

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

OVERVIEW

To assist subgrantees with meeting state evaluation requirements the HIDOE has created a standardized template for evaluations of the 21CCLC programs. Cohort 10+ and Cohort 11 subgrantees are required to complete this template with SY2019-20 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.
Due September 30, 2020.

Evaluation Element	Complete?
1. General Information	<input type="checkbox"/>
Exhibit 1: Basic Information Table	<input type="checkbox"/>
Exhibit 2: Center Information Table	<input type="checkbox"/>
2. Executive Summary	<input type="checkbox"/>
3. Program Description	<input type="checkbox"/>
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3.E.1 Program Materials	<input type="checkbox"/>
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Exhibit 9: Number of Staff by Position	<input type="checkbox"/>
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Exhibit 11: Partners	<input type="checkbox"/>
Partnership Description	<input type="checkbox"/>
3.H. Parent/Family Involvement	<input type="checkbox"/>
4. Evaluation	<input type="checkbox"/>
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4.B.2. Key Performance Indicators – Objective 1	<input type="checkbox"/>
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Achievement of Program-Specific Objectives Discussion	<input type="checkbox"/>
4.C.1. Success Stories	<input type="checkbox"/>

4.C.2 Best Practices	<input type="checkbox"/>
4.C.3 Student, Teacher, Parent, Staff, or Community Input	<input type="checkbox"/>
4.C.4 Pictures	<input type="checkbox"/>
5. Sustainability Plan	<input type="checkbox"/>
5.A. Original Sustainability Plan	<input type="checkbox"/>
5.B. Updated Sustainability Plan	<input type="checkbox"/>
6. Conclusions and Recommendations	<input type="checkbox"/>
6.A. Conclusions	<input type="checkbox"/>
6.B. Reflections on Program Implementation and Impact	<input type="checkbox"/>
6.C. Evaluation Dissemination	<input type="checkbox"/>

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	October 30, 2020.
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

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kahua Hoʻonāauʻao ʻŌ Lānaʻi	PreK-12

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 as the project closes out. 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 Reflection

This evaluation is for Year 4 (July 1, 2019- June 30, 2020) 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 \$210,063.

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 PreK-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) improve their academic success; 2) believe in themselves to achieve and aspire to educational and career goals without limits; 3) demonstrate interest toward STEM and Health education and career goals; 4) gain knowledge of the history, culture and environment of Lāna‘i; 5) demonstrate a sense of responsibility for their family and community; 6) and participate in programs that strengthen family learning together.

Due to the Covid-19 restrictions there are no achievement scores to show academic progression in regular school.

The program has continued to build the students’ confidence in themselves and with learning. Student evaluations show 96% of students who responded to this question “After participating in this week’s program, I feel good about myself” indicated they agree or strongly agree with this statement.

The students have also gained from the Center’s programming for aspiring to college and towards STEM and health education and careers. 100% of the high school students had

the opportunity to engage with a STEM or health professional during the year. 89% of students participating as Mala Tutors or the college tour indicated an interest in attending college. 75 of 77 high school students who responded in the survey indicated that they are inspired to attend college. 65% of juniors and seniors were enrolled in early admit college courses. Three of the seniors will obtain an Associate of Arts degree from UH Maui College in December 2020.

95% of students participating in STEM Night indicated an interest in more events like these. 100% of LCHI and tutors participated in college tours indicated interest in more STEM or health activities.

The program designed events and activities around the unique environmental and culture aspect of the island as indicated in their event flyers and program planning. According to the project director, 100% of the students and their families were engaged in class projects.

The program also designed events and activities that strengthened family and the students' kuleana (responsibility) toward family and community. This was especially emphasized and exhibited during the covid-19 restriction period. All of the families (100%) in the program participated together in events during the Covid restriction period .

Conclusions

- The project director provided leadership to the teachers and staff in guiding the design of a set of program offerings that address the needs and interest of the students, their families and the community. The teachers continued to align their lessons to the core elements. The director worked with each of the teachers individually to assure that they all understand the program goals, objectives and core elements. While the teacher assessment forms used in previous years were not turned in dutifully, the observations and discussion with the director and teachers verified that the activities did in fact align to the core elements.

- The program activities were limited due to the Covid-19 restrictions in the latter part of the program period. There were also limitations in programming until the monies were allocated in December. The director relied on partnership support to conduct activities between July to December. Despite those challenges there was an increase in students and family participation.

- The high school students continue to be positively impacted in raising their educational and career goals and aspirations. The opportunities for STEM or health focused activities continue to make an impact as indicated in their evaluation forms. 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. The students are interested to have more of these opportunities.

- Because of the opportunities the students have in going to campuses and meeting with professionals from the various UH campuses, there is 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 and preserving these natural resources.. It has made an 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.

- The administrator, teachers, staff, and families continue to be very diligent and dedicated to the program and the students.

Recommendations

The 21st Century CCLC on Lānaʻi has made a dramatic impact on the students, families and the whole community of Lānaʻi. It is essential that the leaders on Lānaʻi continue the successful best practices through partnerships and additional resources.

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 5 or Year 6.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- How did the program shift over the life of the project?

The 21st CCLC on Lānaʻi is administered through the Lānaʻi 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 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 the island of Lānaʻi.

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Lānaʻi High and Elementary School is the only school on the island. Of the 477 LHESF 21st Century program students enrolled in the program during this reporting period, 25% are socio-economically disadvantaged, 15% are English language learners, 14% receive special education services. It is important to speak to the degree of isolation that students and families feel limits them to resources that other islands with larger populations have. For 2020, the population of the island of Lānaʻi is 2,802, and is the smallest of the publicly accessible inhabited islands in the Hawaiian Islands. The population resides in the one town – Lānaʻi City. 98% of the island has a single owner with the remaining 2% owned by the state of Hawaiʻi and privately owned homes. The students and families on the island have limited contact to professionals other than the few health practitioners on island and teachers. This makes it difficult for students to interact with people in professional careers such as engineers, scientists, pharmacists, college professors, etc. Along with the lack of professional resources, is a lack of physical facilities that go along with these professions. While the students have a satellite center for Maui College, there is no actual higher education facility on island for students to access. The nature of this environment limits the vision of students to see themselves in careers beyond those that exist on Lānaʻi.

Prior to funding by the 21st CCLC for the Kahua program, there was A+ program but it was limited to afterschool care and no academic program.

