kōkua (assist) Hawaiian natives who are committed to achieving their potential for themselves, their families and communities.” ALU LIKE, Inc. is governed by a six-member volunteer Board of Directors, whereby all six are Native Hawaiian, and are affiliated as “persons who are recognized by members of the eligible Native Hawaiian community to be served as having a cultural relationship with that community,” and are representative of each island or district. The Board of Directors establishes organizational policies, and has ultimate fiduciary responsibility. As a whole, ALU LIKE, Inc. annually administers approximately $9 million (2019 Audit Report) in federal, state, county, and private grants on projects focused on educational services in the areas of employment and job training, family literacy, financial literacy, at-risk youth prevention -intervention services, comprehensive elder services, and career and technical education. ALU LIKE’s President/CEO and most project directors are Native Hawaiian. is Director of the Native Hawaiian Career and Technical Education Program (NHCTEP), which he has managed for twenty-five years, since 1996.

ALU LIKE, Inc. ensures high quality products and services in Career and Technical Education for Native Hawaiians, as they have administered versions of the Native Hawaiian Vocational as well as Career and Technical Education Programs for over 32 years. The Ka Ipu Kāʻeo department at ALU LIKE functions as an overarching framework from the Native Hawaiian perspective; to advocate, sponsor, and guide initiatives of community-based projects.
Ka Ipu Kāʻeo translates as “the full calabash,” whereby the figurative meaning is a symbol of prosperity and imbues abundance of knowledge. The Ka Ipu Kāʻeo staff collaborate with the sub-recipient partners through a Memorandum of Understanding-Consortium Agreement to expand and improve their projects with specific activities, grounded in best practices, to make career and technical education at high schools, community colleges, and adult training programs more effective for Native Hawaiian students.

Management: The role of Ka Ipu Kāʻeo department at ALU LIKE has been as a consortium advisor for its projects, working together to shape new expansions of services, and serve as sounding board for continual improvements in the use of culture-based educational strategies. The consortium model has consistently shown its strength and value as staff are able to draw on over three-decades of program experiences, allowing staff to expand upon best practices and impart technical assistance that pertains to a specific program partner within the context of the larger consortium partners as a whole. This consortium model directs planning, assessment, and evaluation of technical education projects at the secondary, post-secondary, and adult training levels to create expanded and improved projects whose students’ outcomes ameliorate enrollment, retention, completion and graduation rates, and placement in employment opportunities or further higher education. For this grant, Ka Ipu Kāʻeo has organized sub-recipient project partners who have planned activities that expand and improve matriculation of students into their next higher level of education and career advancement. Each project is specified to provide a comprehensive mix of occupational instruction, support counseling, tutoring/mentoring, career pathways exposure, practical work experiences (including internship stipends, as appropriate), and capacity building support. The success of the projects are grounded in best practices using cultural content, culture-based teaching styles, and cultural
approaches for providing support services instilled with Native Hawaiian values, history, language, and traditions.

Ka Ipu Kāʻeʻo applies general, accepted management principles in order to ensure that objectives are met with all project partners (Uniform Guidance 2 CFR 200.22 – compliance with federal statutes and terms of sub-awards). The Scope of Work developed as part of its contract for services outlines the major components of the sub-recipient project’s design plan and notes its specific milestones as targets to achieve throughout the program year. Formal assessments involve the Ka Ipu Kāʻeʻo department Project Specialists interacting with the Project Coordinators and stakeholders in “talk story” discussions that note progress-to-date. Each assessment has key components as noted below. Adjustments and realignments for project improvements are made throughout the program year in pursuit of project outcomes. Major areas of discussion as noted consist of:

• **Staffing Resources** – professional development; budget for expenditures of student recruitment/demographic; student progress in coursework; programmatic activities

• **Curriculum Guidance**, including scope of work, data collection - student cultural activities and budget re-alignment as necessary

• **Student Recruitment** – including recruitment strategies and amplifying efforts

• **Support Activities** – student progress toward objectives, peer mentoring and tutoring, career portfolio development, graduating students and their continuing pursuits, Career Tree development, and information technology resources.

