

Hawai'i 21CCLC Evaluation Report – SY2018-19 Cohort 10+ and Cohort 11

1. General Information

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	1/21/2020
Grantee Name	Hana Elementary and High School
Program Director Name	Shyanne Lecker-Agnew
Program Director Email	shyanne.la@gmail.com
Evaluator Name	Rick Williams
Evaluator Email	rickandkathyw@msn.com
Year of Grant	SY2018-2019 Year 3

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Hana Elementary and High School	Pre-K through 12

2. Executive Summary

This evaluation process was done to assist the Hana school complex in recognizing accomplishments, refining program design, and assessing effects on students, staff and the community. In addition to assessing program impact, evaluation can provide guidance essential to the program's responsiveness to changing Hana complex needs. The information provided will give feedback to the 21CCLC team and result in modification and improvement of programs and services. The evaluation can be used to assess current programming, plan strategies for the upcoming year, and to expand approaches to sustainability. This summary evaluation should be used to plan for future funding, assess the sustainability of continuing programs and to provide students, staff and the community a summation of what was accomplished by the 21st Century CLC grant.

The Hana Complex 21 CCLC program continues to be a successful operation and has accomplished its overall goals. Numerous community partnerships are running smoothly and are providing their students and family members with a range of activities. Most of the activities revolve around, reading skills, Hawaiian culture, agriculture and construction methods. The activities are well attended and the respective staffs have kept excellent records of attendance although they are sometimes reported late in a period. All of the partners developed clear goals and methods of following up on their goals. The relationship between the school's CCLC staff and the community partners is very good.

This year all four of the 21st CCLC objectives were met. All programs were well attended by the complex's students (73% attended activities and 14% for 30 days or more). This is a decrease from last school year, however, one of the larger partnerships was dropped.

The program to make available activities, during the times that the school's teaching staff is attending a full day of meetings, continues to be very successful.

Leadership of the program staff became problematic this school year. Many required reports were late or not done. Meetings with partners became hit and miss. No attempts were made to replace dropped partnerships. And a site visit by the 21CCLC staff found numerous discrepancies.

I was unable to find evidence that a sustainability plan has ever been done. I believe that one should be accomplished with a high priority.

The Hana Complex's geographic isolation and lack of local businesses will always be problematic. Partnerships possibilities revolving around math and science activities in the local area are practically non-existent. However, cultural activities are abundant. Efforts should be made to create partnerships that will directly improve the students math and science capabilities.

3. Program Description

3.A. PROGRAM DESCRIPTION

The Hana School Complex is a geographically isolated Pre-K to 12 school complex with 385 students located on the eastern side of Maui County. Local commercial businesses are almost non-existent. The students live in a series of communities that stretch from Kanae to Kaupo in what is known as the Hana District. Separated by a two-hour drive from the more populated area of Maui. There are many limits to the social, educational, and economic opportunities available to the Hana Community. Approximately 75% of the student population is Hawaiian or Part-Hawaiian, which is historically the most undeserved population in the state. The total Hana District School-Community population is 2,285 and they live in 390 households, only 64.6% are family households. Approximately 55% of the population is employed full time and 32% is unemployed. A large proportion of the families served are low income, over 62% of the student body are eligible for free or reduced-price lunch.

Due to an annual funding shortfall, many positions have been eliminated from the School Complex including, Librarian, Physical Education, Foreign Language, and Advanced Placement. The middle school has only four and one-half teachers and the high school has only five teachers for a six-period day. The lack of a variety of courses and funding severely hampers the student's ability to obtain equal educational opportunities when compared to other students in Hawaii.

The annual Strive Hi Report has consistently shown the Hana Complex to be below the state average in all areas. Although, in recent years there has been some improvement, there remains a need to find ways in assisting the student population in improving their academic performance.

This is year 3 of the grant. Prior to receiving the grant after school educational activities were extremely limited. Of note was the monthly Read Aloud America program which was always well attended.

