Hawaiʻi 21st CCLC Evaluation Report Template – SY2017-18

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2017-18 the HIDOE is implementing a standardized template for evaluations of the 21st CCLC programs. Each subgrantee is required to complete this template with SY2017-18 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

Evaluation Element	Complete?
1. General Information	☐
Exhibit 1: Basic Information Table	☐
Exhibit 2: Center Information Table	☐
2. Executive Summary	☐
3. Program Description	☐
3.A. Program Description	☐
3.B.1 Goals	☐
3.B.2 Objectives	☐
Exhibit 3: Students Served	☐
Attendance Discussion	☐
Exhibit 4: Characteristics of Students Served	☐
Exhibit 5: Race/Ethnicity of Students Served	☐
3.D. Summer and Intersession Programming	☐
Exhibit 6: Students Served During Summer	☐
3.E.1 Program Materials	☐
3.E.2 Resources	☐
3.F. Staff and Others Involved in the Program	☐
Exhibit 7: Number of Staff by Position	☐
Exhibit 8: Average Hours per Week by Position	☐
Exhibit 9: Partners	☐
Partnership Description	☐
3.H. Parent/Family Involvement	☐
4. Evaluation	☐

Evaluation Element	Complete?
4.A.1. Evaluation Design Overview	☐
4.A.2. Implementation Evaluation	☐
4.A.3. Outcomes Evaluation	☐
4.B.1. Implementation of Evaluation Results	☐
Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation	☐
Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior	☐
KPI Objective 1 Discussion	☐
Exhibit 12: Performance on KPI Objective 2 – Core Educational Services	☐
Core Educational Services	☐
Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities	☐
4.B.3. Key Performance Indicators – Objective 2	☐
Exhibit 14: Performance on KPI Objective 2 – Services to Parents and Family Members	☐
Parent/Family Services	☐
Exhibit 15: Performance on KPI Objective 2 – Hours per Week	☐
Exhibit 16: Performance on KPI Objective 4 – Academic Improvement in Reading/Language Arts	☐
Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math	☐
KPI Objective 4 Discussion	☐
4.B.5. Achievement of Program-Specific Objectives	☐
Exhibit 18: Progress on Program-Specific Objectives	☐
Achievement of Program-Specific Objectives Discussion	☐
4.C.1. Success Stories	☐
4.C.2 Best Practices	☐
4.C.3 Student, Teacher, Parent, Staff, or Community Input	☐
4.C.4 Pictures	☐
5. Sustainability Plan	☐
5.A. Original Sustainability Plan	☐
5.B. Updated Sustainability Plan	☐
6. Conclusions and Recommendations	☐
6.A. Conclusions	☐

Evaluation Element	Complete?
6.B. Recommendations	☐
6.C. Evaluation Dissemination	☐

1.   General Information

Please retain the pre-set formatting of 12 pt. font for narrative sections of the report and 10 pt. in the tables throughout this document.

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	01/31/2019
Grantee Name	Lānaʻi High and Elementary School Foundation
Program Director Name	Natalie Ropa
Program Director Email	misaki@hawaii.edu
Evaluator Name	Dr. David K. Sing
Evaluator Email	davidsing47@gmail.com
Year of Grant	Year 2

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kahua Hoʻonaʻauao ʻO Lānai	K-12
Center 2	Click here to enter full name of Center 2.	Click here to enter Grade Levels Served
Center 3	Click here to enter full name of Center 3.	Click here to enter Grade Levels Served.
Center 4	Click here to enter full name of Center 4.	Click here to enter Grade Levels Served
Center 5	Click here to enter full name of Center 5.	Click here to enter Grade Levels Served
Center 6	Click here to enter full name of Center 6.	Click here to enter Grade Levels Served.
Center 7	Click here to enter full name of Center 7.	Click here to enter Grade Levels Served
Center 8	Click here to enter full name of Center 8.	Click here to enter Grade Levels Served

Moving forward, please enter the centers in the same order for the tables to come.

2.   Executive Summary

This section of the report is a brief overview of the evaluation, explaining why it was conducted and listing its major conclusions and recommendations. Although the executive summary is placed first, it is typically the section that you write *last*.

Include a **brief summary (no more than 2 pages, 12 pt.)** of the key points from each section of the report:

1. Program description
2. Evaluation Design
3. Evaluation Results
4. Conclusions and Recommendations

> This evaluation is for Year 2 (July 1, 2017- June 30, 2018) of Lānaʻi High and Elementary School (LHES) Foundation 21st CCLC known locally as Kahua Hoʻonaʻauao ʻO LānaʻI (Kahua). For that year, the program operated with a grant in the amount of $210,822.
>
> The vision of the Kahua Program, defined through a strategic planning process conducted by community and school leaders, is: "to inspire students and their families to be life-long learners in believing that *anything and everything is possible* in their education and careers. The program fosters a place-based learning environment that acknowledges the uniqueness and traditions of Lānaʻi."
>
> This vision is transformed into working concepts called "core elements."   Kahua aligns its programs, curriculum, instruction and assessment to the "core elements."
>
> Kahua provides academic enrichment opportunities during non-school hours for all Lānaʻi children enrolled or eligible to enroll in grades K-12.   This program conducts collaborative and sustainable community learning opportunities that ensure all participating children meet and/or exceed academic standards, aspire for higher education and careers, and become leaders in their community.
>
> The evaluation describes the extent to which participating students: 1) believe in themselves to achieve and aspire to educational and career goals without limits; 2) demonstrate interest toward STEM and Health education and career goals; 3) gain knowledge of the history, culture and environment of Lānaʻi; 4) demonstrate a sense of responsibility for their family and community; 5) and participate in programs that strengthen family learning together.
>
> The evaluation results show that with the training the teachers received during the year those who attended were successful in aligning their program strategies to the "core elements".   This was reflected in the impact the program events had on the students making great strides believing in themselves and raising their expectations with respect to their educational goals and aspirations. The students participating in the Kahua program activities: were interested in continuing to participate in the events; showed interest in attending college; were interested in stem and health related program activities; connected to

professionals in the stem and health careers, and over 50% of them were enrolled in early admit courses.   There were well over the 50 families participating in Kahua related events.

