



PRELIMINARY DRAFT

WDC Digital Media Program

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Program Introduction

This proposal is a digital media career program for the American Jobs Centers (AJC), Youth Services Centers (YSC), HIDOE and other schools on all Hawaiian islands. This program seeks to integrate healing and resiliency skill building within the digital media curriculum to support student learning for well-being in the workforce, teach career skills, and create living wage career pathways into industries utilizing digital media.

Program Rationale

A key to any youth program is garnering participant engagement. To win engagement, relevancy must be demonstrated to participants. A recent Kauffman Foundation study found that more than 70% of youth in the United States between the ages of 6-17 chose social media influencer as a top choice of career. Computer game design was also a top choice, illustrating how important digital media is to the next generation. According to Influencer Marketing Hub, it is estimated that influencers on platforms like Instagram can earn \$10-\$10,000 per post, depending on follower count. Therefore, skill in this medium can be highly lucrative.

From a healing standpoint, digital media represents an opportunity to create experiences that offer self-reflection, give voice and expression for life's challenging experiences, and build self-confidence. Such experiences can be embedded throughout the digital media production process in assignments/workflow, mentoring/counseling and achievement certification.

From an in-need standpoint, digital media is sensory-based (audio/visual), thus offering an ideal learning platform to engage ESL and others with lower proficiencies in reading, math and other academic subjects. Further, for those from performance storytelling cultures like Pacific Islanders,

it offers high engagement for academically-challenged participants while preserving and celebrating their cultural arts. Further, while the outcome of digital media is largely audio/visual, intellectual skills such as reading/writing, project management and technological literacy are tools of the trade thus participants see relevancy to skills that get them ahead resulting in a “pull” rather than “push” to the acquisition of academic skills.

From an education standpoint, digital media is highly collaborative and creative, thus ideal to support 21st century learning, namely the 4 Cs of Creativity, Critical-Thinking, Collaboration and Communication skills. The education documentary, “Most Likely to Succeed” frames how technological automation increasingly replaces human muscle through robotics while artificial intelligence replaces intellectual tasks. The conclusion of the film is that next-generation education must equip students with skills furthest away from being automated such as creativity and relationship skills. Digital media is ideal for project-based learning, social-emotional learning, hacks, portfolio-building and capstone projects.

Digital media is useful in all industries, thus an ideal gateway to introduce participants to careers in marketing, public relations, branding, e-commerce, social media, game design, film, TV and journalism. And with general skills in writing, project management and computer literacy, participants can find career pathways into an array of industries.

From an economic development perspective, digital media production leverages Hawaii’s unique differentiators of culture and environment, assets that drive the visitor industry. But while tourism volume is limited to room count, digital media increased opportunities to create and export Hawaiian experience products more broadly without the impacts of physical on-the-ground tourism. Digital storytelling also elevates the brand of Hawai’i.

In summary, digital media offers healing opportunities, cultural preservation, self-expression, successful learning experiences, teamwork, economic development and living wage jobs furthest away from being automated. This program represents an opportunity to keep talent in Hawai’i and grow an economy that leverages Hawaii's differentiated economic advantages.

Program Overview

This program features multiple pillars to empower participants with life skills for any industry whether involved in digital media or any other form of soft skill application. With respect to working within the digital media industry, participants will be empowered to evolve from in-need circumstances into living wage careers:

1. **Curriculum Model:** ID8-branded, project-based learning digital media production workbooks dominated by worksheets for:
 - a. Social Media Shorts (memes, reels)
 - b. PSAs (Public Service Announcements)
 - c. Commercials

d. Documentaries

e. Drama

Each workbook category includes contextualized:

- Pre-Production (writing, design, producing)
- Production (directing, videography, sound, lighting)
- Performance skills (interviewing, acting, narration)
- Post-production (editing, graphics, animation, fx, sound design)
- Distribution (social media, video sites like YouTube, media channel distributors).

Curriculum will be aligned to various education and certification standards:

- GLO and other assessment standards, including the Nā Hopena A'o ("HĀ") framework.
- Nationally recognized credentials for employment. We have reached out to Maricar at DLIR WDD to ask about this and Ka'ala Sousa may have some insights on how the community colleges and libraries can support credentials with the digital literacy initiative he has been working with over the past two years.