The Hana Complex programs specified in the grant proposal are designed to support the 21st CCLC objectives by striving to improve the following needs:

- Lack of health and education experiences and opportunities due to a small, rural and geographically isolated community.
- Lack of education experiences due to inadequate WSF funding.
- Lack of health and education opportunities due to poverty.
- Lack of adequate academic school wide performance due to a variety of factors.
- Lack of adequate programs and activities to improve the health of our school community.

Lack of student career and college readiness due to substandard academic performance and few real-world experiences.

3.B. PROGRAM GOALS AND OBJECTIVES

3.B.1. Goals

Because of the Hana Complex’s location, demographics and the school’s funding issues, there is little access to physical and mental health services, the arts, parenting classes, college courses, child care and academics beyond the school day. The students will be provided opportunities and increased access to multiple services and activities. They also will be provided with more opportunities to help prepare themselves for their future careers or college. Each of our programs have developed their own set of goals. Those goals are stated here:

1.	Create a new appreciation of reading.
2.	Improve the understanding of Hawaiian history.
3.	Develop a basic understanding of ecology and conservation techniques.
4.	Make available an after-school and intersession Arts Program.
5.	Provide training in basic construction skills.
6.	Provide a day camp for Hana area students.

3.B.2. Objectives

Goal	Objective	Measure
1.	Encourage parents/caregivers and teachers to read to children on a regular basis.	Surveys
	Provide resources to help parents and teachers choose books and read to children.	Library usage increase or decrease
	Nurture a love of reading in parents and awaken a love of reading in children.	Surveys
	Encourage families to limit television, computer, and video time and read.	Surveys
2.	Experience and learn about traditional Hawaiian agriculture	Instructor feedback
	Build a traditional Hawaiian house	Instructor & community feedback
3.	Improve understanding shoreline ecology and conservation	Instructor feedback
4.	Provide well attended drama, music, dance and visual arts instruction	Daily attendance records and audience attendance records
5.	Improve the grades in students attending tutoring sessions related to their courses.	Course marks
6.	Improve common core mathematics skills specifically in the areas of measurement and geometry.	Course marks
	Demonstrate improving construction skills	Instructor feedback
7.	Provide music, arts, sports and cultural activities in a safe environment for students during periods when school is not in session	Staff observation Participant feedback
	Provide leadership/problem solving and team building opportunities	Staff observation Participant feedback
	Incorporate healthy choices, healthy foods, healthy activities	Staff observation Participant feedback

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Hana Elementary and High School	31	Pre-K through 12
Subgrantee Total	31	

Exhibit 4: Students Served in School Year 2018-19 (fall and spring)

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Hana Elementary and High School	256	118	Pre-K through 12
Subgrantee Total	256	118	

* Regular attendees are those who have attended the program for 30 or more days.

Exhibit 5: Students Served in Summer 2019 (ending June 30, 2019)

Center	Summer 2019 Enrollment – Total	Grade Levels
Hana Elementary and High School	59	Pre-K through 12
Subgrantee Total	59	

Exhibit 6: Total Students Served in 2018-19 (combined and unduplicated)

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Hana Elementary and High School	256	118	Pre-K through 12
Subgrantee Total	256	118	

* Regular attendees are those who have attended the program for 30 or more days.

Attendance Discussion

Attendance has not proven to be an obstacle. Attendance at all activities was good throughout the school year. With the exception of one of the partners, the partners have maintained excellent attendance records using our computer based system. A large percentage of the student body attends the activities regularly and parents are very appreciative of the after-school care. The Reading Aloud America program continues to be our best attended activity by both students, family and community members.

3.C.2 Participant Characteristics

Exhibit 7: Characteristics of Students Served (18/19 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Hana Elementary and High School	256	100%	0	0%	44	17%	125	49%	131	51%

Note: These data should match data reported in Exhibit 6.

Exhibit 8: Race/Ethnicity of Students Served (18/19 combined and unduplicated)

Center	AI/AN		Asian		NH/PI		Black		Latino		White		2 +	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hana Elementary and High School	3	1.2%	6	2.3%	182	71.2%	1	.4%	30	11.7%	25	9.8%	9	3.5%
Subgrantee Total	3	1.2%	6	2.3%	182	71.2%	1	4%	30	11.7%	25	9.8%	9	3.5%

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; 2+ refers to two or more races. Note: These data should match data reported in Exhibit 6.