The program focused on its strategic plan, goals and objectives throughout the grant project period. The program had a natural and productive flow in its use and availability of resources on island and in off campus college visits and workshops. The program’s events were somewhat dictated by the availability of teachers, college and partnering resources. As a program located on a small island with limited teachers and professionals on island and available, many of the partnering resources off island were key components of the program. The year to year variables were related to travel of resources and students between Lanai and O’ahu, Maui, and the Big Island. The program was also limited with the late disbursement of the grant funds annually. This delayed the program start up each year. From March to the end of the grant period of 2020, the federal, State, and County restrictions and protocols required the program to create on-line program events and limited contact with students and families.

3.B. PROGRAM GOALS AND OBJECTIVES

All Hawai’i 21CCLC 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.	<i>SAMPLE: Improve academic achievement in math</i>
1.	Improve academic achievement in math
2.	Improve academic achievement in language arts.
3.	Increase the integration of Kahua Core Elements into the program’s curriculum, instruction, and assessment
4.	Increase students’ belief that they can achieve and aspire higher in education
5.	Increase students’ interest in STEM and HEALTH education and career goals

6.	Increase students' interest in attending college
7.	Increase students' appreciation and understanding of the culture and environment of Lanai
8.	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.	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21CCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
	<i>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.</i>	<i>Smarter Balanced Assessment</i>
1.	Kahua students will outperform non-Kahua students by 25% in the meet and exceed categories in math	SY1819 EOY Data Story Report
2.	Kahua students will outperform non-Kahua students by 25% in the meet and exceed categories in language arts	SY1819 EOY Data Story Report
3.	80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements into program activities	Workshop registration; Director Report
	80% of programs show 1 or more core elements integrated into program activities	Teacher Assessment Form; Director report; Observation
4.	150 PreK-12 students will register and participate in Kahua events	Program Registration/participation Information
5.	80% of program students attending STEM and/or health events show interest in STEM or Health activities	Teacher Assessment Form; Student Evaluations; Director Report
	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; Director Report
	80% of high school students engage with a STEM or Health professional during the year	Teacher Assessment Form; Student Evaluation Form; Director Report

6.	80% of junior and senior high school students indicate an interest in attending college	Teacher Assessment Form; Student Evaluation Form; Director Report;
	50% of juniors and seniors are enrolled in early admit college courses	Maui College registration
7.	80% of participating students are engaged in class or community projects	Teacher Assessment Form; Student Evaluation Form; Director Report; Evaluator Observation
8.	50 families participate together in events	Program Registration/participation Information; Director Report; Evaluator Observation

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
Kahua Ho‘ona‘auao ‘O Lāna‘i	178	PreK-12
Subgrantee Total	178	PreK-12

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Kahua Ho‘ona‘auao ‘O Lāna‘i	477	99	PreK-12
Subgrantee Total	477	99	PreK-12

* 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*	
Kahua Ho‘ona‘auao ‘O Lāna‘i	477	99	21%
Subgrantee Total	477	99	21%

* 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?

Four hundred and seventy-seven (477) students out of 565 eligible students on the island of Lāna‘i participated in program activities. Despite the Covid-19 policy and procedures of social distancing, wearing masks, and no in-person instruction from March to the end of the program period, the program creatively worked with community leaders, and partnering organizations to design on-line programs that increased the opportunities for students and their families to engage and participate.

During the period prior to the Covid-19 period, the program 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.

The program is in alignment with its strategic plan and vision, designs events and activities that provide high level participation after school, on selected weekends, and during intercession and the summer. These events allow the program to continue to bring STEM and/or health professional, specialized community resources to engage with the students. With limited and late disbursement of funds, students were only able to travel to Oahu to visit health and STEM programs at the college campuses. While many of the students do not participate for 30 days, the number of hours and the high level of interaction with these professionals and in these settings, are especially impactful with respect to raising the students’ education and career aspirations.

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	Count	%	Count	%	Count	%	Count	%	Count	%
Kahua Ho‘ona‘auao ‘O Lāna‘i	119	25 %	67	14 %	72	15 %	249	52 %	228	48 %
Subgrantee Total	119	25 %	67	14 %	72	15 %	249	52 %	228	48%

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

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 +
Kahua Ho‘ona‘auao ‘O Lāna‘i	0	0%	172	36%	124	26%	5	1%	57	12%	24	5%	95	20%
Subgrantee Total	0	0%	172	36%	124	26%	5	1%	57	12%	x 24	5%	95	20%

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

Describe activities offered during summer 2019.

178 students participated in the following Summer 2019 offerings: STEM Camp for Middle and High School Students, STEM Programs for Elementary Students, Pathway Program-Education, Pathway Program-Fashion Design & Technology, Flag Football. All grade levels of Kahua participants were able to participate in the summer 2019 program. These offerings provided the students a continuity of pathway programs offered during the school year.

The pathway programs are a strength of the Center in that it aligns the program events to college and career goals and aspirations for the students. As has been stated Lanai has limited on-island connections for students with professions and college life. These pathways provide the connections consistent with early interventions efforts of higher education matriculation and retention studies.

Middle and high school students were able to participate in a 2 week STEM summer residential academy conducted at the University of Hawaii at Manoa by the Na Pua No‘eau Center. Participation in this academy provides the students early access to higher education by living in a college dormitory and attending classes on the University campus. They are also engaged in STEM activities led by STEM professionals.

The LHESF 21st Century program director was able to work with partners to provide the broad array of events and activities.

Describe activities offered during the school year 2019-20.

The Kahua program conducted their program activities through pathways or program areas. Program areas that are a continuation from the previous years and part of the theme of providing pathway programs. The programs include: Crafty Learning, Kanai Kanaloa, Lāna‘i Academy of Performing Arts (LAPA), Lanai Community Health Initiative (LCHI), Lanai One

Team, Math and literacy academy (MALA), and Science, Technology, Engineering and Math (STEM). In addition this year added Pilimai and Steam break programs.

Students in grades 2 to 8 participated in **Crafty Learning**. The “thrifted transformation” theme continued in this pathway from the previous year. The idea was to improve fashion from used thrifted items. The students learned economics, design and the use of sewing machines.

Students in grades 3rd and 7th participated in the **Kanai Kanaloa** program. The students met monthly and discussed various marine science and local ocean culture. The 3rd graders raised money to go to the Maui Ocean Center. However due to the restrictions from the covid pandemic were unable to go.

Forty-seven (47) PreK-12 **LAPA** students spent 3-4 times a week during Spring semester learning about producing a musical play. The students’ roles included acting, directing, stage production. Their showcase or *hō’ike* was the production of “Day of Conquest” in the Fall with public attendance for viewing of over 200 people. Students rehearsed for the production of “Moana” for the Spring semester until the Covid-19 pandemic at which time rehearsals and the show was cancelled. However, those students who were interested to continue, could work on-line with the director creating and producing original songs.