2. **Counseling:** In-need participant support can be embedded throughout the process in the form of subject matter assignments, workflow processes that include mentorship and counseling, and distribution and mastery recognition processes.
3. **Outreach & Engagement:** Outreach & Engagement is the most essential aspect of any youth program. In order for an agency and their program to make an impact within a community(ies), they must have a relationship with the youth they serve. Without it, the youth will not buy-in to the program, and most importantly, the people conducting the program. This is especially true with high-risk youth who do not want to be engaged by agencies and services, often due to their past negative experiences with service providers.

Outreach & Engagement is the process of building rapport and developing a trusting relationship between a direct service provider and the youth. Often, agencies who are able to engage high-risk youth have the ability to connect or refer them to other community-based organizations which provide specialized services that meet their holistic needs.

Those agencies who outreach and engage youth can act as intermediaries or liaisons for the youth and the agency/program they are being referred to. Youth may be open to the program because they trust the agency referring them to that program.

This connection is important to all three parties because, according to a journal article from Children and Youth Services Review:

- At-risk youth depend on several services but struggle with navigating with the services.
- The youths describe the outreach service as having legitimacy as a trustworthy service.
- The outreach service promotes the youth's empowerment, in contrast to other services.
- The outreach service aids the youths in navigating with the other services. (Oldeide, O., et al., 2020)

It has been AFY's experience over the past 35 years, that before we can address the education of the youth we serve, the highest risk youth on Oahu, we must first address their mental/emotional health needs. This type of meaningful change takes time and is measured in

years rather than months. Adult Friends for Youth (AFY) utilizes the Redirectional Therapy (RT) counseling approach that is trauma informed and addresses the emotional/mental health needs of the youth we serve. Counseling services (re)engage youth in both traditional and alternative pathways in education. In addition, our services also connect youth to vocational programs which include workforce/employment, construction, video production, etc.

4. **Project Showcase:** An online ID8 Digital Media Festival will showcase participant works. Industry professionals and viewers/peers will judge submissions. Completion, mastery certifications and prizes will be awarded.

5. **Career Connections:**

Career pathways can be built in multiple ways:

- a. **Mentorship & Awards:** While the Festival can be accomplished online it will also include an in-person conference with masterclass sessions by media professionals to educate and to foster career pathway relationships. ID8 Studios is available for any program functions with meetings offered in a blended in-person and remote video conference format.
- b. **Paid Internships:** DVR may be able to incorporate paid work-based learning experiences (internships for up to a certain amount of hours per annum per youth or adult participants), which would require having "employers" or projects that would allow for learning after the youth completed the training curriculum. DVR has worked with employers on creating part-time internship hours during the school year, as well as summer-time hours when school is out. DVR funding may allow for paid internships for eligible individuals with disabilities if part of their planned services from DVR. For other agencies or non-DVR participants wanting to engage in the digital media career pathway, other sources to cover the paid work experience (not more than 120 hours per Fair Labor Standards Act), will need to be identified.
- c. **HawaiiKidsCAN:** will be able to leverage resources and connections so that participants are aware of and have meaningful touchpoints with employers and higher education institutions so they have a clear pathway to upskilling and career opportunities.
- d. **Career Directory App:** built to support relationship-building, team-building, hiring, internships, learning opportunities and news dissemination.

Program Goals

Goals for this program include participants acquiring the following skills: creativity, problem-solving, critical-thinking, collaboration, communication, cultural awareness, life-long learning, resiliency for mental well-being in the workforce, digital literacy, computing skills, innovation and entrepreneurial mindset. For in-need participants, the program offers healing, empowerment, confidence-building, personal expression, inspiration and hope. Desired outcomes include participants evolving career pathways including, portfolio content,

certifications, awards/recognitions, professional relationships, fellowships, internships and placement into gig and/or living wage jobs.