Conclusions

- The Program Director continues to be the key to the success of the program.   The community sees her as a leader and respond to the programs she coordinates. She has maintained the partnerships with the large list of educational and community groups that support and complement her efforts. She is very hands on and involved in all aspects of the program.
- The program has exceeded its enrollment numbers for participating students and families.   There is interest by the students and families in the program activities being offered by the Kahua Program.
- The high school students are being impacted the opportunities in the Health and STEM areas. The students are interested to have more of these opportunities.   They are all interested in attending college. The impact is more evident with students indicating specificity to education and career goals. Some of the students have listed the name of the colleges they want to attend, the area they want to major in, and the specialty of medicine or stem profession they want to specialize in. This correlates with some research on higher education success that the more detail students give in describing their education and career goals the chances of their success in college increase. Another impressive factor for the Kahua students, 62% of the Kahua junior and senior students are enrolled in early college courses through Maui College. Again, another indicator of attending and successful matriculation in higher education.
- With the Kahua program and the opportunities the students have in going to campuses and meeting with professionals from the various UH campuses, there seems to be a growing awareness of the importance of college to them, their family and the community.
- The program has created greater awareness of the history, culture, natural environment and the needs of the island of Lānaʻi. Students are learning about the ocean, its forest, the animals and sea life, and the issues related to protecting, preserving. It has made impact on the students with these hands-on opportunities to work in the ocean and on the land through *huakai* or field trips.
- The younger children are working on projects that make the learning real and applied. The themes of these classes create a greater understanding of the island and the culture.
- There was no data for the Key Performance Indicators Objective 1 and 4. According to the Director, she had not received guidance on two issues. The first issue was the definition of "regular" students.   Most of her programs are designed to create opportunities outside of the regular classroom during weekends, summer, and intersession breaks. Thus, her students do not meet more than 30 days a year.   The other issue is access to the DOE data base. As a private nonprofit entity, she needs to have clearer guidance on the current policies and procedures getting reports from the local school and surveys to the classroom teachers.

- The administrator, teachers, staff, and families continue to be very diligent and dedicated to the program and the students.
- Funding for program should begin June to allow for program to plan and conduct summer intersession programs

Recommendations

- Teachers need to be more diligent in filling out Kahua teacher assessment forms. Continue with teacher training and administrative support in the use of the forms.
- DOE   should create a way for program to show students attendance of 30 days or equivalent hours to define "regular" students.
- DOE provide guidance to Director and communication to LHES principal in the protocol for retrieving the necessary information and data from student data base and school teachers.
- Funds for program released when contract signed

3.   Program Description

3.A.   PROGRAM DESCRIPTION

Provide a brief description of the program, including the following bullet points:

☐   Describe the organization operating the grant program.

☐   Provide the grant year (i.e., Year 1, Year 2, Year 3, etc.).

☐   Describe the community and schools involved in the program, including evidence that these are high-poverty communities.

☐   Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?

The 21st CCLC on Lanai is administered through the Lanai High and Elementary School (LHES) Foundation), a 501c3 nonprofit corporation. The Foundation was created to support the LHES through financial, volunteer resources, and community support. The LHES Foundation was created by the parents, community, grandparents, and alumni of LHES. The primary goal of the LHES Foundation is to increase parental and community involvement; to create home environments that encourage learning, and to communicate high, yet reasonable expectations for children's achievement and future careers. The foundation is based on the idea that schools that can work well with families and where adults are involved in school activities outperform identical programs without parent and family involvement. The foundation seeks to build teacher and morale and increase communication between the school and the community. Presently, the LHES Foundation board is composed of a wide range of professionals who live on Lāna'i.

This evaluation is for Year 2 (July 1, 2017- June 30, 2018) of Lāna'i High and Elementary School (LHES) Foundation 21st CCLC known locally as Kahua Ho'ona'auao 'O Lāna'I (Kahua). For that year, the program operated with a grant in the amount of $210,822.
The vision of the Kahua Program, defined through a strategic planning process conducted by community and school leaders, is: "to inspire students and their families to be life-long learners in believing that *anything and everything is possible* in their education and careers. The program fosters a place-based learning environment that acknowledges the uniqueness and traditions of Lāna'i."

This vision is transformed into working concepts called "core elements."   Kahua aligns its programs, curriculum, instruction and assessment to the "core elements."

Kahua provides academic enrichment opportunities during non-school hours for all Lāna'i children enrolled or eligible to enroll in grades K-12.   This program conducts collaborative and sustainable community learning opportunities that ensure all participating children meet and/or exceed academic standards, aspire for higher education and careers, and become leaders in their community.

3.B.   PROGRAM GOALS AND OBJECTIVES

All Hawaiʻi 21st CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see Section 4B: Evaluation Results. In addition to these KPIs, subgrantees must articulate their own program-specific goals and objectives.

- ☐ **Goals** are brief, general statements about what the program hopes to achieve.

- ☐ **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.

- ☐ **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

3.B.1. Goals

What are the overall goals of your particular program? Please number each major goal. See example in grey. It is not necessary to have five goals, but space is provided in case you do.

1.	*SAMPLE: Improve academic achievement in math*
1.	Increase the integration of Kahua Core Elements into the program's curriculum, instruction, and assessment
2.	Increase students' belief that they can achieve and aspire higher in education
3.	Increase students' interest in STEM and HEALTH education and career goals
4.	Increase students' interest in attending college
5.	Increase students' appreciation and understanding of the culture and environment of Lanai
6.	Increase family participation in student activities

3.B.2. Objectives

What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See examples in grey below. Enter all that apply.

Goal	Objective	Measure
1.	*SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21st CCLC program will improve their course marks in math from fall to spring.*	*Course Marks*
	SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.	*Smarter Balanced Assessment*

1.	80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements into program activities	Workshop registration
	80% of programs show 1 or more core elements integrated into program activities	Teacher Assessment Form
2.	150 K-12 students will register and participate in Kahua events	Program Registration/participation Information
	80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements into program activities	Workshop registration
	80% of participating Program students indicate they want to participate in future Kahua events	Teacher Assessment Form & Student Evaluations
3.	80% of program students attending STEM and/or health events show interest in STEM or Health activities	Teacher Assessment Form & Student Evaluations
	80% of high school students attending STEM and/or health events indicate an interest in a STEM or Health related education and/or professional goal	Teacher Assessment Form & Student Evaluations
	80% of high school students engage with a STEM or Health professional during the year	Teacher Assessment Form and Student Evaluation Form
4.	80% of junior and senior high school students indicate an interest in attending college	Teacher Assessment Form and Student Evaluation Form
	50% of juniors and seniors are enrolled in early admit college courses	Maui College registration
5.	80% of participating students are engaged in class or community projects	Teacher Assessment Form and Student Evaluation Form
6.	50 families participate together in events	Program Registration/participation Information

3.C.   PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in 2017-18 (including summer)

Center	2017-18 Enrollment – Total	2017 -18 Enrollment – Regular*	Grade Levels
Kahua Hoʻonaʻauao ʻO Lānaʻi	213	0	K-12

Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served.
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served.
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Subgrantee Total	213	0	

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

Attendance Discussion
Describe attendance at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged attendance?

213 students out of 569 eligible students on the island of LānaʻI participated in program activities. That number is significantly higher than the goal of 150. The program has not had any challenges in students participating. The program has strategically worked with teachers and administrators of LHES and community programs to design appropriate events and activities with respect to needs, grade level, and available resources.

One of the challenges is the definition used by the DOE to determine "regular" students. The program in alignment with its strategic plan and vision, designs events and activities that provide high level participation over selected weekends, intercession and summer. These events allow the program to bring STEM and/or health professional, specialized community resources to engage with the students. It also allows the students to travel to Maui, Oahu or Hawaii island to meet at professional schools, i.e., UH medical school, UH college of engineering, UHH College of Pharmacy and to attend summer academy camps. While most of these students do not participate for over 30 days, the number of hours and the high level of interaction with these professionals and in these settings, are far more impactful than participating in an afterschool program for 30 days.