High school students participated in the **LCHI** Program. They met monthly in meetings, planning sessions, and participated in Health fairs. The students also traveled to Oahu to visit college campuses that included the UH School of Medicine. A TEEN health Camp was conducted on Lāna’i.

Students in grades 3-12 participated in the **Lāna’i One Team Program**. While the program was focused on health and fitness, it served as a vehicle for college and career planning and preparation. This was one way students were recruited to enroll in college courses through the Maui College Dual Enrolment Program.

PreK-12 students participated four days a week in the **MALA** program. The program did two things. It helped the elementary students with math and literacy support after school. The tutors were part of the education pathway program. In addition, students were provided early childhood/tutoring training, along with career and college planning.

Students in all grades participated in the **STEM Nights** Program during the grant year. Thirty (30) students participated in **STEAM Break** during the Winter break.

Students in grades 6-8 participated once a week on Wednesday in the Pilimai after-school program. The program was a Hawaiian value-based program that taught the students skills in: entrepreneurship, networking, and communication.

Describe activities offered during Spring 2020 during COVID-19 school closure.

The following programs were conducted during the Covid-19 period:
Social Distance Run- students and family members participated during the month of May anytime by themselves or with the people they live with. Prizes and participants posted photos and messages. It created a high level of participation and fun for the community.

Lanai Keiki Bags- Age group appropriate bags or crates were provided to all students. The crates included games, art supplies, Hawaiian books, plant seeds, legos, workbooks, stickers, snacks and hygiene items. Each crate provided students and their families activities they could do at home.

Virtual Summer 2020- This series of “Watch, Learn, Eat, and Inspire” was a creative on-line activity that generated a lot for interaction and feedback regarding the family events conducted during May and June. Each event had a theme that included a movie, types of food, and questions related to the movie. The flyer created for each event clearly directed families how to access the videos, the type of food to eat and which food vendors on Lanai were selling in conjunction with the project and questions for discussions in the family. The families would then post a description of their evening.

UHMC College Courses Approximately 66 students in grades 9-12 enrolled . They were enrolled in a wide range of college level courses. Some of the courses were: English 100, Psychology 100, Math 103, History 151, ICS 101.

Ohana Holoholo was a scavenger hunt conducted in June with clues that led families to cultural sites on the island. The instructions to participate were clear, and generated family engagement in a fun activity while learning about the cultural sites on the island. Many families participated in the event.

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 included medical devices, that are part of the inventory of the health center or medical school. The center also provided the research and handouts for studies the students are doing. The Kahua Program provided the students with access to computers and projectors to do their reports and presentations. This is a practice for each of the other pathway programs as well. The teachers and the organizations they represent provided the materials that the students use. Such is the case with the crafty arts, where machinery used was 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 *pa ‘u* skirts. The Kana’i Kanaloa program or marine science used school supplies, STEM crafting supplies, ocean materials, and digital cameras for collecting data. The STEM Pathway included various equipment related to building for both the older and younger students. These are consumable school supplies, stem crafting supplies, LEGOS, KIWI crates. The Lanai Academy of Performing Arts use costumes, microphones, audio equipment, set design materials, and performance curriculum. The Lāna’i 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. The Media Arts program provided iPad, iPad cases, iPad stands, school supplies, and televisions.

During the Covid period, each student was provided “crates” or kits that provided them and their families activities they would do at home. The internet access was made available for all program families.

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 Lānaʻi 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 UH 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 accesses the cultural resources – fishpond, museum, forest areas, shearwater birds as well as the specialist personnel in those respective areas. The Hawaiian studies specialists provide their various music and crafting equipment. The Kamehameha Schools and the Liliʻuokalani Trust both provided funding resources to support the Kahua program. During Covid the Lānaʻi High and Elementary School facility was not available to the Program. However, the Program was able to use facilities from its partner Maui County Lānaʻi Youth Center when families needed to pick up or drop off supplies. The production of the on-line activities was needed to be designed and coordinated at the partnership sites.

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 a half -time administrator, a quarter-time administrative assistant, and 42 sub contracted staff. The half time 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, LHES Foundation board, school administrators, advisory committee, and community. The 42 contracted people are mostly teachers whose duties are to conduct classes, events and activities aligned to “core elements,” submit planning forms, teacher assessment and student evaluation forms to the director. High School students were being trained as tutors and aides.

Exhibit 8. Number of Staff by Position (19/20 combined and unduplicated)

Center	Adminis-trators		College Student s		Communi ty Members		High School Student s		Parents		School Day Teachers		Non-Teac hing School Staff		Sub-contr acted Staff		Other	
	Pai d	Vol	Pai d	Vol	Pai d	Vol	Pai d	Vol	Pai d	Vol	Pai d	Vol	Pai d	Vol	Pai d	Vol	Pai d	Vol
Kahua Ho'ona'aua o 'O Lāna'i	20	0	0	0	0	0	0	36	0	0	0	11	0	0	42	10	44	47
Subgrantee Total	2	0	0	0	0	0	0	36	0	0	0	11	0	0	42	0	44	47

Exhibit 9. Average Hours per Week by Position

Center	Admini s-trator s	College Student s	Communi ty Members	High School Student s	Parent s	School Day Teacher s	Non-Teac hing School Staff	Sub-contr acted Staff	Othe r
Kahua Ho'ona'aua o 'O Lāna'i	20	#	#	#	#	#	#	10	#
Subgrantee Total	20	xx	xx	xx	xx	xx	xx	10	xx

3.G. PARTNERSHIPS

Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below (note: partners do not include schools/centers).

Exhibit 10: Partners

Partner Contributions	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	15
Raise funds	#	4
Provide programming/activity related services	#	15
Provide goods	#	8
Provide volunteer staffing	#	12
Provide Paid Staffing	#	1
Other	#	#

Subgrantee Total	0	0
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Partnership Description

Provide a brief description of successes with partnerships.

The director of Kahua facilitated weekly discussions with on-island community leaders. These discussions led to creative solutions, new initiatives and collaborations leading to highly successful programs for families during the Covid period. This built upon the already successful partnerships that resulted in access to resources. These resources include faculty, staff, equipment and facilities in medicine, nursing, marine science, Hawaiian studies, engineering, and the performing arts. These partnerships gave students access to successful enrichment weekend and off-island programs within some of the above-mentioned disciplines. These partnerships are essential for these students who reside on Lānaʻi to be inspired to aspire to educational and career goals not visible on their island. Partnerships included: UH Maui College, Pūlama Lānaʻi-manpower, LHES-access to space; community health center- grant support to complement; QLCC-extra support for snacks; KSBE complement funds and resources (early college scholarship), workshop training for staff; UH Nā Pua Noʻeau, UHH advisory; and engineering. .