Smartphone Implementation

The program consists of digital media training using mobile device technology. Statistics show that smartphone technology is owned by 96% of people nationwide, 90% of Hawai'i's population and 72% of homeless people nationwide. For digital media, mobile can serve remote populations and is the most level playing field possible. Further, writing, editing and project management software are readily available for mobile devices as are distribution channel upload capabilities. Thus, the following online support, smartphone production and online Festival format is recommended:

- **Curriculum Worksheets:** Curriculum will take the form of hands-on worksheets that participants use to create their productions. Examples include script formats, shot lists, prop lists, credits log and other step-by-step protocol-based workflows for specific media products. Worksheets will be aligned with GLOs. Worksheets can be delivered via print handouts, print workbooks (Amazon), online documents and/or at the BizzyB.com online learning management system (published by Bizgenics). Participants will likely also make use of asynchronous videos and other resources.
- **Classes & Check-Ins:** Subject area experts will be made available to illuminate the use and relevance of worksheets. This can be accomplished in hybridized fashion with in-person and remote meetings (BizzyB.com innovation learning platform and video conferencing). Worksheets will also be used as targets for assignments and to drive mentorship and counseling check-ins.
- **Production Equipment:** Ideally, participants use their own smartphone devices however pads or mobile devices could be provided for checkout. Partnerships with organizations like AJC/YSC, Hawaii State Library System or Hawaiian Hope could help participants access borrowed or used hardware.
- **Production Facilities:** ID8 Studios is available to the program for green screen and other production uses as well as a presentation / live streaming environment for expert presentations and the Festival. HIDOE school sites that have production facilities and equipment could also participate.
- **Post-Production Equipment:** Free editing software is available online. Professional grade editing computers and software could be made available at AJC/YSC, schools or library locations.
- **Program & Festival Website:** A dedicated program website (ID8festival.com) will be built to make worksheets available, deliver program information and showcase participant projects.
- **Career App:** A hiring directory app to match participants with production teams, internships and job opportunities will be built. Digital media as an industry is team, "gig" (short-term project-based work) and full-time career based. This directory will serve to connect workers on all three levels.

- **Intervention Assessment:** Pre-and post-program measurements will be taken to measure the effect of the program. An annual report will be generated to present the findings.

Curriculum Ownership

All curriculum under this program will be owned by the State of Hawai'i. The intent is to make it accessible free of charge to any program implementers, whether public, private or nonprofit. Note that the curriculum will be branded ID8 Studios to communicate credibility as well as to foster career pathway connectivity to professional clients of ID8. ID8 is owned by the State of Hawai'i and currently operated by Bizgenics.

Target Age Range

The goal of the curriculum model is to create a project-based worksheet system that is relevant from middle school ages through all phases of adulthood. Bizgenics' curriculum models have a proven track record of achieving that through a visual learning style that is accessible to young, in-need, at-risk and un-educated audiences. With respect to the Pilot Program, YSC targets ages 14-24.

Phasing & Budget

Minimum viable infrastructure will be developed, followed by a YSC pilot program and scaling interventions with various implementation partners serving their respective practice areas. Additional curriculum will be developed for additional tracks and partner implementation contexts.

1. PHASE 1: INFRASTRUCTURE DEVELOPMENT

- a. **Curriculum Workbooks:** custom project worksheets and instructor guides (3 sets: Social Media Shorts (memes, reels), PSAs, Documentaries). Worksheets can be print/electronic handouts, at Amazon and/or online at BizzyB.com: \$20K/track x 3 tracks = \$60K.
 - i. **Committee for Curriculum:** Recommended that a committee is created to include partners in their respective practice areas along with the consideration of including youth program representatives such as Adult Friends for Youth, Youth Service Centers, Kinai 'Eha, and Youth Challenge to be able to provide insight, experience, and expertise in working with the target group. These organizations provide youth with supplemental educational resources toward contributing to society.
- b. **Program Website:** Program information, curriculum and festival site, \$10K.
- c. **Post-Production Equipment:** Free software on mobile devices (Osmo, TikTok, etc.). Future phases consider paid software for higher learning (Canva, FinalCut). \$0.
 SUBTOTAL: \$70K
 20% Overhead: \$14K
- d. **Counseling:** A variety of support services are needed for high-risk youth to overcome past trauma.