• **Cultural Guidance** – Native Hawaiian culture and values, dedicated social space, and completion of community-based activities, local practitioners.

• **Administrative and Evaluation** – Completion of Semiannual, Annual, and Final Performance
Reports, quarterly data submissions, client file reviews, and expenditure reports.

Ka Ipu Kāʻeo ensures fiscal accountability among each of its sub-grantee partners. The projects maintain fiscal integrity through their fiscal administration system and an assistant, assigned to the projects within the CTE department, in turn interfaces with overall ALU LIKE, Inc. fiscal department. The assistant works closely with the director and specialists to maintain and ensure projects expenditures are allocable, allowable, and reasonable.

Consortium partners benefit from concerted efforts to increase industry-related technical skills, better connect students to practice experiences, and build bridges for successful transitions to the workforce, college, higher degrees, and economic self-sufficiency through occupations in sustainable and emerging careers in the global economy. External evaluation reports from the previous five program years show the ALU LIKE, Inc. Ka Ipu Kāʻeo NHCTEP Consortium has served over 1,929 participants, assisted the successful completion of 1,033 targeted internships, and supported attainment of 814 certifications and degrees. Ka Ipu Kāʻeo staff provide Consortium partners ongoing technical assistance, monitoring, and collaborative solutions, as well as cultural and professional development activities throughout the program year. As an example, to assist career development aspects for all projects the consortium provides access to the Career Tree Developed by TFS Results. This career development tool facilitates a robust planning culture. As part of consortium participant career development progress, the Career Tree makes relevant connections between education and career pathways, empowering participants to find their career direction sooner, so they can invest in further education wisely and purposefully. Overall, the design and purpose of the consortium serves to elevate all programs together to improve sharing of effective methods, such as recruitment and retention strategies, express
challenges in a supportive environment, and strive for continuous improvement through interactive partnerships.

The Ka Ipu Kā‘eo department maintains a partnership with not only the sole partner of this project but also with a consortia-of-the-whole. The consortia-of-the-whole, which includes other Ka Ipu Kā‘eo NHCTEP-granted projects, meets twice per program year to disseminate progress-to-date based on data, as well as share best practices and programmatic success strategies. Ka Ipu Kā‘eo also supports consortium-wide professional development events which serve to solidify the strength of the community of consortium project partners, improve communication and collaboration, and to advance the knowledge and ability of consortium members to serve their project participants. Professional development events include conferences and workshops of the Association of Career and Technical Education (ACTE), both local and national events. Other events made available previously to both ALU LIKE, Inc. and consortium partners include local professional development events held by the Hawaii-Pacific Evaluation Association (H-PEA), Native Hawaiian Education Association (NHEA), Design Thinking Hawaii, and the National Association for Workforce Improvement (NAWI). Moreover, to fully serve, not just the academic but also the cultural components of participants, Ka Ipu Kā‘eo hosts cultural workshops and speaker-events relevant to current needs of the consortium partners throughout the program year. These events serve as catalysts for individual project cultural integration, as well as unifying team-building to enrich the cooperation among consortium partners, and to improve overall participant services among all programs.

**Data Collection:** Student data is gathered through data collection tools developed by ALU LIKE, Inc.’s internal evaluation team in coordination with an external evaluation team. The project maintains a Student Information Profile (SIP) and the Practice-Experience Report (PER)
(as applicable for internships), which collect relevant information to assess the progress of the project and student performance. The SIP reports demographic information/data, such as student’s identification information (visible only on program end), program specific identification number to provide an extra layer of security for identifiable student information, zip code, and age. The SIP also collects Government Performance Results Act (GPRA) academic information/data. GPRA data includes: secondary (high school) level participant students who meet or exceed State proficiency standards in reading/language arts and mathematics; CTE students who attain a secondary school diploma; students who attain CTE skill proficiency credentials in conjunction with a secondary school diploma; students who attain CTE skill proficiencies aligned with industry-recognized standards, and students who are placed in postsecondary, advanced training, military service, or employment in high-skill, high-wage, and in-demand occupations. These data are gathered and reported for the GPRA performance measures noted in the Federal Register for postsecondary projects and adult projects.