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 Lānaʻi 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. One challenge is that when they run a particular event they are not always able to use the partners. Either the partners are not on island or not available. Another challenge is that some of the Lānaʻi island resources arenʻt trained as effective facilitators of student learning as regular teachers are. The director turned the challenge of the Covid-19 restrictions into an opportunity to develop creative on-line programs with increased participation of students and families.

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 number of family members that participated was very high. Every program held a “hōʻike” after a series of classes or events. A hōʻike is the Hawaiian term used as an end of the program demonstration or display of the students’ products or what they learned. Families were invited to participate in the hōʻike. 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 successfully encouraged the mentoring of older siblings in helping and supporting the participation of the younger siblings. The STEM activities created the high turnout of families. 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. During the Covid-19 period, the programming was contingent on family engagement. The families were responsive to the events and activities created by the program. It was a success with increased participation by students and families. The response from families was it was a fun environment for all who attended.

Describe how the activities and services promoted active and meaningful engagement of parents and families in their children’s education and opportunities for literacy and related educational development.

The program created family engagement activities that had clear instructions and directions for engaging the families in discussions about important topics. The instructions would give specific instructions about a particular activity and describe the role of parent and student. During the Covid-19, these procedures were followed along with an opportunity for the families to use various networking platforms to report and discuss among families and the staff.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

Provide a one-paragraph brief overview of the evaluation design.

The evaluation is formative and summative. The evaluation is based on the extent to which the project designs and conducts programs that respond to the needs and interests of the target student population and community it serves. The evaluation describes the extent to which participating students: 1) improve their academic success; 2) believe in themselves to achieve and aspire to educational and career goals without limits; 3) demonstrate interest toward STEM and Health education and career goals; 4) gain knowledge of the history, culture and environment of Lāna‘i; 5) demonstrate a sense of responsibility for their family and community; 6) and participate in programs that strengthen family learning together. The evaluation does the following:

- a. Review the Strive Data from the State DOE of participating students; (This is not available for 2019-2020 year.)
- b. Description of the extent to which the teachers’ lessons align to the core elements of the Program;

- c. Survey students on how their learning aligns to the outcomes as defined by the core elements;
- d. Director Report;
- e. Observation by external evaluator; (Because of travel restrictions during Covid, external evaluator was only able to visit prior to covid in early Fall 2019.)
- f. Comments and feedback by stakeholders.

The evaluator met monthly with the director to discuss: calendar of events, teacher planning and implementation, events, student performance and feedback, and family and community engagement. At the end of the grant period and prior to the due date the evaluator submits a summative report for the year.

4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

Sample Implementation Questions:

Has the program been implemented as planned in the grant application? If no, what changes were made, and why?

What challenges have been faced in implementing the program, and how are those challenges being addressed?

Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?

Are program activities interesting and valuable to students, teachers, administrators, and community partners?

What are the plans to ensure effective program implementation next year?

<p>What implementation questions are being answered?</p>	<p>Did the instructor reports show that the lesson plan, instructional strategies and measured outcomes aligned to the core elements? 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? Are students accessing higher education information and opportunities? 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?</p>
<p>What data collection methods are being used (e.g. interviews, observations)?</p>	<p>We are collecting info by 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; students' evaluations, director reports, interviews, parent & stakeholders feedback, products and photos.</p>
<p>What is the timing of data collection?</p>	<p>Teachers submit their lesson plans, student evaluation forms after the event, class or series of classes to the director. Feedback by students, parents and stakeholders collected throughout the year. Monthly feedback by Director.</p>

<p>How have the recommendations from previous evaluations been implemented? (Provide examples)</p>	<p>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.</p> <p>The challenges are sustaining the teacher resources on the island. There are limited teachers and community resources on the island. There are also limited professional resources. The director has been diligent in working closely with the teachers and resources on the 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.</p>
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Due to Covid -19 and the policies and procedures for schooling and program implementation starting in March 2020 and continuing to the end of the program period for 2019-2020, there was no testing information from regular school and a reduction of in person programming. The evaluation plan for this period is based on the student surveys, observation by the evaluator, reports, photos, flyers, and regular meetings between the director and the evaluator.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

The evaluation will not have the Lāna’i High and Elementary School and 21st Century 2018/19 EOY and Student Achievement Snapshot reports as it has in previous years. The evaluation will review program registration, teacher reports and student evaluations respectively, program director reports and comments from teachers and students reported on the forms or anecdotally. Event reports which included photos and information of college visits, specialized events, and field trips will also be included. The external evaluator will visit, make observations and interview the director and teachers and families.

Exhibit 11: Outcomes

	<p>What outcomes questions are being answered?</p>	<p>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)</p>	<p>For each question, describe the outcome.</p>
<p>1</p>	<p>Have students improved their math and literacy skills?</p>	<p>*Information from the school’s EOY and Student Achievement Snapshot Reports on students’ achievement in language arts, math and science.</p>	<p>Due to Covid-19, the school’s EOY Output report was limited to grades from classes.</p>

2	Do students demonstrate confidence in their abilities?	Teacher Assessment Form and/or event report	96% of students who responded to this question "After participating in this week's program, I feel good about myself" indicated they agree or strongly agree with this statement
3	Do students appreciate and understand their island and community?	* Student Evaluation form	81% indicated in a survey that they learned about the connections between the local culture and what they were taught. 95% of the students in the event with the most days in the program agreed or strongly agreed.
4	Do high school students believe that they can go to college?	* Student Evaluation form	75 of 77 high school students responded in the survey that they are inspired to attend college.
5	Do high school students believe that they can become STEM or health professionals?	* Student Evaluation form	A majority of the students who responded to the survey indicated a career in the STEM or health profession. The responses were specific with 15 responses in the nursing field, 8 doctors, 3 engineering, 2 marine biologists, physical therapy, etc.
6	Are students engaged in the program activities?	Teacher Assessment Form and/or event report * Student Evaluation form Information derived from observations, and interviews	93% of the 159 responders indicated they would like to participate in more program events. 90% of the students indicated they can apply what they learned in the classes. In the open ended questions of what they learn- the students gave a lot of specific feedback of what they learned and what they enjoyed about the event.
7	Are there opportunities for students to participate in programs off-island?	Information derived from observations, and interviews	There are limited opportunities that students from Lānaʻi have to participate in programs off-island. The 21st Century grant is the only program that students can access off-island programs during the regular school year. During the summer there is one other program that invites Lānaʻi students. This year, because of the Covid-19 interisland restrictions there was limited travel after March. However, prior to the travel restrictions, students did go to Oahu to visit college campuses and have hands-on experiences with the School of Medicine and the STEM departments.
8	Are there opportunities for students to engage with professionals in the STEM and	Information derived from observations, and interviews	Students were involved with several events in STEM and health fields. These include the STEM Night, the college tours.