For youth already on the cusp of dropping out of school, COVID-19 has amplified the need for mental health and educational support services. It has disproportionately affected youth and families from disadvantaged backgrounds.

Mentorship and counseling are vital in servicing high-risk youth. Counseling sessions provide youth with social emotional learning and coping skill development, but they also provide youth with a respite from the stresses of the pandemic and help bring a sense of normalcy back into their lives. In order for youth to consider pathways such as Digital Media, the youth's issues, trauma, and/or needs must be addressed first. Counseling engages youth, promotes healing from victimization, and emphasizes education as a pathway to improve one's life.

Group sessions are the preferred method due to the strength of peer influence, especially for the target population. Peers have more influence on one another than anyone else. Often times peer influence or peer pressure reinforces negative behaviors. Through counseling sessions prosocial behaviors are modeled and reinforced. Over time, maladaptive behaviors (i.e. violence, aggression, swearing, disrespect, etc.) can gradually be reduced and change the mindset of the youth. Group members can hold each other accountable for their actions, exerting positive peer pressure on one another.

PHASE 1 TOTAL: \$84K

2. PHASE 2: SINGLE YSC PILOT LOCATION: assuming 60 participants at Honolulu Dole Cannery Site for a 6-month intervention.

- a. **Program & Festival Manager:** One position, 1-year full-time: \$80K/year.
- b. **Intervention Counselor/Teacher:** One position, \$50K.
- c. **Production Equipment:** Pads or mobile devices \$1K.
- d. **Meeting Supplies:** 25 meetings at \$100/meeting, \$2.5K.
- e. **Web Content Marketing & Maintenance:** Website and social media upkeep and hosting, \$5K.
- f. **Awards, Prizes & Credentials:** \$1K.
- g. **Surveys & Reporting:** pre- and post-intervention surveys and reporting, \$2.5K.
- h. **Recap Video:** \$5K.

SUBTOTAL: \$137K

20% Overhead: \$27.4K

PHASE 2 TOTAL: \$164.4K

3. PHASE 3: 5 YSC LOCATIONS: assuming 5 sites across neighbor islands, 60 participants per site for a 6-month intervention. Additional intervention sites can be added with separate funding.

- a. **Additional Curriculum Workbooks:** Add Commercials, Dramas, Contextualized formats for partner interventions: \$20K/track x 3 tracks = \$60K.
- b. **BizzyB.com:** Online worksheets, teams, group management, contests, judging, showcase publication. Serves remote users and connects mentors with participants. \$50/year/participant. \$15K.

- c. **Program & Festival Manager:** One position, 1-year full-time: \$80K/year.
- d. **Intervention Counselors/Teachers:** two positions, rotating full-time, \$100K.
- e. **Career Counselor:** one position, full-time: \$50K.
- f. **Production Equipment:** Pads or mobile devices, \$1K per additional site, \$4K.
- g. **Meeting Supplies:** 125 meetings at \$100/meeting, \$12.5K.
- h. **Web Content Marketing & Maintenance:** Website and social media upkeep and hosting, \$15K.
- i. **Awards, Prizes & Credentials:** \$5K.
- j. **Surveys & Reporting:** pre- and post-intervention surveys and reporting, \$12.5K.
- k. **Recap Video:** \$10K.
- l. **Festival Production & Live Streaming:** \$5K.
- m. **Staff Travel:** 10 inter-island trips for two staffers at \$500/trip, \$5K.
- n. **Participant Travel:** 300 participants inter-island and ground transport at \$200/ea, \$6K.
- o. **Career Directory App:** \$300K see
https://docs.google.com/document/d/1wzsgvBfvZqFcGQ9nPoQHE8J7g6H9o7TxTF4_UatH8so/edit#heading=h.4ojvjospql4
 SUBTOTAL: \$680K
 20% Overhead: \$136K
PHASE 3 TOTAL: 816K

TOTAL ALL PHASES: \$1,064.4K

Timeline

Phasing is multi-year to allow for infrastructure development, pilot testing and scaling as follows:

1. **PHASE 1:** Infrastructure Development (curriculum & festival website).
2. **PHASE 2:** Single YSC Pilot Location (one round of projects).
3. **PHASE 3:** 5 YSC Locations (3 or more rounds of projects).