3.C.2   Participant Characteristics
What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including:

- ☐ F/R Lunch
- ☐ Special Needs
- ☐ English Language Learners
- ☐ Gender
- ☐ Race/ethnicity

The table will automatically compute totals in the final row.

Exhibit 4: Characteristics of Students Served

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Kahua Hoʻonaʻauao ʻO Lānaʻi	213	100%	2	.9%	3	1.4%	97	45.5%	116	54.5%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Subgrantee Total	213		2		3		97		116	

Exhibit 5: Race/Ethnicity of Students Served

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	% White	% White
Kahua Hoʻonaʻauao ʻO Lānaʻi	1	.4%	131	62%	60	28%	4	1.9%	2	.9%	15	7%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%

	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Subgrantee Total	1		131		60		4		2		15	

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander.

3.D   SUMMER AND INTERSESSION PROGRAMMING

Describe activities offered during summer and intersession.

73 students in grades 2-12 participated in the Summer Programs in 2017. There was a wide array of classes - arts (crafty learning), a summer marine science camp, a health camp in partnership with the Lanai Community Health Initiative, a summer league flag football facilitated through the Lanai One Team, and a STEM class in partnership with Summer PALS. The students in grades 3-7 were involved in the arts where the students were learning to design and make outfits for a fashion show. The students learned to work with various costume production equipment making bags, jewelry, jackets and scarfs. The Kanai Kanaloa marine science camp spent one week at an outdoor camp doing research on the coral reef, coastal birds, the ocean tides and local water sports. The Summer Health Adventure was a three-day academy at the Medical School run by the School of Medicine.   UH School of Medicine provided the students a chance to learn about health professions from the professionals themselves. The health academy gave the students hands on lessons about the various health issues in Hawaii and the various types of occupations within the health field to address them. The summer league flag football provided the students with health and exercise. The teachers/coaches took the students to play other teams on a different island and an opportunity to explore a different island. The STEM summer PALS was a partnership that had elementary schools engaged in STEM hands-on activities, creating a crafting using legos, stem crafting supplies and available materials on Lanai island.

During the Winter Break students participated in the STEM Winter Break Fun.

During the Spring Break grade 3-5 students participated in the Let's Stay Active as part of the Lāna'I One Team Pathway.

In the table below, provide enrollment numbers and grade levels. The table will automatically compute total enrollment.

Exhibit 6: Students Served During Summer

Center	Summer Enrollment – Total	Grade Levels
Kahua Hoʻonaʻauao ʻO Lānaʻi	73	K-12
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Subgrantee Total	73	

3.E.   CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials

What program materials were used (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools)?

The program materials are defined by the classes, events and activities.   The program materials used by the health initiative pathway will include medical devices, that are part of the inventory of the health center or medical school.   The centers would also provide the research and handouts for studies the students are doing. The Kahua Program would provide the students with access to computers and projectors to do their reports and presentations.   It is the case for each of the other pathway programs.   The teachers and the organizations they represent will provide the materials that the students will use. Such is the case with the crafty arts, where machinery used are part of the teachers' resources that they have either as individuals or with other programs. These materials include sewing machines, fabric, beads, jewelry making supplies, Satin for leis and paʻu skirts. The Kanai Kanaloa program or marine science use school supplies, STEM crafting supplies, ocean materials, digital cameras for collecting data. The STEM Pathway will include various equipment related to building for both the older and younger students.   These are consumable school supplies, stem crafting supplies, LEGOS, KIWI crates. The Hawaiian Studies Pathway use gardening supplies, basic Hawaiian curriculum, and Hawaiian instruments and implements.   The Lanai Academy of

Performing Arts use costumes, microphones, audio equipment, set design materials, and performance curriculum. The Lanai One TEAM Pathway uses various sports balls, sports equipment, and exercise and health curriculum. The math and literacy academy uses chrome books, computer software and programs, crafting supplies, board games, school supplies.

3.E.2   Resources

What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?

One of the strengths of the LHES Foundation 21st Century CCLC is its partnerships. It begins with the access to the school facilities and resources. While the LHES Foundation is not part of the Lanai High and Elementary School, it has established a strong relationship with the school administration, the teachers and all the staff.   Thus, the program has designated classrooms and other facilities on the LHES campus. The School of Medicine partnership provides access to designated areas in the medical facility, instructional equipment, and faculty and staff as teachers. Through Pūlama Lānaʻi the program is able to access the cultural resources – fishpond, museum, forest areas, shearwater birds as well as the specialist personnel in those respective areas.   The Hawaiian studies specialist provide their various music and crafting equipment.   A chart show the partnerships and their contribution to the program.

3.F.   STAFF AND OTHERS INVOLVED IN THE PROGRAM

Provide a brief description of staff and roles. Complete the following tables as they apply to your program. Totals will be automatically computed.

There is one half -time administrator and a half time program assistant and 18 paid teachers and 8 student teacher aids. The administrator is the director of the program. She oversees all aspects of the program. Her duties include: hire and supervise assistant and contracted teachers; design overall plan for the program; coordinate orientation and training for staff; communicate to partners, LHESH Foundation board, school administrators, advisory committee, and community.   The half time assistant has the following responsibilities: disseminating and collecting registration information, teacher assessment forms, student evaluation forms, and other duties as directed by director. The teachers' duties are to conduct classes, events and activities aligned to "core elements".   Submit planning forms, teacher assessment and student evaluation forms to director or assistant.

Exhibit 7. Number of Staff by Position

Center	Adminis-trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Kahua Hoʻonaʻauao ʻO Lānaʻi	1	#	#	#	#	#	#	#	#	#	#	#	1	#	28	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Subgrantee Total	1	0	0	0	0	0	0	0	0	0	0	0	1	0	28	0	0	0

Exhibit 8. 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
Kahua Hoʻonaʻauao ʻO Lānaʻi	1	#	#	#	#	#		28	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#			#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Subgrantee Total	19	0	0	0	0	0	19	5	0

3.G. PARTNERSHIPS

Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below.

Exhibit 9: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	**# Paid Partners**	**# Unpaid Partners**
Provide evaluation services	#	#
Raise funds	#	#
Provide programming/activity related services	#	9
Provide goods	#	#
Provide volunteer staffing	#	1
Provide Paid Staffing	#	#
Other	#	#
Subgrantee Total	0	10

Partnership Description

Provide a brief description of successes with partnerships.