	health fields?		In addition the Kiwi Crates included many projects that were STEM-themed. Normally, the students would have more events but because of Covid-19 restrictions for travel, the other opportunities were cancelled.
9	Do parents and family members have opportunities to learn about, observe and participate in program events?	Information derived from observations, and interviews	Before Covid-19 social distance restrictions, the parents participated in ho‘ike events. In the LAPA performance, all of the families and community came to observe the play. When the Covid-19 restrictions occurred, the Center created on-line programs for the whole family. These were well received by the families and the entire community as one of the “best practices” that should be an example across the nation.

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.

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. Guided by the director, each of the teachers developed program lessons to assure that the core elements were integrated. During conversations between the director and external evaluator, it was stated that students exhibited behaviors associated with the core elements while participating in Kahua events. The external evaluator noted that the programs he observed aligned to at least two of the core elements. Family engagement exceeded by far its goal of 50 family members. This core element was enhanced with the Covid-19 restrictions. Families became an integral part of the program in facilitating the teaching/learning at home and on-line. The “hands-on” and performance based core element was aligned nearly 100% of the programs prior to the Covid-19 restrictions. From March to the end of the project period, these

elements were not able to be implemented. The core element “anything and everything is possible” has been integrated especially at the middle and high school levels where the students are able to access resources in higher education through campus visits and stem and health college academies. After the Covid restrictions, it was difficult to measure this element. The programs were designed to integrate the elements of Lāna‘i island either through its natural environment, history, culture or issues. It was successful prior to the Covid restrictions but difficult to measure after.

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 calendar, event reports, program descriptions, and evaluations, many if not most of the programs addressed this question. 81% (119/147) students who responded to the survey indicated as such. The students in the Lanai Academy of Performing Arts (LAPA) were part of a play created by two teachers based on traditional legends of Lanai. The “Day of Conquest” provided the students and also the community historical information and legend about the island of Hawaii and the Hawaiian culture. The LAPA pathway also 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 in their community and their families. The Mala tutors learned about working with children and many of them indicated an interest in becoming teachers.

Are there STEM and the health program opportunities? The program descriptions and director report indicate that the students in Kahua are provided a wide range and continuing opportunities to participate in STEM and/or health program activities. Both the STEM night and Kiwi Crates enhanced the students' understanding of science and technology and its application through technology. Their comments on the surveys described working with electricity, lights, rockets, etc. The activities also stimulated their interest in college and professions related to STEM. The Lāna‘i Community Health Initiative provided 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. After the tours 12 students indicated interest in the nursing profession, 6 in medicine, and 3 in physical therapy.

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, STEM programs partnering with UH Nā Pua No‘eau and UH departments, and the University campus visits. The feedback from the students talk about the college students, the teachers and their interest in a specific college and major because of these relations. 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. In most of the pathways, the program has a “hō‘ike” or closing ceremony in which parents participate. During the STEM night, the parents attend and learn with their children. One of the comments from parents is that they appreciate learning some of the STEM projects offered for them to learn with their children on an event such as this. At the performance finale of the LAPA project over 200 people are witness to the final production and most of the attendees are family members. During the Covid-19 restriction period, it was essential for the families to be involved with the students in their on-line activities. The Kiwi crates also had activities for the entire family to participate in.

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

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

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

Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Kahua Ho‘ona‘auao ‘O Lāna‘i	Yes	Yes	Yes	health/medicine, education, Hawaiian culture

Core Educational Services Discussion

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

The students visit and engage in “hands-on” activities at the University of Hawaii Medical School with medical doctors. They also visit various colleges on Oahu and meet with professors from engineering, health and physical fitness, pharmacy, Hawaiian Studies, etc. Students conduct meaningful and applied research projects with STEM and health professionals. High school students tutor and mentor elementary students. This afterschool program raises the high school students’ confidence and inspires them to higher educational and career aspirations.

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)
Kahua Ho‘ona‘auao ‘O Lāna‘i	Yes	Yes	Yes	Yes	Yes	Hawaiian culture

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 .
Kahua Ho‘ona‘auao ‘O Lāna‘i	15	<ul style="list-style-type: none"> *UH School of Medicine-Access to faculty, med students and outreach activities * UH College of Engineering Native Hawaiian Success in Engineering Minority Program- Outreach activities through STEM residential summer Program for students *UH Hawaiian Studies Program- provide teaching faculty in Marine Studies *Kamehameha Schools – providing fiscal and program support to augment 21st Century program activities *Lāna‘i Community Health Center – provides research, community internship, outreach activities *UH Maui College – facility and faculty support for program activities *Queen Lili‘uokalani Trust- financial and program support *UH Nā Pua No‘eau – program outreach and access to summer residential programs *Lāna‘i High and Elementary School – access to facilities, equipment and administrative collaboration * UH Hilo – campus visit collaboration, outreach to various programs on UHH campus, i.e., pharmacy, Hawaiian language, kinesiology * Pūlama Lāna‘i – community resource partnership and collaboration *Maui County Summer Pals- community resource in partnership and collaboration *Manele and Kō‘ele Charitable Funds- Contributing resources *Lāna‘i Youth Center- Facility-use during Covid, and partnership with program events.

Community Involvement Discussion

Provide a brief description of successes in developing and maintaining community 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 admission to successful enrichment weekend and summer programs within some of the above-mentioned disciplines. These partnerships are essential for these students who reside on Lānaʻi to begin to be inspired to aspire to educational and career goals not visible on their island. In addition, the local community organizations collaborate with events, facilities, and personnel resources.

Provide a brief description of challenges in developing and maintaining community partnerships.

The only challenge is that the need for that use of the partner resources may not be needed every year. The use of the partner resources depends on the program calendar, theme, and budget for the year. With the Covid restrictions from March until the end of the grant period, travel for partners was not possible. It was also not possible for administration to meet with partners who were off island.