Year 1				Year 2				Year 3			
Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter
	Curriculum										
	Website										
		Promotion									
			Training								
				Pilot Int.							
				Showcase							

				Reporting							
					Curriculum						
					Training						
						Intervention	Intervention	Intervention			
						Showcase	Showcase	Showcase			
						Reporting	Reporting	Reporting			
										Repeat...	

Funding

The committee will explore funding sources. A House Bill, GIA and other sources have been suggested as places to start.

Program Partners

This program is a combined healing, vocational learning and career placement program supported by multiple Hawai'i organizations that may include:

- **Bizgenics (ID8 Studios):** A Honolulu-based 501(C)(3) education nonprofit specializing in creativity, innovation and entrepreneurship. Bizgenics programs include: ID8 Studios, a State-owned TV and film soundstage in Kaka'ako (see ID8.org); BizzyB.com, an online innovation-based learning management platform (Bizgenics is seasoned at building software applications, see bizzyb.com); "Shaka, a Story of Aloha," a documentary on the Shaka gesture (currently in production, see shakafilm.com), and; multiple project-based curriculum models (see bizgenics.org/curriculum). (Contact: Steve Sue).
- **AFY (Adult Friends for Youth):** AFY currently serves youth who are engaged in violent and destructive behaviors which impede their learning opportunities and engagement in Hawaii's workforce. Without proper intervention, these youth may be a burden on society with higher risks of incarceration, unemployment, homelessness, and poverty in adulthood. (Contact: Deborah L.K. Spencer-Chun).
- **AJC/YSC (American Jobs Center & Youth Services Center):** YSC provides programs and services for Hawaii's youth including the provision of balanced and comprehensive services for at-risk youth, to prevent delinquency, reduce recidivism, and maximize opportunities for youth to become productive, responsible citizens through community based and family-focused treatment interventions. (Contact: Lei Nakamura)
- **DHS/DVR (Hawai'i Department of Human Services):** DHS encourages self-sufficiency and supports the well-being of individuals, families, and communities in Hawai'i. DHS' Division of Vocational Rehabilitation (DVR) provides support to persons with disabilities who are looking to enter or retain integrated, competitive employment in Hawaii's workforce. (Contact: Maureen Bates, Alison Lee, or Cheryl Mathews).
- **CID (State of Hawaii's Creative Industries Division, Department of Business, Economic Development, and Tourism):** CID operates Creative Lab Hawai'i, a creative collaboration

environment including immersive programs, ideation workshops and public programs. (Contact: David Harper/Georja Skinner).

- **CTE:** Standards and skill credentials?
- **Hawaii State Library System:** It has been suggested that Libraries now have computing and that podcasting spaces would be ideal for ID8 to provide curriculum to. We will explore their interests.
- **Kinai 'Eha:** Provides an alternative education option to 'Ōpio (youth) that are in need of and seeking purpose, personal empowerment, education, Hawaiian cultural identity and connection, workforce training in construction and the trades, community service and leadership. (Contact: Josiah Akau).
- **HawaiiKidsCAN:** Committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. (Contact: David Miyashiro).
- **ALU LIKE Inc.:** Youth Employment & Training Program, possibly paid internships, as a Program Partner. (Contact: Winona Whitman)
- Also consider the community colleges, DLIR's WDD and/or DOE Adult Education on having existing career exploration curriculum adapted with a focus on additional career pathways to employment which naturally would extend from the basic digital media career pathway.
- **Lanakila Pacific Employment Services** promotes financial independence for adults with disabilities through job training, placement, and employment. Lanakila Pacific currently partners with the Division of Vocational Rehabilitation to create paid work-based learning experiences for eligible individuals with disabilities and has also served as an employer partner with the AJC Youth Services Center for their Paid Work Experience program. We are interested in exploring implementation of the Digital Media Curriculum, providing in-need participant support, and continuing to partner with the AJC And DVR to provide paid internship opportunities for their program participants utilizing the skills they develop through the Digital Media Program. (Contact: Evan Nakatsuka)