A big part of the success of the partnerships is in providing access to resources. These include faculty, staff, equipment and facilities in medicine, nursing, pharmacy, marine science, Hawaiian studies, engineering, and the performing arts. In addition, organizations offered the program students admissions to successful enrichment weekend and summer programs within some of the above-mentioned disciplines. These partnerships are essential for these students who reside on Lanai to begin to be inspired to aspire to educational and career goals not visible on their island. Please find chart of advisory committee which include many of the partners:

Kahua Hoʻonaʻauao ʻO Lānaʻi
List of Advisory Council Members
2017-2018

Name	Title	Organization	
Malia Lee, MD	Director	UH JABSOM, Native Hawaiian Center of Excellence	
Elton Kinoshita	Principal	Lanai High and Elementary School	
Kelli Ching	Director	NHSEMP, College of Engineering, UHM	

Rachel Loo	Coordinator	Student Development, Kipuka –Native Hawaiian Student Center, UHH	
Noelani Puniwai, Ph.D.	Assistant Professor	UHM, HSHK	
Kinohi Gomes	Director	Nā Pua Noʻeau, University of Hawaii	
Venus Rosete - Medeiros	Maui County Regional Coordinator	Kamehameha Schools	
Kehau Padilla	MSW	Liliuokalani Trust	
Diane Preza	Pulama Lanai Director of Community Development	Lanai Community representative	
Cindy Figuerres	CFO	Lanai Community Health Center	
Michele Weinhouse	Teacher	Kahua	
Mary Lou Kaukeano	Board Member	LHES Foundation	
Lui Hokoana	Chancellor	University of Hawaii Maui College	
Herb Lee Jr.	Exec	Pacific American Foundation	
Winona Lee MD	Director, Imi Hoʻola	ʻImi Hoʻōla Post-Baccalaureate Program PI, Native Hawaiian Center of Excellence UHM John A. Burns School of Medicine	
Saul Kahihikolo	parent	community	
Kaleo Ropa	parent	community	

Provide a brief description of challenges with partnerships.

The only challenges are scheduling and cost.   The students visit these resources or the professionals come to Lanai to run programs.   The airline schedule and cost to and from Lanai makes the collaboration very challenging.   However, with good advanced planning, the program has been successful in overcoming these challenges.

3.H.   PARENT/FAMILY INVOLVEMENT

Provide a brief description of your program's parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

The parent/family involvement program for Kahua was focused on family engagement and mentorship. The participation of family members was very high.   Every program held a "*hoʻike*" after a series of classes or events. A hoʻike is the Hawaiian term used as a end of the program demonstration or display of the students' products or what they learned. Family was invited to participate in the hoʻike.   The family members always looked forward to the activity and knew that this would happen after every event. The program had many siblings. Thus, the program encouraged successfully the mentoring of older siblings in helping and supporting the participation of the younger sibling.   The STEM activities created the highest turnout of family.   The high school students held a STEM carnival for the elementary students.   There were STEM nights which all the teachers in LHES invited all their students to attend. The parent family involvement part of the program was successful in generating interest in STEM and in getting more students and their families excited for future participation.

4.   Evaluation

4.A.   EVALUATION PLAN

4.A.1. Evaluation Design Overview
Provide a one-paragraph brief overview of the evaluation design.

The evaluation describes the extent to which participating students: 1) believe in themselves to achieve and aspire to educational and career goals without limits; 2) demonstrate interest toward STEM and Health education and career goals; 3) gain knowledge of the history, culture and environment of Lānaʻi; 4) demonstrate a sense of responsibility for their family and community; 5) and participate in programs that strengthen family learning together. The information gathered and reviewed include: the program calendar, the program/class/event descriptions, student enrollment, teacher/staff workshop registration, teacher assessment reporting forms, and student evaluations. In addition, information for the evaluation come from interviews with the director, statements and/or products by students, teachers, and parents. The teacher assessment forms and the student evaluation forms are summarized and analyzed respectively.

4.A.2. Implementation Evaluation
Describe how program implementation is being documented.

What implementation questions are being answered?	Did the instructors reports show that the lesson plan, instructional strategies and measured outcomes aligned to the core elements (goals and objectives)? Are programs designed to give students opportunities to engage on community-based or environmental projects that connect them to the island and the issues on island? Are there STEM and the health program opportunities? Are students interacting with STEM and health professionals? Are families provided opportunities to participate in planned activities?
What data collection methods are being used (e.g. interviews, observations)?	We are reviewing: the calendar of events, description of the programs/events/classes; descriptions of field trips, college visits, student participation in partnering events; teachers lesson plans, and assessment reporting forms; students' evaluations, interviews, parent feedback, products and photos.
What is the timing of data collection?	Teachers submit their plans for their contract as teachers. They submit the assessments and student evaluation forms after the event, class or series of classes. Reports and products are submitted at the end of each event.

The program is how it was originally conceived. Primarily, the idea was to have students gain attitudes and beliefs that while Lanai is a small and remote island that has natural boundaries that limits travel and access to certain resources, there is much to learn and appreciate about the island's history, culture and environment. It is also important for the students to access professionals in the health and STEM professions to see their educational and career goals without limits.

The challenges are sustaining the teacher resources on island. There are limited teachers and community resources on island. There are also limited professional resources. The Director has been diligent in working closely with the teachers and resources on island. She has been able to anticipate any changes - such as teachers moving off island. She has also been successful in building and maintaining partnerships with faculty and staff from University of Hawaii at Mānoa, University of Hawaii at Hilo, and Maui College to teach the students from Lanai.

The partnerships that continue are: Lanai High and Elementary School, Pūlama Lānaʻi, Lānaʻi Community Health, Queen Liliuokalani Children's Center, Maui College Lānaʻi Outreach Center, Maui College, Kamehameha Schools, Pacific American Foundation, UH School of Medicine/Native Hawaiian Center of Excellence and Imi Hoʻola Post-Baccalaureate Program, UH College of Engineering, UHH Kipuka Native Hawaiian Student Center, UH Mānoa Hawaiian Studies Center, UH Mānoa Nā Pua Noʻeau, and the University of Hawaii at Hilo College of Pharmacy.

The program activities are designed to create venues that are engaging for the students and has application to them and their community. Some examples are the research on the Shearwater birds along cliffs; creating jewelry, learning about the Pacific Garbage Patch and actively involved in doing their part with their island, being part of Cinderella Production with the Lanai Academy of Performing Arts, attending a Health Summer Camp academy on Oahu and doing visits to college campuses. The 21st CCLC is providing opportunities that allow the students to see and believe beyond the walls of their school.

The Director meet with her Advisory Committee comprised of her partners to talk about the project and see how to continue to maintain its high level of implementation. The Director is schedules training for the teachers to reflect and improve their development of instructional strategies and in fine-tuning their assessment reports.

4.A.3. Outcomes Evaluation

> **Sample Outcomes Questions:**
> ☐ To what extent do students who participate in the program show improvements in behavior?
> ☐ To what extent do students who participate in the programs show academic gains?
> ☐ To what extent has the program achieved its objectives?
> ☐ What factors have affected program success?

Describe how program outcomes are being evaluated.

The evaluation reviewed data collected from the registration, teacher assessments and student evaluations respectively. In addition, we interviewed the Program Director, and reviewed comments from teachers and students reported on the forms or anecdotally. We reviewed

event reports which included photos and information of college visits, specialized events, and field trips.