Enter the total number of family members of students who participated in activities sponsored by 21stCCLC funds. (e.g. parents, guardians, grandparents, aunts, uncles, siblings)

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.
Kahua Ho‘ona‘auao ‘O Lāna‘i	201	The family services are three parts. One, is that all of the program activities for the children have a built-in end of the event “hō‘ike” or demonstration of the program activities that the children have learned. The families look forward to the ‘hō‘ike.’ The second is that there are certain events in which parents are volunteers. These range from setting up the ho‘ike, to being chaperones for overnight or off island events. Thirdly, there are specific events such as STEM night in which the event is designed specifically for the entire family to come and learn together. During the Covid, the family participation was enhanced with the programming relying on family engagement.

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.

During the Pandemic, the family members were engaged with every event. The program created most of the events to be family based events because of on-line nature and social distancing procedures. This resulted in much success for the students, their families and the entire community.

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

Specifically, with those program activities off island, there are budgetary and program restrictions on the number of people that can participate beyond the students themselves.

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
Kahua Ho‘ona‘auao ‘O Lāna‘i	15	20

[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

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
 - Not met
 - Progress
 - No progress
 - Unable to measure

Copy objectives and measures from the table in section [3.B.2](#) into Exhibit 21 below. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 21: Progress on Program Specific Objectives

Objective	Measure	Results	Met/Not Met
<i>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.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2019-20 was 9% compared to 15% in 2018-19</i>	<i>Met</i>
Kahua students will outperform non-Kahua students by 25% in the meet and exceed categories in math	SY19-20 EOY Data Story Report	Not provided due to Covid restrictions	N/A
Kahua students will outperform non-Kahua students by 25% in the meet and exceed categories in language arts	SY19-20 EOY Data Story Report	Not provided due to Covid restrictions	N/A

80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements into program activities	Director Report	Director guided each teacher individually; approved event plan based on the extent Kahua Core Elements integrated	Met
80% of programs show 1 or more core elements integrated into program activities	Director report; Observation	Director summary of events and evaluative comments by students	Met
150 PreK-12 students will register and participate in Kahua events	Program Registration/participation Information	477 students participated in the events.	Met
80% of program students attending STEM and/or health events show interest in STEM or Health activities	Student Evaluations; Director Report	95% of students participating in STEM Night indicated an interest in more events like these. 100% of LCHI and tutors participated in college tours indicated interest in more STEM or health activities	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	Student Evaluations; Director Report	83% of the students participating in the campus tours conveyed interest in STEM or health professions	Met
80% of high school students engage with a STEM or Health professional during the year	Student Evaluation Form; Director Report	100% of the high school students had the opportunity to engage with a STEM or health professional during the year.	Met
80% of junior and senior high school students indicate an interest in attending college	Teacher Assessment Form; Student Evaluation Form; Director Report;	89% of students participating as Mala Tutors or the college tour indicated an interest in attending college.	Met
50% of juniors and seniors are enrolled in early admit college courses	Maui College registration	65% of juniors and seniors are enrolled in early admit college courses	Met
80% of participating students are engaged in class or community projects	Student Evaluation Form; Director Report; Evaluator Observation	100% of the students and their families were engaged in class projects.	Met
50 families participate together in events	Program Registration/participation Information; Director Report; Evaluator Observation	All of the families (100%) in the program participated together in events during the Covid restrictions.	Met

Achievement of Program-Specific Objectives Discussion

Describe success and challenges in meeting program-specific objectives.

Due to the restrictions during the Covid, the data for the objectives on math, and language arts respectively was not collected.

The following describes the process for collecting and analyzing student evaluation :

- Collected and reviewed data from 161 Student Evaluations across 6 Events
- Calculated and displayed percentages for the *Agree* and *Mostly Agree* ratings for questions # 1 – 8 for each program
- Calculated average score for each question across all programs
- Reviewed and recorded responses to open-ended questions #9 - #12
- Identified and recorded common themes from student responses for open-ended questions #9 - #12
- Compiled Findings based on data and common themes from Student Evaluations

21st Century Community Learning Centers Kahua Ho'ona'auao O Lana'i Student Evaluations Data Chart 2019 – 2020

This chart displays the percentages of students' ratings in the Agree and Mostly Agree categories for questions # 1 - #8 on the Student Evaluation for each Event. It also includes the average percentage for each question across all events.

EVENTS	Number of Student Evaluations Collected
1. LAPA (Grades PreK-8)	7
2. MALA & LCHI College Tour (Grades 9-12)	19
3. MALA Tutors (Grades 9-12)	19
4. MALA (Grades – PreK-5)	49
5. STEM Night (Grades PreK-12)	39
6. Kiwi Crates (Grades PreK-5)	28

QUESTIONS	EVENT	1.	2.	3.	4.	5.	6.	AVG
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1. I would like to attend another LHES Program like this.	5/7 or 71%	19/19 or 100%	19/19 or 100%	41/47 or 87%	37/39 or 95%	27/28 or 96%	148/159 or 93%
2. learned about connections between our local culture and what was taught today	6/7 or 86%	16/19 or 84%	18/19 or 95%	36/48 or 75%	20/27 or 74%	23/27 or 85%	119/147 or 81%
3. I felt a part of the LHES Foundation 'ohana	7/7 or 100%	19/19 or 100%	18/19 or 95%	37/48 or 77%	32/36 or 89%	19/27 or 70%	132/156 or 85%
4. After participating in this week's program, I feel good about myself	6/7 or 86%	17/19 or 89%	19/19 or 100%	46/48 or 96%	37/37 or 100%	26/28 or 93%	151/158 or 96%
5. LHES Foundation helps me move forward accomplishing my goals for the future	7/7 or 100%	19/19 or 100%	19/19 or 100%	43/46 or 93%	35/36 or 97%	24/28 or 86%	147/155 or 95%
6. The teacher(s) shared a lot of information with us	6/7 or 86%	19/19 or 100%	18/19 or 95%	45/49 or 92%	34/37 or 92%	23/27 or 85%	145/158 or 92%
7. I can use what I learned today and apply it	7/7 or 100%	18/19 or 95%	18/19 or 95%	39/49 or 80%	34/36 or 94%	24/26 or 92%	140/156 or 90%
8. I have family who support me in my goals	7/7 or 100%	18/19 or 95%	17/18 or 94%	44/49 or 90%	34/35 or 97%	24/27 or 89%	144/155 or 93%

**Findings from Student Evaluations
2019 – 2020**

Questions #1 - #9

- 93% of students would like to attend another LHES Program
- 81% of students learned about connections between our local culture and what they experienced in their programs
- 85% of students felt a part of the LHES Foundation 'ohana

- After participating in their programs, 96% of students feel good about themselves
- 95% of students indicated that LHES Foundation helps move them forward to accomplish their goals for the future
- 92% of students reported that their teacher(s) shared a lot of information with them
- 90% of the students reported that they can use what they learned in their program and can apply it in the future and/or in other settings
- 90% of students indicated that their family supports them in achieving their goals
- 89% of students who participated in the STEM Events reported an interest to pursue their education at a college/university

Questions #10 - #12 Written Responses

Common Themes

- Students learned new skills in building or making things
- Students enjoyed working together either with their classmates or family members when working on projects.
- The student tutors enjoyed working with the younger students and watching them learn.
- Students who visited college campuses, had a better understanding of the different major and careers options and financial opportunities with different colleges.
- High school students indicated specific career and college choices.