ALU LIKE, Inc. highly values data security and the protection of personal information. Only authorized personnel handle student data, which is secured via an internal network, with regular backup protocol and data corruption prevention systems employed at all times. Confidential protocols are always implemented with names, and personal identifiers are limited during the collection of data and excluded from the final reports. ALU LIKE, Inc. maintains a secure database of participant information that is firewall and malware protected at both the workstation and server levels.

**Key Personnel:** Time commitments of key project personnel to meet objectives, and the quality of key personnel, with respective resumes, are expanded in the attachments section for this grant:
•  [Name], Ka Ipu Kāʻeo Director, and Primary Principal Investigator, greater than 45 years in the educational field, 1.0 FTE

•  Two (2) Specialists, focusing on curriculum, program evaluation, monitoring, and overall grant management, collectively with over 30 years in the educational and grant management field, 1.0 FTE each

•  [Name], Administrative Assistant, greater than 15 years’ experience in the fiscal admin field, 1.0 FTE

Management of the Consortia Partnership: ALU LIKE, Inc. has researched the need for, developed, secured funding for, and operated numerous educational programs for Native Hawaiian youth, including the Native Hawaiian Vocational Education Program, funded by the U.S. Department of Education, since 1986. ALU LIKE’s 1983 Native Hawaiian Education Assessment served as the justification for Congress to establish the Carl D. Perkins Act’s Section 116(h) set-aside for the Native Hawaiian Vocational Education Program and this Native Hawaiian serving organization. ALU LIKE, Inc., in compliance with Federal Register Vol. 86, No.11/Tuesday, January 19, 2021 / Notices, Page 5169, III, 1.(b) Consortium – Eligible applicants, has formed a written Memorandum of Understanding-consortia agreement (attached) with its partner organization the Marimed Foundation. Its role and responsibilities are to facilitate and guide the consortia relationship, ensure adherence to objectives and production of outcomes.

Consortia Services: Internal evaluation: The Internal Evaluation Design Table below shows the project’s internal evaluation components, which in conjunction with ALU LIKE, Inc., provides an overview of forms/instruments, methods, sample style, and feedback mechanism.
used as part of the overall project evaluation. Included are numerous processes by which the
collection of student grades and periodic student file review are monitored by project staff as
well as ALU LIKE, Inc. Specialists. Surveys are conducted as applicable throughout the program
year to assess participant learning outcomes and additional methods by which to oversee project
implementation. Ongoing meetings and communication among project staff, as well as between
ALU LIKE, Inc. staff are maintained throughout the program year. Budgets are reviewed
monthly as submitted by the project to ALU LIKE, Inc. In this way expenditures are under
regular examination for accuracy, as well as appropriateness and timeliness of expenditures.

**Consortia Services: External evaluation:**

The evaluation design includes elements to be performed by the ALU LIKE, Inc.
Specialists (internal evaluation component) as well as program evaluation to be carried out by
the External Evaluation Team. Both the internal and external components utilize mixed methods
(qualitative and quantitative techniques) and multiple data sources. The final report for each site
completed by the External Evaluation Team is organized around both a formative and summative
evaluation. Feedback is provided on a regular basis via the internal evaluation activities, while
quarterly and end-of-year feedback is provided by the External Evaluation report. The following
specific requirements as articulated and designed for ALU LIKE, Inc. NHCTEP consortium:

**A) Be appropriate for the project and be both formative and summative in nature.**

The External Evaluation report will include both formative (qualitative) and summative
(quantitative) sections. Student confidentiality is maintained in all evaluation deliverables.
Methods and interaction will also be carried out in a culturally appropriate manner that respects
the Native Hawaiian culture values of Kuleana (responsibility and accountability) and ‘Ike Loa
(continuous learning and education).
<table>
<thead>
<tr>
<th>Component</th>
<th>Forms/Instruments</th>
<th>Methods</th>
<th>Sample</th>
<th>Feedback Mechanism</th>
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<tbody>
<tr>
<td>Student File Review</td>
<td>Student Portfolios &amp; Attendance</td>
<td>Quantitative, Student Records</td>
<td>Native Hawaiian Students - Goals</td>
<td>Quarterly Reports</td>
</tr>
<tr>
<td>Satisfaction Surveys</td>
<td>Career Planning, Site Developed, Instructor</td>
<td>Qualitative, Mock Interviews, Cultural Events</td>
<td>Native Students – Business Sector</td>
<td>Monthly Reviews</td>
</tr>
<tr>
<td>ALI/Program Updates</td>
<td>Scheduling, Agendas</td>
<td>Qualitative, Open Communication, Talk Story</td>
<td>Health Programs Instructors</td>
<td>Weekly Communications Quarterly meetings</td>
</tr>
<tr>
<td>Student Information</td>
<td>Student Information Profile Excel Database</td>
<td>Quantitative; Collect Key Demographic &amp; Outcomes Info</td>
<td>Enrolled students, activities attended, grades received</td>
<td>Quarterly Submissions Semi-Annual updates to Consortium</td>
</tr>
<tr>
<td>Resource Management</td>
<td>Excel Data Collection File</td>
<td>Quantitative; Collect Program Implementation Data</td>
<td>Program Components and Implementation</td>
<td>Quarterly Submissions with Specialist Review / Updates</td>
</tr>
<tr>
<td>Report (RMR)</td>
<td>Expenditure and Advance Reports ERAR</td>
<td>Quantitative, Collect Program Expenditures</td>
<td>Fiscal Units – Project &amp; Program</td>
<td>Monthly Reviews</td>
</tr>
</tbody>
</table>
The Evaluation reports provide critical recommendations to help each site improve its program for current and future students. All Evaluation personnel have extensive experience working in the Native Hawaiian community, and sufficient time is allocated by the Evaluation team to ensure a balanced evaluation that faithfully reflects annual progress. The formative section will gather, analyze and present data from all stakeholders (students, faculty/instructors, internship hosts, and consortium lead). Data will be collected from several sources: 1) student interviews, 2) program staff interviews, 3) site visits, 4) student program records, 5) semi-structure surveys with other key stakeholders, 6) student survey questionnaires, 7) internal implementation fidelity reports, and 8) internal progress reports. Written feedback from both open and closed-ended survey questions from ALU LIKE, Inc. staff for site specific progress will be used to triangulate conclusions for focused recommendations.

The summative section will present empirical findings based on data collected for the seven (7) performance measures, which include the 5 GPRA measures. Data sources will include the Student Information Profile (SIP), Practice Experience Report (PER) database, and the Student Follow-Up database. The summative section of the annual report will present a comprehensive analysis of the progress towards all performance measures and necessary explanation of the annual numerator and denominator as operationalized from the outcome. As appropriate, multi-variate analyses will be completed on different subpopulations with respect to student cohorts, gender, field of study, and age to identify any key disparities among students enrolled in the project. Recommendations produced by the report will be informed by both the formative and summative findings and will provide practical recommendations that can improve program implementation fidelity and increase key empirical outcomes.
**Formative Evaluation Activities.** The External Evaluation Design Table details the proposed activities, stakeholders, instruments, methods, time period and dissemination strategy for the formative evaluation. Key stakeholder data (students, program staff, internship hosts) will be collected primarily during the second half of the program year to ensure that sufficient exposure to the program intervention has been attained. A key component of the formative (qualitative) report will be the review and analysis of the project fidelity tool developed explicitly for ALU LIKE, Inc., known as the Resource Management Report (RMR). The RMR meticulously tracks the type of each activity (e.g. provision of CTE career workshops) is planned, implementation goals (e.g. delivery of 4 workshops per semester), degree to which activities are implemented successfully during the year (e.g. 5 workshops delivered; 125% of goal), and the reach of the activity (30 out of 40 students (75%) attended 1 or more workshop). The RMR is structured in six domains (Staffing, Curriculum, Recruitment/Retention, Support-Guidance, Support-Cultural, and Administrative) with up to six elements under each category tailored to the unique program activities and services of each site.

