

Hawai'i 21CCLC Evaluation Report – SY2019-20 Cohort 10+ and Cohort 11 – Final Evaluation

1. General Information

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	10/30/2020
Grantee Name	Hana Elementary and High School
Program Director Name	Christopher Sanita & Leinaala Perry
Program Director Email	Leinaala.Perry @k12.hi.us
Evaluator Name	Rick Williams
Evaluator Email	rickandkathyw@msn.com

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. 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 (69% attended activities and of those 60% for 30 days or more). This is a decrease from last school year, however, one of the larger partnerships that involved after school care was dropped

The program to make available tutoring activities, during after school hours, continues to be very successful. Anecdotally, these activities have greatly improved the reading skills of many of their lower achieving students.

Leadership of the program staff greatly improved this school year. Reporting was timely and accurate. Meetings with partners was done primarily via site visits and they were well received. While program requirements and discrepancies (left over from the previous year) were being corrected; funding was withheld by 21st CCLC. This caused some of our partners to drop out due to lack of funds. When funding was re-instated partners that dropped out could not be convinced to return.

This was the last year of the grant and there are currently no plans to re-apply. Once again, I was unable to find evidence that a sustainability plan has been done.

The Hana Complex's geographic 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. Perhaps by using more school staff after hours.

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 Keanae 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 4 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, 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.	Make available an after-school and intersession tutoring opportunities.
6.	Provide training in basic construction skills.

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

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2019

Center	Summer 2019 Enrollment – Total	Grade Levels
Hana Elementary and High School	115	Pre-K through 12
Subgrantee Total	115	

Exhibit 4: Students Served in School Year 2019-20 (fall and spring combined)

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Hana Elementary and High School	251	125	Pre-K through 12
Subgrantee Total	251	125	

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

Exhibit 5: Total Students Served in 2019-20 (full year combined and unduplicated)

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	
Hana Elementary and High School	267	161	60%
Subgrantee Total	267	161	60%

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

Attendance Discussion

Sixty Six percent of the complex’s students attended our activities. This is down somewhat from the last school year, however that is primarily due to the loss the Youth Center as a partner. All partners maintained excellent attendance records and responded quickly when asked for information. The Reading Aloud America partner was again our best attended activity by students, family and community members.

3.C.2 Participant Characteristics

Exhibit 6: Characteristics of Students Served (19/20 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Hana Elementary and High School	114	45%	30	12%	0	0%	135	50.6%	132	49.4%

Exhibit 7: Race/Ethnicity of Students Served (19/20 combined and unduplicated)

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2 +	% 2 +
Hana Elementary and High School	4	1.6%	4	1.6%	186	68%	2	0.75%	34	12.7%	28	10.5%	9	3.4%
Subgrantee Total	4	1.6%	4	1.6%	186	69.7%	2	0.75%	34	12.7%	28	10.5%	9	3.4%

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 5.

3.D PROGRAMMING

Activities offered during summer 2019.

Multiple partners and sites were utilized during the summer period. Those areas included Hana Arts, Youth Center, and Makahana Ka Ike. The activities were: art bark, Hana legends, hula, conventional building skills, farming, 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 2019-20.

Multiple partners and sites were utilized during the school year. Those areas included Hana Arts, Kipahulu, Hana School, Read Aloud Program, and Makahana Ka Ike. The activities were: art bark, Hana legends, hula, conventional building skills, farming, team building, art projects, reading tutorials, homework assistance, music, arts, and community service. Different activities were designed for all the different age groups served. Most programs were well attended and appreciated by the students.

Activities offered during Spring 2020 during COVID-19 school closure.

Because of the Hana Complex’s somewhat isolated location Covid-19 was almost non-existent in the area. This allowed most activities to continue normally within the limitations of the DOE Covid-19 restrictions.

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, decals, pens, office supplies, handbooks, banners, monthly prizes and awards
Reading Teacher	existing facilities and equipment utilized. Orton Gillingham System

3.E.2 Resources

Various Hana School and community facilities were utilized:

- Vacant Hana School classrooms
- Hana School shop building
- Hana Arts classrooms
- Ada Kukui building site
- Kapahu living farm
- Wailua Nui Taro Patch
- 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 two project directors, a database administrator and the school’s account clerk. All of the positions are part time in nature. The project coordinators and account clerk are on site daily. The principal (also a project director), vice-principal and program director are available for questions and problems. The hours for each of these positions vary and range from 5-40 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 during frequent site visits. The database administrator is available 24x7 to supply technical support and generate any reports needed.

The administrative capabilities of the program were excellent this school year. Meetings with the partners, were done with frequent site visits and information was distributed and obtained without any difficulties. Communication between the partners and staff was also excellent.