3.D PROGRAMMING

Activities offered during summer 2018.

Multiple partners and sites were utilized during the summer period. Those areas included Hana Arts, Youth Center, YMCA, and Makahana Ka Ike. The activities were: art bark, Hana legends, hula, conventional building skills, farming, team building, recreational activities, healthy living, cooking skills, art projects, culinary arts, music, arts, community service, and computer instruction. Different activities were designed for all the different age groups served.

Activities offered during school year 2018-19.

Multiple partners and sites were utilized during the school year. Those areas included Hana Arts, Youth Center, Kipahulu and Makahana Ka Ike. The activities were: art bark, Hana legends, hula, winter wonder camp, conventional building skills, farming, team building, recreational activities, healthy living, cooking skills, art projects, culinary arts, math & reading tutorials, homework assistance, music, arts, community service, and computer instruction. Different activities were designed for all the different age groups served. Most programs were well attended and appreciated by the students.

Activities offered during summer 2019.

Multiple partners and sites were utilized during the summer period. Those areas included Hana Arts, Youth Center, Makahana Ka Ike, and Kipahulu. The activities were: art bark, Hana legends, hula, winter wonder camp, conventional building skills, farming, team building, recreational activities, healthy living, cooking skills, art projects, culinary arts, music, arts, community service, and computer instruction. Different activities were designed for all the different age groups served. Most programs were well attended and appreciated by the students.

3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials

Our partners used a wide variety of materials, those items are listed in the table below.

Program Partner	Materials Provided by 21 st CCLC
Hana Arts	paints, fabric, clay, glue, paper, ukulele strings, water balloons, utility knives, raffia, paint, rope, wood, drum sticks, inks
Kipahulu Ohana	multiple arts and crafts supplies
Makahana Ka Ike	none
Read Aloud America	books, bumper stickers, rulers, dexals, pens, office supplies, handbooks, banners, monthly prizes and awards
Reading Teacher	existing facilities and equipment utilized
Youth Center	none

3.E.2 Resources

Various Hana School and community facilities were utilized:

- Vacant Hana School classrooms
- Hana School culinary classroom
- Hana School cafeteria
- Hana School shop building
- Hana School computer lab
- Hana School band room
- Hana Arts classrooms
- Kapahu living farm
- Wailua Nui Taro Patch
- Hana Youth Center
- The Pacific Ocean And Shoreline

3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM

Staff are required to perform numerous mostly clerical duties. They maintain the free flow of information between the partners, parents, students, and administrative staff. The staff also encourages the partners to maintain all the documentation needed to evaluate student performance.

The Hana Complex 21st CCLC administrative staff consists of a project director, a coordinator, a database administrator and the school's account clerk. All of the positions are part time in nature. The coordinator and account clerk are on site daily. The principal, vice-principal and program director are available for questions and problems. The hours for each of these positions vary and range from 4-10 hours per week.

The activities of the partner organizations are monitored daily through the use of the locally developed electronic attendance system. Their activities are also monitored by utilizing the reports given in the mandatory partner meetings. The database administrator is available 24x7 to supply technical support and generate any reports needed.

During this evaluation period the project director had great difficulty keeping up with her program responsibilities. Meetings with the partners, which had always been monthly, were almost non-existent. There was poor communication with her staff and the suspense dates for required reports often weren't met. A site visit by the 21CCLC staff did not go well and many administrative discrepancies were noted.