What outcomes questions are being answered?	Do students demonstrate confidence in their abilities? Do students appreciate and understand their island and community? Do high school students believe that they can go to college? Do high school students believe that they can become STEM or health professionals? Are students engaged in the program activities? Are there opportunities for students to participate in programs off-island? Are there opportunities for students to engage with professionals in the STEM and health fields? Do parents and family members have opportunities to learn about, observe and participate in program events?
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	Teachers submit the Teacher Assessment Form after each event or series of classes. The form is used by the teacher that he/she uses to describe the performance or product demonstrated by students for each of the objective (core element). The form is a chart with the first column showing the core element, the second column showing the activity, the third column showing the assessment, the fourth column showing the indicator. The teachers were provided training in student assessment specific for this project. Student evaluations are submitted as part of an event or class or series of classes. The evaluations provide information from the student about both the implementation and student outcomes. (See sample of teacher assessment form and student evaluation form)
What is the timing of data collection?	The Director develops a calendar of events after discussion and collaboration with the teachers and partnering resources. Teachers or partnering group submit description of planned event, class or series of classes. At the end of event, class, or series of classes, teachers turn in the teacher assessment form and the student evaluation forms.

4.B.   EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

Describe the results of the implementation evaluation, addressing the implementation questions described in your response to [Section 4.A.2](#) above.

Did the instructors reports show that the lesson plan, instructional strategies and measured outcomes aligned to the core elements (goals and objectives)?   Kahua's six core elements were integrated into the programs in various ways and frequency as indicated by order from most frequent to least frequent.   The core element most frequently integrated into their programs, strategies, and assessments was *hands on* and *performance based* core element. The second most frequent was *family engagement*. The next two was *leadership development* and *Lanai- based*. The next one was *life-long learning.*   The last was "*anything and everything is possible.*"

Are programs designed to give students opportunities to engage in community-based or environmental projects that connect them to the island and the issues on island? Based on the information provided by the program reports, descriptions and director's information, many if not most of the programs addressed this question. This was evident with the Kanai Kanaloa Pathway. All their events were at off-campus sites where students were addressing issues and working on projects, such as learning about issues of protecting endangered species when visiting the Maui Ocean Center.   The field trip to Maui Ocean Center learned about whales, sharks and monk seals and the issues of endanger and protection. The field trips were especially engaging for the students as they grew brine shrimp, did a bird observation session in the Kōʻele forest, and night viewing of the wedge tailed shearwater birds. The experience is unique and important for the students to learn about the character of their island. During a beach clean-up, the students learned about the Great Pacific garbage patch and how their action or inaction with disposal of rubbish is an important local and international issue. Crafty learning discussed and practiced the tradition of May Day in Hawaii through lei-making with their families.   They also did a fashion show in which they coordinated, and created costumes, etc. The Lanai Academy of Performing Arts (LAPA) pathway provided the students opportunity for leadership development and confidence by having older students mentoring younger ones. The program also taught the students collaboration and community relations skills. Some of the students indicated an interest in aspiring to careers in the entertainment industry.   LCHI provided information and training for students to address health concerns for the future.

- Are there STEM and the health program opportunities? The program descriptions and the teacher assessment forms indicate that the students in Kahua are provided a wide range and continuing opportunities to participate in STEM and/or health program activities.   Some examples are: During STEM Winter Break students in grades K-6 used science kits to create solar system and build a projector of the solar system for the planetarium. The Lanai Community Health Initiative provides the students opportunities over the year to engage in various events and activities to include the Teen Health Fair, visits to UH School of Medicine and working with the Lanai Community Health Center. Kanai Kanaloa as a marine science based pathway is also STEM. This pathway provides year-round opportunities to conduct research, and learn Hawaiian cultural practices. Crafty learning also has elements of STEM in its measuring, designing skills. While the Lanai One Team revolves around the sports teams, the students are provided opportunities to visit UH campuses to include stem related professions. In addition, the students learn elements of physiology. The Stem night creates a great opportunity for students and families to connect to stem programs, professions and activities. It creates a lot of excitement for the students and their families.

Are students interacting with STEM and health professionals?
The program descriptions, the comments on the student evaluation forms are showing that the students are provided opportunities to interact with STEM and health professionals. Most of the programs provide students an opportunity to interact with STEM or health professionals especially at the high school level.   The high school students are the students with the opportunities in the Health Academies, and the University campus visits.   However, the lower levels do have opportunities, just not as often and with the same degree of intensity as the high school students would when they visit the medical school.

Are families provided opportunities to participate in planned activities? This is very much so throughout all the programs. There are different levels of engagement as reported by the director and indicated on the program descriptions.   With the Craft Learning class the parents are the recipients of many of the items produced by the children. In the case of May Day, the parents work with the children in making the leis.   The Kanai Kanaloa parents are very involved in helping at the summer camp. Some are just extra hands to help with the camp, some have expertise in sharing the cultural perspective of fishing and ocean safety. In most of the pathways, the program has a *hoʻike* or closing ceremony in which parents participate. During the STEM night, the parents attend and learn with their children.

4.B.2   Key Performance Indicators (KPIs) – Objective 1
Objective 1: Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.

Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.	
Center	**Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)**
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%

Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.	
Center	**Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior**
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%

KPI Objective 1 Discussion

Please describe particular successes related to Objective 1. What data/evidence are these success and challenges based on?

Based on definition of "regular" students, the program does not have any regular students.

Please describe particular challenges related to Objective 1. What data/evidence are these success and challenges based on?

It was not clear to the Project Director as to how the data was to be collected given that the Lanai High and Elementary School Foundation is a private non-profit organization and a separate entity from the State DOE. Another issue is that the students were not "regular" students as defined by the 30 days. As stated earlier, while they participated in many hours with the program, it was over a weekend, over the intercession and summer. During those times, the specialized teachers and programs are available. The total time for the students do not amount to 30 days over the year.

4.B.3   Key Performance Indicators – Objective 2

Objective 2: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

Exhibit 12: Performance on KPI Objective 2 – Core Educational Services

Objective 2.1: 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 (specify)**
Kahua Hoʻonaʻauao ʻO Lānaʻi	Y	N	Y	Health Services
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.

Core Educational Services Discussion

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

The Teen Camps and the visits to Medical School provided the students an opportunity to interact with and learn from medical doctors and medical students. These respective programs had training to work with the students and to create high level of engagement and create high interest in the health professions. Similarly STEM professionals presented a higher level of interest and engagement for students.

Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities

Objective 2.2: 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)**
Kahua Hoʻonaʻauao ʻO Lānaʻi	Y	Y	Y	Y	Y	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services

Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services

Exhibit 14: Performance on KPI Objective 2 - 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.**
Kahua Hoʻonaʻauao ʻO Lānaʻi	#	Click here to type or paste description of family services.
Center name.	#	Click here to type or paste description of family services.
Center name.	#	Click here to type or paste description of family services.
Center name.	#	Click here to type or paste description of family services.
Center name.	#	Click here to type or paste description of family services.
Center name.	#	Click here to type or paste description of family services.
Center name.	#	Click here to type or paste description of family services.
Center name.	#	Click here to type or paste description of family services.