Based on student evaluations and conversations with students, teachers and parents, there is increasing interest in students wanting to participate in more program activities. The students continue to have opportunities to participate in STEM and health topic programs. Student participants continued to have opportunities off-island to meet with professionals and learn specific STEM topics to include engineering, medicine, nursing, environmental science, marine science, botany, etc. These opportunities, in which some occur at higher education facilities, raise the aspirations of the students to attend college and pursue professional occupations. Of the 30 Kahua seniors, all are inspired to attend colleges. 65% of the junior and seniors in the Kahua program are dual enrollment in college classes with

Maui College. That is the highest in the State of Hawaii. 100% of the students are engaged in class or community projects. This is due to the Covid restrictions which turned that challenge into an opportunity for families. Families engage enthusiastically whenever they are invited. There is a count of 201 participating family members.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

-Three of the (2019-2020) juniors who are now seniors will be receiving a two year college degree this December as part of the program's effort to have students enroll early in college. One of the students has completed her prerequisites for the College of Education at the University of Hawaii at Manoa. Another student will be entering college at University of Hawaii or a university in Portland going straight into her major courses in Psychology.

-Erin Nakano, our lead teacher in our programs received her PhD in May 2020 from UH Manoa.

-We beefed up our online efforts to reach more students by creating a website and various google classrooms. This was created under the leadership of Dr. Nakano.

-The Lanai Flag Football program was successfully started during the first year of our grant award and has grown to offering 3 different leagues and serving more than 100 students per year. Many students who were not a part of a sports program tried it out and have become huge fans and regularly ask when the new season will begin. A lot of the success is due to having great coaches from the Maui Police Department and Lanai High School Football program.

-We attended our annual college tour trip on Oahu with 40 students, the most we have ever traveled with. Students have begun to ask and do the required elements to attend the college tours and have really begun to value the experience.

-Lanai Academy of Performing Arts have successfully completed 2-3 shows per year, Director Matt Glickstein, won the Freddy G. Award, for his efforts establishing the programs on Lanai from the Junior Theater in San Diego.

4.C.2 Best Practices

There are four characteristics with the program that should be considered best practices nationally and recommend replication across the State and Nation.

One is the Watch, Learn, Eat & Be Inspired program initiated in response to the Covid restrictions. Through flyers sent in advance, families were instructed to stream and watch a particular movie. For that particular movie, instructions were given on the type of discussions they can have and learn as a family based on the movie topic and themes that emerge. They were also instructed on the types of food related to the movie that they can eat. In collaboration with local restaurants, the type of food was offered for take out to the community. Finally, the families could post their photos and images of inspiration on the

community facebook page. There was much enthusiasm and positive response from the community about the project.

The second best practice was the Pathways programs. The pathways program provided the students continuity, progression, and focus toward learning through inspired STEM, health, and education themes. This resulted in students connecting their learning toward college and career goals early and often beginning from middle school.

The third best practice is the program's focus on enrolling their high school students in the dual enrollment program through the University of Hawaii Maui College . All of the students who register to participate in the 21st Century Program are strongly encouraged and supported to enroll in the early college admissions program through UH Maui College. Because Lānaʻi is an island with a small population, limited resources, and no physical college on campus, this initiative is critical .

The fourth initiative that is noteworthy is the core elements implemented by the program. The core elements were the result of the strategic plan resulting from a facilitated set of meetings to identify the needs and strategies of teaching and learning on Lānaʻi. The program events and activities, the instruction and the learning outcomes were guided by these core elements. It provided the program, teachers, and partners a focus on raising the achievement and aspirations of the students. It also made the island and the community a focus for learning history, culture and issues for developing skills in critical thinking and problem solving.

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.]*

Feedback from students is described as part of Exhibit 21. Parent and community feedback on the Community Facebook page are enthusiastic, appreciative, and joyful with the program's response to Covid through their Watch, Learn, Eat, and Inspire program and the Kiwi Crates. It provided families with opportunities to learn and engage together in a fun and meaningful way. Partners have given feedback and provided partnership and funding on what they consider effective initiatives through the after school tutoring/mentoring program.

Partners have also acknowledged the strategy to have students believe that "anything and everything is possible." They see this as critical in building confidence in learning and raising aspirations. The partners have also acknowledged the importance of the pathway programs in providing the students with a continuity of programming in areas they are interested in pursuing professions.

4.C.4 Pictures

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

<https://photos.app.goo.gl/MXuFdkcecrKy3QMQ6>

5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

Sustainability Plan for the LHES Foundation

The LHES Foundation was awarded the 21st Century Community Learning Centers in 2016 to begin programs during non-instructional school time. Up until this time, the LHESF did not provide services in the Lānaʻi community except as a hub for small donations and grants written and driven by LHES teachers.

Upon receiving the 5-year 21st CCLC grant the LHES Foundation has begun providing college and career pathways programs under the name Kahua Hoʻonaʻauao O Lānaʻi to distinguish the direct programs that the organization has been offering. The college and career pathway focus was chosen to provide opportunities for our students that our school and island community may be lacking experiences and exposure to.

We have also outlined ways in which our programs will last beyond our 5-year 21 CCLC grant through multiple ways such as; applying for other grants, creating partnerships, mentorship opportunities, staff organization and leadership.

Grants

Each of our programs are supported through multiple sources beyond the 21st CCLC funding. Our goal, to start applying for additional grants per program in hopes of being awarded smaller pots of funding or donations so that we can slowly strengthen the programs throughout the 5 year span of the 21CCLC funding.

Partnerships

The Advisory Committee that advises our Kahua Hoʻonaʻauao O Lānaʻi programs has been instrumental in providing additional resources for our programs. We have strategically invited those from throughout the state who we knew could help Lānaʻi like Liliʻuokalani Trust, Professionals from the University of Hawaii system, Kamehameha Schools, etc.

Mentorship Opportunities

We strongly believe that the values in sustainability start with our community. We need to instill the values of education and mentorship in our students now so that they grow to become stewards of Lānaʻi and our people. During this 5-year span we have included those in every generation, males and females, children and adults to do their part in understanding that the opportunities that are given to them are paid forward by mentoring and inspiring the generations to come.