Exhibit 9. Number of Staff by Position (18/19 combined and unduplicated)

Center	Adminis-trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	
Hana Elementary and High School	7	1	1	24	3	4	6	9	30	6	4	4	3	0	0	0	0	
Subgrantee Total	7	1	1	24	3	4	6	9	30	6	4	4	3	0	0	0	0	

Exhibit 10. Average Hours per Week by Position

Center	Adminis-trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Hana Elementary and High School	25	6	176.5	22.5	7.8	13.3	6	0	0
Subgrantee Total	25	6	176.5	22.5	7.8	13.3	6	0	0

3.G. PARTNERSHIPS

Partnership Data

Contribution Type	Partner Contributions		Total Number of Partners	
	# Paid Partners	# Unpaid Partners	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	0	0	0
Raise funds	0	0	0	0
Provide programming/activity related services	6	1	6	1
Provide goods	3	2	3	2
Provide volunteer staffing	0	5	0	5
Provide Paid Staffing	5	0	5	0
Other	0	0	0	0
Subgrantee Total	14	8	14	8

Partnership Description

The tutoring program, during times when the regular teaching staff is unavailable due to required monthly meetings, continues to be a success. The Read Aloud America is a best attended activity. That activity attracts all ages, parents and community members alike.

Challenges with partnerships:

Tracking attendance by one partner in particular was consistently late. The individual responsible for documenting attendance couldn't seem to find the time to perform the necessary tasks. Eventually, when the job was handed off to someone else, late attendance was no longer an issue.

3.H. PARENT/FAMILY INVOLVEMENT

Family involvement:

Families are encouraged to participate in many of our activities. This is done through flyers, notes home, and in this small community, word of mouth. Most of our activities are designed around families. Parents are encouraged to volunteer and help with many programs. The program has been very successful in having families attend multiple activities. Hana is a very close net community and they tend to be supportive of any activities related to the school.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

This evaluation is designed to determine if the program is operating as planned, provide feedback about the activities being offered, determine whether the program is producing the types of outcomes desired, and help clarify program goals and objectives. The results will be presented to the staff in order to determine the program's current strengths and weaknesses. The evaluation will also be used to communicate to the partners their program's overall effectiveness.

4.A.2. Implementation Evaluation

What implementation questions are being answered?	The program was implemented as planned. The project director met with the potential partners to develop the initial planning program. All of the partners suggested in the grant application were processed into the program. The program serviced a total of 535 students; 99 students were reportable (receiving 30+ days instructional time). Upon implementation, all partners achieved/maintained their activity goals specified in the grant.
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What data collection methods are being used (e.g. interviews, observations)?	To measure program effectiveness, data will include: the number of regular attendees (30 days or more), total number of student participants, number of family served, behavioral and academic indicators. Hana School utilizes State of Hawaii, Longitudinal Data System (LDS), a technology platform designed to help educational leaders collect data, evaluate programs, and make decisions based on performance and outcomes. State of Hawaii, Longitudinal Data System (LDS) will be used to perform analytics and provide the data required for annual performance reporting.
What is the timing of data collection?	Attendance data is collected daily and uploaded to a central database as needed. Questionnaires were distributed to the partners midway through the school year. Monthly meetings with the partners were utilized to get and distribute information.

4.A.3. Outcomes Evaluation

What outcomes questions are being answered?	<ul style="list-style-type: none"> • To what extent do students who participate in our programs show academic improvement? • Has overall school attendance improved? • Do program attendees have improved life/job skills? • Have students demonstrated improved behavior?
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	<ul style="list-style-type: none"> • Classroom grading system is utilized. • Daily school attendance is maintained. • Input from construction instructors is routinely obtained. • Unwanted behaviors are logged via the DOE’s Longitudinal Data System.
What is the timing of data collection?	<ul style="list-style-type: none"> • Normal school grading periods are utilized. • Daily school and program attendance records are kept. • Our partners are questioned at required meetings about student progress with job/life skills. • Student behavior is tracked via the DOE Longitudinal Data System on an ad hoc basis
How well is the program being managed by the staff?	<ul style="list-style-type: none"> • Are reports being submitted on time • Are partners being appropriately monitored • Are new partnerships being sought out • Is the complex administration being kept informed

4.B. EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

Overall grades have continued to improve throughout the complex. Classroom attendance also continues to improve. Our partners all report that overall their students are meeting or exceeding their stated goals. Finally, student overall behavior continued to improve this year. Students, especially those involved in construction related activities, now have many new skills that will relate well to the job market.

4.B.2 Key Performance Indicators (KPIs) – Objective 1

Objective 1: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental and recreational services.

Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services

Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	Reading & Literacy	Math	Science & Technology	Other Secsfy
Hana Elementary and High School	Y	Y	Y	.

Core Educational Services Discussion

Provide a brief description of evidence that these services are of high quality.

Our Read Aloud Program attracts the largest number of students of all ages and their parents. The program is so successful many community members are asking how they can be involved

Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities

Objective 1.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)						
Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
Hana Elementary and High School	Y	Y	Y	Y	Y	

Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement

Objective 1.3: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.		
Center	Number of community partnerships	Description of community partners and their services .
Hana Elementary and High School	5	Hana Arts, Youth Center, Makahana Ka Ike, Read Aloud America and Kipahulu. The activities were: art bark, Hana legends, hula, conventional building skills, farming, team building, recreational activities, healthy living, cooking skills, art projects, culinary arts, math & reading tutorials, homework assistance, music, arts, community service, ocean science, reading skills development, robotics and computer instruction.

Community Involvement Discussion

The Read Aloud America Program attracts the largest number of students of all ages their parents, siblings and community members. The program continues to be so successful many community members are asking how they can be involved.

Maintaining community partnerships was extremely difficult this past year. Some partnerships expressed their difficulty maintaining the required documentation and they

would sometimes miss required meetings. One partnership was becoming so problematic they were dropped.

Exhibit 15: Performance on KPI Objective 1.4 - Services to Parents and Family Members

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Hana Elementary and High School	140	Read Aloud America encourages parents and siblings to attend, Youth Center day care. Hana Arts puts on plays that are attended by family members and friends.

Parent/Family Services Discussion

Again, the staff points to the Read Aloud America program. That program attracts the most community members. The construction skills program also brings in many family members wanting to assist in the building activities.

Surprisingly, local community volunteerism is at a very high level. Once the call goes out the “coconut wireless” bring in multiple parents and family members. Hana is a very close net community and they are quick to respond.

Exhibit 16: Performance on KPI Objective 1.5 – Hours per Week

Objective 1.5: Centers will offer services at least 12 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.		
Center	Average number of hours per week services offered during the school year	Average number of hours per week services offered during summer and holidays
Hana Elementary and High School	71	126

[Key Performance Indicators (KPIs) – Objective 2

Objective 2 - 21st Century Community Learning Centers are located in high-poverty communities. (Not included here - Communities are already described in [Section 3.A](#), and Free & Reduced Lunch Data are provided in [Section 3C2](#), and [Table 7](#) above.)

4.B.3 Key Performance Indicators (KPIs) – Objective 3

Objective 3: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.

**Exhibit 17: Performance on KPI Objective 3.1.1
Academic Improvement in Reading/Language Arts – Smarter Balanced**

Objective 3.1: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	Hana Elementary and High School	20	56%	7

**Exhibit 18: Performance on Indicator 3.1.2 –
Academic Improvement in Reading/Language Arts – Grades or Course Marks**

Objective 3.1: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	Hana Elementary and High School	N/A	N/A	N/A

**Exhibit 19: Performance on Indicator 3.2.1 –
Academic Improvement in Math – Smarter Balanced**

Objective 3.2: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring		Regular program participants with IMPROVEMENT in math from fall to spring	
	Hana Elementary and High School	70	62%	11

**Exhibit 20: Performance on Indicator 3.2.2 –
Academic Improvement in Math – Grades or Course Marks**

Objective 3.2 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring		Regular program participants with IMPROVEMENT in math from fall to spring	
	Hana Elementary and High School	N/A	N/A	N/A

KPI Objective 3 Discussion

Please describe particular successes or challenges related to KPI Objective 3.

The limited academic data available shows a moderate improvement in both reading/language arts and math between the fall and spring semesters. It is a challenge trying to obtain and analyze actual student grades for our regular attendees.