Parent/Family Services Discussion

Provide a brief description of successes in providing services to parents and other family members.

> Family members are invited to selected events. They come and assist at the on-island camps by providing food, and needed hands to prepare the meals. Some assist with the events and many bring their children for the first time when there is a STEM event and professionals come on island and engage with the students. It provides a stimulus to the whole island and promotes a higher awareness of the educational and career goals. This "method" is culturally appropriate on the island, by having family members participate by helping with the event.
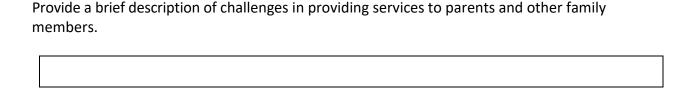
Provide a brief description of challenges in providing services to parents and other family members.

Exhibit 15: Performance on KPI Objective 2 – Hours per Week

Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays.		
Center	**Number of hours per week services offered during the school year**	**Number of hours per week services offered during summer and holidays**
Center name.	10	15
Center name.	#	#
Center name.	#	#
Center name.	#	#
Center name.	#	#
Center name.	#	#
Center name.	#	#
Center name.	#	#

[**Key Performance Indicators (KPIs) – Objective 3**
Objective 3 - 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities. (Not included here - Communities are already described in Section 3.A above.)]

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

Objective 4: Regular participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

Exhibit 16: Performance on KPI Objective 4 –
Academic Improvement in Reading/Language Arts

Objective 4.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
		Primary Source of Data on Improvement:		
Center	**Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring**	**Grades/ Course marks?**	**Assessment/ Test Scores?**	**Teacher Surveys**
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐

Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math

Objective 4.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math.				
		Source of Data on Improvement:		
Center	**Percentage of regular program participants with IMPROVEMENT in math from fall to spring**	**Grades/ Coursemarks ?**	**Assessment/ Test Scores?**	**Teacher Surveys**
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐

Objective 4.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Percentage of regular program participants with IMPROVEMENT in math from fall to spring	Source of Data on Improvement:		
		Grades/ Coursemarks ?	Assessment/ Test Scores?	Teacher Surveys
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐

KPI Objective 4 Discussion

Please describe particular successes or challenges related to KPI Objective 4.

"Regular" students as defined does not align with how Kahua program is designed.

4.B.5   Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in Section 3.B.2.

1. **Objective** - State the specific measurable objective
2. **Measure** – state the type of data collected to measure this objective
3. **Results** - Summarize evaluation findings related to this objective
4. **Met/Not met** – for each objective specify one of the following:

    ☐ Met   ☐ No progress
    ☐ Not met   ☐ Unable to measure
    ☐ Progress

5.

Copy objectives and measures from the table in section 3.B.2 into Exhibit 19 below. Make sure to select the whole text box by clicking on the three vertical dots to the upper left of the box. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 18: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met

1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.	*Smarter Balanced Assessment*	*The gap between percentage of low-income vs. middle or high income students meeting standard in 2017-18 was 9% compared to 15% in 2016-17*	*Met*
150 K-12 students will register and participate in Kahua events	Program Registration/participation Information	213 K-12 students participated in Kahua events	Met
80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements	Workshop/training registration	84% of teachers/staff attended	Met
80% of participating Program students indicate they want to participate in future Kahua events	Student Evaluation Form	91% of students indicated they wanted to participate in future Kahua events	Met
80% of program students attending STEM and/or health events show interest in STEM or Health activities	Teacher Assessment Form and Student Evaluation Form	92% of students in Kanai Kanaloa, LCHI Teen Health Camp, STEM night, Creative Play and Let's Stay Active	Met
80% of high school students attending STEM and/or health events indicate an interest in a STEM or Health related education and/or professional goal	Teacher Assessment Form, Student Evaluation Form, Director Interview	100% of high school students attending the STEM or health events indicated an interest in a STEM or Health related education and/or professional goal	Met
80% high school students engage with a STEM or Health professional during the year	Student Evaluation Form Class/event Enrollment Info Director Interview	100% of participating high school students engaged with a stem or health professional	Met
80% of junior and senior high school students indicate an interest in attending college	Student Evaluation Form Director Interview	100% of junior and senior high school students indicated an interest in attending college	Met
50% of junior and senior high school students are enrolled in early admittance college courses	UH Maui College Registration Info	62% junior and senior high school students were enrolled in early college courses	Met
80% of participating students are engaged in class or community projects	Class Descriptions and class enrollment info	88% of students are engaged in class or community projects	Met

50 families participate together in events	Class/event registration list	More than 100 families participated in class/event sponsored events	Met

Achievement of Program-Specific Objectives Discussion

Describe whether objectives have changed since last year and success and challenges in meeting program-specific objectives.

Kahua Ho'ona'auao O Lana'i
Findings From Student Evaluations
2017 – 2018

- 91% of participating students would like to attend another LHES Program

- 88% of participating students learned about connections between our local culture and what they experienced in their programs

- 92% of participating students felt a part of the Lana'i High and Elementary School (LHES) Foundation 'ohana

- After participating in their programs, 95% of students felt good about themselves

- 94% of students indicated that LHES Foundation helps them move forward to accomplish their goals for the future

- 97% of students reported that their teacher(s) shared a lot of information with them

- 94% of students reported that they can use what they learned in their program and apply it in the future to other settings or experiences

- 88% of students indicated that they have a family who supports them and their goals

- As a result of participating in the Kahua Ho'ona'auao O Lana'i Events, nearly 70% of the students are inspired to get better grades and further their education

- Students aspired to attend colleges such as Harvard, University of Washington, University of Oregon, Portland State, Colorado State, UH Manoa, UH Hilo, Chaminade, Windward Community and Kapiolani Community Colleges.

- 71% of students indicated interest in pursuing a degree in the Health, Math and Science fields such as nursing, biology, biomedical engineering, zoology, math, business, science and sports

- Students are inspired to pursue the following professions: pediatrics, RN neonatal labor and delivery, general surgeon, doctor, orthopedic surgeon, electrical engineer, dentist, dental

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hygienist, teacher, architect, marine biologist, fashion designer, photographer, artist, pilot, daycare manager, veterinarian, gymnast, zoologist, chef, and fireman

- Students responded positively to engaging in "hands-on" activities, going to JABSOM, learning new things, working together, and taking care of the environment

Kahua Ho'ona'auao O Lana'i
Findings From 11 Teacher Assessments
2017 – 2018

- The Kahua Ho'ona'auao O Lana'i 6 Core Elements were integrated into the programs in various ways and frequency as indicated by the order below:
    - Hands-On & Performance Based
    - Family Engagement
    - Leadership Development
    - Lana'i Based
    - Lifelong Learning
    - Anything and Everything is Possible

- 92% of students participated in STEM programs that positively impacted their attitudes and aspirations

- Students were highly engaged and excited about the activities and experiences they had in the programs

- Students gained knowledge and skills to create projects that expand their educational experiences

- Several programs integrated mentoring and leadership opportunities for students to practice leadership and communication skills

- Students who participated in the Lana'i field trips gained a deeper understanding and respect for the environment, living things, conservation and malama 'aina.