Exhibit 8. Number of Staff by Position (19/20 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	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Hana Elementary & High School	2	0	1	1	10	5	7	4	0	8	6	0	10	0	0	0	0	0
Subgrantee Total	2	0	1	1	10	5	7	4	0	8	6	0	10	0	0	0	0	0

Exhibit 9. 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 & High School	40	6	150	10	10	0	40	0	0
Subgrantee Total	40	6	150	10	10	0	40	0	0

3.G. PARTNERSHIPS

Partnership Data

Exhibit 10: Partners

Partner Contributions	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services	5	0
Provide goods	3	1
Provide volunteer staffing	0	4
Provide Paid Staffing	4	0
Other	0	0
Subgrantee Total	12	5

Partnership Description

Successes with partnerships:

After school tutoring has been well received and it has been reported that the reading skills of many of the participants have greatly improved. This year the Orton Gillingham system was used and the results have been positive. The Read Aloud America activity continues to be our most successful activity. It attracts all ages, parents and community members alike. The construction activities have gotten many favorable comments from the Hana community and the students skills learned have helped many get construction jobs after graduation.

Challenges with partnerships:

This year keeping partnerships was the biggest challenge. Grant funds were withheld pending the completion of some 21CCLC requirements. When the partners went unpaid, some did not want to continue their activities.

3.H. PARENT/FAMILY INVOLVEMENT

Family Involvement:

Families were 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 activities. 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

The partners all continued to address their student's needs despite the limitations caused by the pandemic. They adhered to all DOE recommendations regarding masks, hand washing, and physical distancing. There were no cases of Covid-19 reported among any of the staff or students serviced.

4.A.3. Outcomes Evaluation

Exhibit 11: Outcomes

	What outcomes questions are being answered?	For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)	For each question, describe the outcome.
1	To what extent do students who participate in our programs show academic improvement	Classroom grading system utilized	Classroom grades have improved this year
2	Has overall school attendance improved	Daily school attendance is maintained	School attendance has improved within the limitations of the pandemic
3	Do program attendees have improved life/job skills	Input from construction instructors is routinely obtained via site visits	Student have learned and are using the constructions skills they were taught
4	Have students demonstrated improved behavior	Unwanted behaviors are logged	Unwanted behaviors have decreased in our attendees

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)				
Hana Elementary and High School	Reading & Literacy	Math	Science & Technology	Other (specify)
Hana Elementary and High School	Y	Y	Y	

Core Educational Services Discussion

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	4	Hana Arts, 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. When funding for the program was held up due to their poor performance supplying required reports, some partners were unable to continue their activities.

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 SY19/20	Description of services to parents and other family members.
Hana Elementary and High School	708	Read Aloud America encourages parents and siblings to attend. Hana Arts puts on plays that are attended by family members and friends..

Parent/Family Services Discussion

Family Member Successes

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

Family Member Challenges

Local community volunteerism is at a very high level. Once the call goes out multiple parents and family members respond. Hana is a very close nit community and they are quick to offer a helping hand. So there really were not any challenges.

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 summer 2019	Average number of hours per week services offered during the school year 19/20
Hana Elementary and High School	50	21

[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 [Exhibit 6](#) 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.

State assessment data was not collected in SY19/20 due to COVID-19 school closure. Hawaii DOE was granted a waiver to statewide assessments from the USDOE on March 20, 2020. No grades were issued for 4th quarter 2020 due to COVID-19 school closure. Therefore, this indicator is not reported for SY19/20. Exhibits 17-20 are not included here.

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

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

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

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

4.B.4 Achievement of Program-Specific Objectives

Exhibit 21: Progress on 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 and community feedback	Instructor reported students performed tasks as instructed. A majority of 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	Met
Improve common core mathematics skills specifically in the areas of measurement and geometry.	Course marks	Unable to determine	Unable to measure
Demonstrate improving construction skills	Instructor feedback	Instructor reported most students performed tasks as instructed	Met

Achievement of Program-Specific Objectives Discussion

The activities provided are well attended, however, there is a definite lack of STEM related programs. Being a small mostly agrarian area Hana just does not offer any opportunities for STEM related programs.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

The Read Aloud America Program has become a program supported by the community and should be continued despite the end of the grant.

4.C.2 Best Practices

The fact that most of the partners found ways to continue their activities despite the pandemic is noteworthy. It is also impressive that none of their students have become ill during the school year.

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

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

5.B IMPLEMENTING SUSTAINABILITY

Hard assets including computers and monitors will be turned over to the Complex and will be distributed to selected classrooms. The various supplies, costumes, and sewing machines, used by Hana Arts, will continue to be utilized by them. Any left-over construction materials will continue to be used for training purposes. All current partnerships except Read Aloud America, were able to receive alternate grants and will be able to continue their programs without any degradation in their activities.

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. The 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, the arts, and construction methods. The activities are well attended and the respective staffs have kept excellent records of attendance. 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 excellent.

[Click here to ty evaluation.](#)

This year all four of the 21st CCLC objectives were met. All programs were well attended by the complex's students (69% attended activities and of those 60% for 30 days or more). This is a decrease from last school year, however, another one of the partnerships dropped out.

Leadership of the program staff was excellent this school year. All required 21CCLC reports were submitted on time and all missing reports from the previous school year were submitted. Group meetings with partners were replaced with frequent site visits and this greatly improved communication. No attempts were made to replace dropped partnerships.

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. Although the grant is ending the partnerships have develop ways to continue their programs despite the lack of a sustainability plan. Unfortunately, the Read Aloud America activity could not be funded and will be discontinued.

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, construction, art and farming related activities.

6.C EVALUATION DISSEMINATION

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