Staff Organization and Leadership

During this time we are building the LHESF's capacity to have that structure so we can become a long lasting foundation that supports our school indefinitely. The support the 21CCLC funding has provided for a director and other staff members to lead this organization to a place of establishment.

Program	2016-2017	2017-2018	2018-2019	2019-2020	
Kāna‘i Kanaloa	-\$1000 from Lili‘uokalani Trust for summer camp		-Students fundraised and earned \$500		
Math and Literacy Academy (MĀLĀ)			-\$85,000 from Kamehameha Schools Community Investing Program	-\$75,000 Kamehameha Schools Community	
Crafty Learning		-Office of Hawaiian Affairs provided a small \$400 grant for Leis at May Day --Sell jewelry at a pop-up shop at community events	-Program off to a slow start, will run a summer program and do a pop-up shop		
S.T.E.M.		-LHES Teachers Volunteer to do STEM Nights -Various student volunteers to do STEM Carnivals	-Nā Pua No‘eau and NHSEMP (Native Hawaiian Science Engineering Math Program)-Students attend their 1 week summer program at no cost -LHES Teachers Volunteer to do STEM Nights		
Lāna‘i Academy of Performi ng Arts	Earned their non-profit status and does year round work through other grants	-Year round program	-Year round program		

Lāna‘i Communi ty Health Initiative	-Manele Kō‘ele Charitable Fund Grant award \$10,000	-Manele Kō‘ele Charitable Fund Grant award \$15,000	-Manele Kō‘ele Charitable Fund Grant award \$16,000		
E Lei Ho‘i	-Lili‘uokalani Trust purchases snacks	-Lili‘uokalani Trust purchases snacks and provides 1 teacher	-New program: Pilimai-Lili‘uokalani Trust provides 3 teachers		
Lāna‘i One Team					

5.B IMPLEMENTING SUSTAINABILITY

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

- What components of this project will be sustained after this final year?
- How will equipment transferred help to sustain out-of-school programming beyond this 21CCLC program?

After the final year, LHESF has developed partnerships that are committed to sustain the afterschool education pathways that combine the tutoring of elementary students by high school students. The high school tutors are guided through their participation in college planning and preparation. The STEM and Health pathways will also be sustained through the partnerships with UH Maui College Na Pua No‘eau, UH School of Medicine and continued partnerships through that is community driven and committed by Maui College. The Dual Enrollment will continue to be sustained through the commitment of both the LHES, LHESF and Maui College. The equipment will be inventoried under the LHESF as it continues to serve the Lanai Community through its mission and vision in education.

6. Conclusions and Recommendations

6.A CONCLUSIONS

The Lānaʻi High and Elementary School Foundation 21st Century CCLC known as Kahua Hoʻonaʻauao O Lānaʻi has been highly successful in providing students in grades PreK-12 on Lānaʻi with educational opportunities that raise their achievement and aspirations. More importantly, the Center has designed sustaining successful education models and practices that can be replicated and continued by the school or other educational agencies. These practices over time are anticipated to significantly raise the number of Lānaʻi students who will successfully matriculate and graduate from college. What has happened on Lānaʻi through the 21st Century CCLC is a change of attitude and aptitude of Lānaʻi students, their families and the community in their belief that “anything and everything is possible.” The 21st Century CLCC ʻohana on Lānaʻi also understands the strategies, behaviors and resources they have and how to integrate that into the lessons that optimize the capacity of their children and their community.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

As we concluded the final year of our Kahua Hoʻonaʻauao o Lānaʻi 21st Century Community Learning Center, we are so grateful for the funding that has been provided to increase the value of education in our community. Many times the students on Lānaʻi have trouble connecting what they are learning in the classroom to what is going on in their world because we are so isolated from the rest of the state and country. The resources from the 21st CCLC program enabled us to provide: extended classroom learning; pilot new STEM projects and ideas; create pathway programs; tour college campuses and much more.

But the most important thing that we did during this period was model a mentorship atmosphere on our PreK-12 campus. The programs centered around creating partnerships with various businesses and organizations who could teach our students the skills it takes to work in the industries they represent. Our students in turn showcased what they learned through health fairs, providing after school tutoring, presenting their projects at school wide events and simply being a good example to the younger students on campus. It was important that our younger students see older students participate in and facilitate these educational experiences so that they can aspire to participate in them as well.

Our most powerful partnership has been with the University of Hawaii and its many campuses. We have utilized this resource for; college visits, Marine Science Education, Health Pathway Programs, Summer STEM camps, Lanai visits for College and Career Fairs, etc. The involvement with the university system truly created a pathway experience that did not end after high school but through college and beyond. This is an important piece in our programs not just for the educational content but more importantly the soft skills that

students develop when meeting professionals like; networking, advocating for themselves, gaining confidence. In allowing our students to meet and visit a college campus, you can start to see them actualize their dreams and take an interest in their future on a much higher level.

The impact of these resources are very evident in what we see in our student's growth, especially in their aspirations. We have created a college going culture that starts as early as the 9th grade with students participating in community college courses. Students in elementary and middle school also understand the value of the LHES Foundation and its programs that students are willing to try new pathway programs whether or not they have a strong interest in the subject.

We also see growth in our community, parents have begun to notice these programs and resources and have been encouraging their children to "take advantage" of the offerings. We have strategically implemented many resources throughout Pre-K-12th grade by offering opportunities in many different forums. Our goal is to have pathway programs for students in every grade so that they have the chance to explore as they age through different grade levels.

Overall the reputation of the LHES Foundation and our Kahua Ho'onaauao 'o Lāna'i programs has evolved from a semi-active resource to becoming an important stakeholder in our community with education as its focus. This dynamic has offered support to every LHES teacher on campus whether or not they teach for Kahua, they appreciate having somewhere to take their wishes and aspirations for their students. The LHES Foundation has grown to become a staple on campus providing higher learning, new and innovative ideas and a network of community, parents and teachers who help to support the growth of our Lanai keiki

The LHES Foundation has been grateful to establish this continuum of offerings that span from pre-k through college. The dynamics on Lanai is much different from other islands in the sense that our students are not just kids, they are our children who we nurture from birth to adulthood and beyond. We are grooming our children to become the next leaders for our island and their successes not only benefit themselves and their families but our island and community.

6.C EVALUATION DISSEMINATION

Due to the Covid-19 restrictions on travel and social distancing, the evaluation will be summarized in a report vs. template format and disseminated electronically to all stakeholders. It will also be posted on the LHESF website and community facebook page.