- Students who visited 4 college campuses on O'ahu gained a deeper understanding and appreciation for pursuing a college degree and career

- Students were excited to share their new knowledge, skills, experiences and projects with their parents and families

- The Kahua programs have positively impacted students, teachers, families and the community of Lana'i.

Teachers utilized the following Multiple Assessments to measure student learning	
Performance-Based only	30%
Performance-Based and Personal Communication	30%
Performance-Based, Personal Communication & Written Communication	30%

Performance-Based and Written Communication	10%

4.C. ADDITIONAL DATA

4.C.1 Success Stories

All the seniors who participated in our program are attending all but one who is in the military.

Our students who attend the Teen Health Camp at JABSOM on Nov. 2017 were interview for KITV News and were on for the 6 p.m. and 10 p.m. showing. The students in 2016 were too shy to interview that year but knew what to expect in 2017 and came prepared and excited to be on TV.

The LAPA production continues to be the highlight in our town with all of their 3 showings always being sold out.

The advisory committee has been a huge success for our programs leading to stronger partnerships because we were able to meet quarterly and share what kinds of high-level learning that our students have been doing during afterschool and breaks.

We have continued to work with Lanai High and Elementary School strengthening the in-school and afterschool initiatives so that we can work together to support the success of the student in their college and career goals.

4.C.2 Best Practices

One is the alignment of teacher training, program strategies, and assessment to the strategic plan as defined through its core elements create consistency in practices and results. Another is the partnering with agencies that are able to increase access students to professions and college goals especially for this project that is on a small rural island isolated from professional resources.

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.]*

4.C.4 **Pictures**

Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress.

Crafty Learning-A program for elementary student to explore art, fashion and technology. Students who participated this year made; jewelry, printed on fabric to sew bags and pareos, made leis and pa'u skirts for May Day, and participated in the Miss Hawaii Princess Program learning charm and etiquette from former Miss Hawaiis.

Anything and Everything is Possible	Lanai Place Based	Hands on and Project Based	Leadership Building	Lifelong Learning	Family Engagement
By connecting with former Miss Hawaii's, the students can strive for things they think are out of their realm. With this exposure they also realize that being a Miss Hawaii is more then just about being beautiful on the outside.	Students use natural elements from Lanai that students have gathered using traditional Hawaiian protocols.	The students are constantly using their fine motor skills to construct fashion pieces.	The students are exposed to mentors who help and teach them we hope that they can someday reciprocate to the next generation.	Measuring, sewing, printing are just the basics skills that have allowed them to create and master their craft.	We love having parents join us for jewelry making or at our Fashion shows.

Kanai Kanaloa, our Marine Science Program, became two groups this year our elementary and middle school programs. The elementary group focused on ocean pollution and humpback whales and participated in afterschool lessons and beach clean up field trips. Our middle school students were heavily involved with the Maui Nui Bird Banding project where they connected with the group and helped to band birds and collect data.

Anything and Everything is Possible	Lanai Place Based	Hands on and Project Based	Leadership Building	Lifelong Learning	Family Engagement
Students are exposed to Marine Biologists who work in all different fields- expanding on what they already know.	The student learns about marine efforts in other places and connect them and do projects on Lanai.	The students get to do service learning projects, field trips, and many other amazing things in exploring the marine world.	As our middle school student are involved in projects, we see them taking risks by initiating the learning and experiences they want to be a part of.	Living in Hawaii our student is always exposed to the ocean so the marine education and practices will stay with them for a lifetime.	The younger group got to stay overnight with their parents at the Maui Oceans Center's sleeping with the sharks.

Lanai Community Health Initiative have several components to their program; health field trips, facilitating a community health fair, and participating in a Project dealing with Lana'is health. The highlight of the program was visiting the University of Hawaii and participating in workshops in the different health programs offered there.

Anything and Everything is Possible	Lanai Place Based	Hands on and Project Based	Leadership Building	Lifelong Learning	Family Engagement
Our student was able to go to UH M, KCC, Chaminade, and JABSOM and connected with many professionals who shared their stories on the process to work in the health profession.	Our students do projects that are relevant to Lanai and the issues in health care that we face.	The different programs at the college and universities are best at letting our students learn and try.	By taking risks and talking with professionals and trying a procedure can show who has the leadership ability to step out of their comfort zone.	The pathway programs promote college and career exploration which can be done throughout one's lifetime.	Parents and families attend our community Health Fair.

Lanai Academy of Performing Arts was able to do two shows this year, Cinderella Jr. and Aladdin jr. This program offers the opportunity for students in all grades to perform musicals on Lanai with the full production. We have had another successful year where many students worked hard for many hours' afterschool and then preformed a 3 night musical for our community.

Anything and Everything is Possible	Lanai Place Based	Hands on and Project Based	Leadership Building	Lifelong Learning	Family Engagement
The students in this program have gone on to perform during the summer in Maui for the Maui Academy of Performing Arts-most recently in Mulan and the Lion King.	Every resource that we can get on Lanai is used including natural elements that provide set design and costumes. Our students learn and practice Hawaiian protocols for gathering.	Besides performing and acting the students contribute to costume and set design. Each show is a new project that is not complete until the performance which is always a huge success.	Because the program has students in K-12th grade there are many opportunities for mentoring and team building.	The students who attend this program learn performance skills and gain confidence to take risks that will apply in all aspects of their lives.	Parents spend many hours helping to make costumes, set design, and fundraise to make sure the shows go on smoothly.

The E Lei Hoi leadership program in partnership with Liliuokalani Trust is was designed for 2nd and 3rd graders to learn in depth about the Hawaiian culture through; mele, hula, oli, growing plants, and mentorship from leaders in our Hawaiian community. The students met weekly and focused on growing la'I (ti leaf) and kalo (taro) and were able then eat and share with friends and family at the end of the year Hoike.

Anything and Everything is Possible	Lanai Place Based	Hands on and Project Based	Leadership Building	Lifelong Learning	Family Engagement
The students stand proud and represent Lanai through chant.	The students were immersed in Lanai culture and were able to chant and sing about it.	Students were growing and getting their hands dirty. They also made leis and food with the things that they grew.	The goal is for our young students to become leaders in culture so that it is perpetuated to the next generation.	The mele, hula and oli learned will stay with the keiki for a lifetime.	Parents and families were invited to 2 hoikes where the students cooked, served and entertained their guests.

This year we held a lot of STEM family nights to spark interest in these areas so that we can further build our initiatives for high level learning. We started the year with a STEM Fair that was hosted by the LHES Senior class that included making slime, rockets, boats, etc. We also had a STEM night facilitated by our teachers who hosted activities in their classroom. Our middle school had a paper airplane and egg drop contest-we were fortunate to have the Maui Electric Company help us out, since there are no tall buildings to test the egg contraptions.