**Summative Evaluation Activities.** Also illustrated in the External Evaluation Design Table, summative evaluation activities focus on the collection, input and review (quarterly, annual) of student data collected throughout the year, from databases including the Student Information Profile (SIP), Practice Experience Report (PER), and Follow-up report which allows for the completion of follow-up performance measures from prior years. Progress towards each outcome is compared to annual goals set by site as proposed in grant application.

**B) Include the following data collection areas:**

1) *Collection and reporting of the performance measures for NHCTEP that are identified in the Performance Measures section of this notice.* Data will be collected, reviewed, and computed to
allow for the calculation of the seven (7) key performance measures identified. Numerical and percentage goals calculated and any sources of bias provided as caveats for the reader. Reports will compare performance measure progress with previous year. Follow-up data (3 months and 6 months post-program) will be included when available on subsequent annual report.

2) Qualitative and quantitative data with respect to: Comprehensive participant data including

i) Academic/Career/Technical competencies – Milestones: industry certification, related training certifications, secondary or post-secondary degree, employment placement and retention, internship participation and completion and any other program specific CTE/STEM milestone. Documentation verifying attainment kept in each student’s confidential file.

ii) Gender Analysis – Key milestones will be analyzed by gender to ensure equity. Student interviews will address any equity concerns by either female or males in each project.

iii) Job/Work Skill Attainment – Participation and completion of all forms of job/work skills training including apprenticeships, work-study programs, internships, and skill attainment.

iv) Collection of activity data and dissemination of recommendations –RMR file records all planned activities and results/ attendance. Recommendations for improving and/or modifying activity implementation are addressed. Recommendations are disseminated in two primary ways:

1) Program Staff receive a copy of the final report that contains a comprehensive list of recommendations, and 2) Program Staff meet with ALU LIKE, Inc. Specialists to discuss and develop follow-up action plans for continual improvement.

(v) The number and percentage of students who obtained industry-recognized credentials, certificates, or degrees - Collected as part of the Student Information Profile (SIP) database.

(vi) The outcomes of students' technical assessments, by type and scores –posted as provided.

(vii) The rates of attainment of a proficiency credential or certificate, in conjunction with a
secondary school diploma – Calculated for each site as part of the primary GPRA outcomes.

(viii) Overall effectiveness of the project – Data presented showing any association between
program delivery and outcomes. The program is guided by theory well-supported in the
literature on the impacts of academic and cultural supports on increased educational outcomes.

(ix) Dissemination of Results – see (iv) above. Reports are also made available to the Principal
Investigator of the project for internal assessment or enhancement of other programs as pertinent.

(x) Impact of Project on Students –GPRA outcomes. 3-and-6-month post-program follow-ups.
Qualitative data from student interviews provides context to impact.

*The Quality of Evaluation Conducted by an External Evaluator:*

Consulting:

Principal Consultant  has a Ph.D. in Social Welfare from the University of Hawaii and a Masters in Sociology from the UNC-Chapel Hill. He has 20+ years’ experience providing research methodology consultation, data analyses, and evaluation designs for large federal research projects awarded by NIMH, NSF, DOE and HUD.  has 15+ years’ experience working in non-profit administration in the State of Hawaii, including extensive experience working with Native Hawaiians and other underserved populations.