4.B.4 Achievement of Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
Encourage parents/caregivers and teachers to read to children on a regular basis.	Surveys	A majority of all surveys have positive comments	Met
Provide resources to help parents and teachers choose books and read to children.	Library usage increase or decrease	Librarian reports increased interest after read aloud program events	Met
Nurture a love of reading in parents and awaken a love of reading in children.	Surveys	A majority of all surveys have positive comments	Met
Encourage families to limit television, computer, and video time and read.	Surveys	A majority of all surveys have positive comments	Met
Experience and learn about traditional Hawaiian agriculture	Instructor feedback	Instructor reported students performed tasks as instructed	Met
Build a traditional Hawaiian house	Instructor & community feedback	Instructor reported students performed tasks as instructed Community comments were positive	Met
Improve understanding shoreline ecology and conservation	Instructor feedback	Instructor reported students performed tasks as instructed	Met
Provide well attended drama, music, dance and visual arts instruction	Daily attendance records and audience attendance records	All classes and events were well attended	Met
Improve the grades in students attending tutoring sessions related to their courses.	Course marks	Most students showed improving marks	Progress
Improve common core mathematics skills specifically in the areas of measurement and geometry.	Course marks	This is only one small section in general math classes.	Unable to measure
Demonstrate improving construction skills	Instructor feedback	Instructor reported students performed tasks as instructed	Met
Provide music, arts, sports and cultural activities in a safe environment for students during periods when school is not in session	Staff observation Participant feedback	Staff reported students performed tasks as instructed. Students supplied positive responses to questions	Met
Provide leadership/problem solving and team building opportunities	Staff observation Participant feedback	ff reported students performed tasks as instructed. Students supplied positive responses to questions	Met
Incorporate healthy choices, healthy foods, healthy activities	Staff observation Participant feedback	ff reported students performed tasks as instructed. Students supplied positive responses to questions	Met

Achievement of Program-Specific Objectives Discussion

The activities provided continue to be well attended with a majority of the student body utilizing at least one of available programs. Attendance in regular class rooms continues to. The programs fill many gaps need in the Hana complex.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

A new robotics team was established and they attended the island wide competition.

4.C.2 Best Practices

None Noted

4.C.3 Student, Teacher, Parent, Staff or Community Input – *[if you used survey(s) please include instrument as an attachment and include results in the narrative.]*

None Noted

5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

Describe the original sustainability plan as indicated in the grant application.

There was no sustainability plan supplied in the original grant application.

5.B UPDATED SUSTAINABILITY PLAN

No Partners have been added.
The YMCA has dropped off.
There are no additional funding sources.

6. Conclusions and Recommendations

6.A CONCLUSIONS

The Hana Complex 21 CCLC program continues to be a successful operation and has accomplished its overall goals. Numerous community partnerships are running smoothly and are providing their students and family members with a range of activities. Most of the activities revolve around, reading skills, Hawaiian culture, agriculture and construction methods. The activities are well attended and the respective staffs have kept excellent records of attendance although they are sometimes reported late in a period. All of the partners developed clear goals and methods of following up on their goals. The relationship between the school's CCLC staff and the community partners is very good.

This year all four of the 21st CCLC objectives were met. All programs were well attended by the complex's students (73% attended activities and 14% for 30 days or more). This is a decrease from last school year, however, one of the larger partnerships was dropped.

The program to make available activities, during the times that the school's teaching staff is attending a full day of meetings, continues to be very successful.

Leadership of the program staff became problematic this school year. Many required 21CCLC reports were late or not done. Meetings with partners were hit and miss. No attempts were made to replace dropped partnerships. And a site visit by the 21CCLC staff found numerous discrepancies.

I was unable to find evidence that a sustainability plan has ever been done. I believe that one should be accomplished with a high priority.

The Hana Complex's geographic isolation and lack of local businesses will always be problematic. Partnerships possibilities revolving around math and science activities in the local area are practically non-existent. However, cultural activities are abundant. Efforts should be made to create partnerships that will directly improve the student's math and science capabilities.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

The Hana complex 21CCLC program continues to supplement the needs of the students. Unfortunately, the program falls short in the areas of math and science but it does an outstanding job with reading and art activities. A new director has been selected and I know she will tirelessly to clear up many of the current deficiencies.

6.C EVALUATION DISSEMINATION

This evaluation will be made available to all partners and the school's administration for further dissemination.