Anything and Everything is Possible	Lanai Place Based	Hands on and Project Based	Leadership Building	Lifelong Learning	Family Engagement
By designing and building the students go through a process of failing and accomplishment which is important in confidence building to know they can succeed.	The STEM challenges always include senarios that are Lanai problem based. This is so that our students can relate to the issues that affect us.	Every activity included getting busy by building and constructing to accomplish STEM challenges. Like making foil boats that could hold the most weight.	Leaders emerge when working in teams in wanting to become successful.	In STEM we try to encourage multigenerational and family learning so that the students see their mentors getting excited about STEM.	A huge focus was family STEM nights so that whole family can get excited together and can hopefully do more at home.

The Lanai One Team program is a way to bridge health and sports to college and career. We provide students with opportunities to become healthier in body and mind. Our coaches and mentors instill college and academic values into their programs and try to provide as much college exploration and career exploration within their season. Due to most exploration opportunities outside of Lanai, we are constantly looking for funding to include college tours for middle and high school athletes.

Anything and Everything is Possible	Lanai Place Based	Hands on and Project Based	Leadership Building	Lifelong Learning	Family Engagement
By exposing students to college campuses, they begin to consider all the possibilities.	Lanai coaches are mentored to connect with recruitment programs at college and universities so that students can have guidance when applying to colleges.			The experiences such as participating in the Miss Hawaii Princess Program will inspire the students to	Coaches and parents are a huge focus for this program and are often times invited because much of this type of exploration can come from the home as well.

Staff Training, December 2017

Feedback from parents/students:

-These kids are so lucky, when we were growing up we didn't have programs like this. (parents in regards to our Kana'I Kanaloa Program)
-There should be more STEM nights and ALL the teachers should do it. (Parent in regards to only one of her child's teachers participating in STEM night).
-Thank you so much for the opportunity, the program has really opened my child's eyes to all her different possibilities. (Middle school parent thanking our programs for connecting her with the Miss Hawaii Princess Program).
-Do we get to go on a college tour this year? (Student in the 12th grade who went on a college tour with the program the year before).
-What an amazing performance, the production has out grown the cafeteria. Lanai needs to get a theater. (Community member at Aladdin Jr. show).
-We had the whole Maui Ocean Center to ourselves the kids got to see so much. (Parent Chaperone on the Maui Ocean Center "Sleeping with the Sharks" overnighter).

5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

Click here to type or paste a description of your original sustainability plan as described in your grant application. If none was included in the grant application, please indicate so here.

5.B UPDATED SUSTAINABILITY PLAN

Describe how programming levels will be sustained after the grant ends, including:

☐ What changes were made from the original sustainability plan?

☐ What community partners have been added?

☐ What community partners have dropped off?

☐ Describe any additional funding sources.

The Advisory Committee plays a huge role in our sustainability plans. We strategically invited organizations who have grant opportunities or resources to share with Lanai. During the meeting, we talked about the programs and projects that were happening so that the members could better understand Kahua and the types of high level educational programs that we provide in the Lanai community. For each program, we are also partnering with local lanai orgs and businesses so that we are not the only ones invested in the future of the students that attend. In a small community, many of our missions are very similar and we use this momentum to work together to reach as many students as possible.

Many of the University programs are free throughout the state and the 21st CCLC grant has made it possible by supporting the transportation and travel costs so that our students can connect and network with other students and professionals. We are hoping that by learning these skills the students will then have the knowledge to apply and attend other programs on their own.

We will be working with the teachers a lot more to increase STEM and Project Based Learning in our school to included STEM nights and afterschool learning and field trips that connect to college and career pathways so that the connection and resources that we acquire can be shared with our whole school to create sustainability in the initiatives that we have made.

6.   Conclusions and Recommendations

6.A   CONCLUSIONS

Conclusions

- The Program Director continues to be the key to the success of the program.   The community sees her as a leader and respond to the programs she coordinates. She has maintained the partnerships with the large list of educational and community groups that support and complement her efforts. She is very hands on and involved in all aspects of the program.
- The program has exceeded its enrollment numbers for participating students and families.   There is interest by the students and families in the program activities being offered by the Kahua Program. The Kahua Program serves 30% of the total number of students eligible to attend.
- The high school students are being impacted the opportunities in the Health and STEM areas. The students are interested to have more of these opportunities.   The impact is more evident with students indicating specificity to education and career goals. Some of the students have listed the name of the colleges they want to attend, the area they want to major in, and the specialty of medicine or stem profession they want to specialize in. This correlates with some research on higher education success that the more detail students give in describing their education and career goals the chances of their success in college increase.   Another impressive factor for the Kahua students, _____ students are enrolled in early college courses through Maui College. Again, another indicator of attending and successful matriculation in higher education.
- This overlaps with the objective of students showing interest in attending college. While the previous point made that the program students are taking early college courses, the program is creating greater awareness and expectation about college attendance. The student evaluation forms show that the students in the program are showing a strong inclination to attend college.   When the strategic plan was conducted in 2016, going to college was not a topic of discussion among student, teachers and parents.   With the Kahua program and the opportunities the students have in going to campuses and meeting with professionals from the various UH campuses, there seems to be a growing awareness of the importance of college to them, their family and the community.
- The program has created greater awareness of the history, culture, natural environment and the needs of the island of Lāna'i. Students are learning about the ocean, its forest, the animals and sea life, and the issues related to protecting, preserving. It has made impact on the students with these hands-on opportunities to work in the ocean and on the land through *huakai* or field trips.
- The younger children are working on projects that make the learning real and applied. The themes of these classes create a greater understanding of the island and the culture.

- There was no data for the Key Performance Indicators Objective 1 and 4. According to the Director, she had not received adequate guidance on two issues. The first issue was the definition of "regular" students. Most of her programs are designed to create opportunities outside of the regular classroom during weekends, summer, and intersession breaks. Thus, her students do not meet more than 30 days a year. The other issue is access to the DOE data base. As a private nonprofit entity, she needed to understand how she would get reports and surveys to the classroom teachers. However, the program can gather information about the students attitudes and behavior based on its own assessments.
- The administrator, teachers, staff, and families continue to be very diligent and dedicated to the program and the students.
- Funding for program should begin June to allow for program to plan and conduct summer intersession programs

6.B   RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

- Teachers need to be more diligent in filling out Kahua teacher assessment forms. Continue with teacher training and administrative support in the use of the forms.
- DOE   should create a way for program to show students attendance of 30 days or equivalent hours to define "regular" students.
- DOE provide guidance to Director and communication to LHES principal in the protocol for retrieving the necessary information and data from student data base and school teachers.
- Funds for program released when contract signed

6.C   EVALUATION DISSEMINATION

Evaluation will be shared to partners at next Advisory Committee meeting; shared at next meeting with teachers and on website for family and general public review.