Consultant  is Director of the Writing Center at the UH-Mānoa (UHM,) and an Assistant Professor in the English Department, having a Ph.D. in English with an emphasis in Composition and Rhetoric. She has over 10+ years’ experience focusing on pedagogical approaches designed to enhance student retention and success rates, with a specific focus on Native Hawaiian and Pacific Islander students. She implements the qualitative data collection components of the evaluation report, including student interviews. Resumes are included for both  as evidence for strength and quality of proposed external evaluation.
## External Evaluation Design Table

<table>
<thead>
<tr>
<th>Component</th>
<th>Instruments</th>
<th>Methods</th>
<th>Sample/Time</th>
<th>Feedback Mechanism</th>
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</thead>
<tbody>
<tr>
<td><strong>FORMATIVE DESIGN ELEMENTS/ACTIVITIES</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student Interviews</td>
<td>Interview w/Semi-structured survey (12 to 14 questions)</td>
<td>Qualitative survey. Face-To-Face/Phone/Zoom, min 30 minutes per student</td>
<td>10 students; random selection; spring semester</td>
<td>End-of-year analysis in Final Report. Conference debriefing</td>
</tr>
<tr>
<td>Student Survey</td>
<td>Closed-ended survey on program experience</td>
<td>Email dissemination; Survey Monkey.</td>
<td>All students at each site</td>
<td>Assess Findings, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td>Program Staff</td>
<td>Open-ended survey (12 to 14 questions)</td>
<td>Qualitative survey; self-administered. Written.</td>
<td>Program staff; spring semester.</td>
<td>Compile Interviews, End-of-year analysis in Final Report</td>
</tr>
<tr>
<td>Site Visit</td>
<td>Physical Site Visit;</td>
<td>Observational; Staff Interview. Min 2 hours</td>
<td>Once per year; spring semester</td>
<td>Assess Findings, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td>Student File Reviews</td>
<td>File component check-list</td>
<td>Content review of student files.</td>
<td>Each student interviewed (10);</td>
<td>Assess Findings, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td>Consortium Staff Questionnaire</td>
<td>Open- and close-ended survey (15-20 total)</td>
<td>Qualitative; self-administered</td>
<td>All key staff; end of year</td>
<td>End-of-year triangulation in Final Report</td>
</tr>
<tr>
<td>Resource Management Report (RMR)</td>
<td>Excel database file; List of all planned program activities</td>
<td>Qualitative and quantitative review of progress on all activities,</td>
<td>Analysis quarterly of 6 domains and 25 components</td>
<td>Quarterly feedback review. End-of-year analysis in Final Report</td>
</tr>
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</tr>
<tr>
<td>Mid-year and End-of-year reports</td>
<td>Site written reports</td>
<td>Report review</td>
<td>Program is Unit of Analysis</td>
<td>Mid-year and End-of-year feedback</td>
</tr>
</tbody>
</table>

**SUMMATIVE DESIGN ELEMENTS/ACTIVITIES**

<table>
<thead>
<tr>
<th>Student Information Profile (SIP)</th>
<th>Database containing key student demographic and program output data</th>
<th>Quantitative calculations. Means, %, Range, Freq. Input by Site Staff</th>
<th>On-going</th>
<th>Quarterly review for quality assurance. End-of-year analysis in Final Report</th>
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</thead>
<tbody>
<tr>
<td>Practice Experience Report (PER)</td>
<td>Excel database containing key PER data fields</td>
<td>Quantitative; Input by Site Staff;</td>
<td>On-going</td>
<td>Quarterly review for quality assurance. End-of-year analysis in Final Report</td>
</tr>
<tr>
<td>Follow-Up Database</td>
<td>Excel database with prior year finalized data</td>
<td>Quantitative; Input by Site Staff;</td>
<td>First and Second quarters</td>
<td>Mid-Year Report; End-of-year analysis in Final Report</td>
</tr>
<tr>
<td>Computation of 7 Performance Outcomes</td>
<td>Student Information Profile (final report) data</td>
<td>Quantitative calculations Description: Means, %, Range, Frequencies.</td>
<td>All enrolled students</td>
<td>Full write up in Final Report</td>
</tr>
</tbody>
</table>
Maritime Career Exploration and Placement: Marimed Foundation Bibliography


www.oha.org/priorites
