

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

Overview

To assist subgrantees with meeting state evaluation requirements, for SY2018-19 the HIDEOE is has created a standardized template for evaluations of the 21CCLC programs. Cohort 10+ and Cohort 11 subgrantees are required to complete this template with SY2018-19 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

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"/>
1. Executive Summary	<input type="checkbox"/>
1. Program Description	<input type="checkbox"/>
1.1 Program Description	<input type="checkbox"/>
1.1.1 Goals	<input type="checkbox"/>
1.1.2 Objectives	<input type="checkbox"/>
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Exhibit 3: Students Served Summer 2018	<input type="checkbox"/>
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Exhibit 6: Students Served 2018/19 (Combined and Unduplicated)	<input type="checkbox"/>
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1.4 Program Materials	<input type="checkbox"/>
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Exhibit 9: Number of Staff by Position	<input type="checkbox"/>
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3. Outcomes Evaluation	<input type="checkbox"/>
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3.2. Key Performance Indicators – Objective 1	
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Core Educational Services Discussion	
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3.4.2 Best Practices	<input type="checkbox"/>
3.4.3 Student, Teacher, Parent, Staff, or Community Input	<input type="checkbox"/>
3.4.4 Pictures	<input type="checkbox"/>
1. Sustainability Plan	<input type="checkbox"/>
1.1. Original Sustainability Plan	<input type="checkbox"/>
1.2. Updated Sustainability Plan	<input type="checkbox"/>
1. Conclusions and Recommendations	<input type="checkbox"/>
1.1. Conclusions	<input type="checkbox"/>
1.2. Recommendations	<input type="checkbox"/>
1.3. 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	December 15, 2019

Grantee Name	Lanai High and Elementary School Foundation
Program Director Name	Natalie Ropa
Program Director Email	misaki@hawaii.edu
Evaluator Name	Dr. David K. Sing
Evaluator Email	davidsing47@gmail.com
Year of Grant	2018/19

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kahua Ho'ona'auao 'O Lāna'i	K-12

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

1. Executive Summary

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

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

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

This evaluation is for Year 3 (July 1, 2018- June 30, 2019) 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 \$202,762.

The vision of the Kahua Program, defined through a strategic planning process conducted by community and school leaders, is: "to inspire students and their families to be life-long learners in believing that anything and everything is possible in their education and careers. The program fosters a place-based learning environment that acknowledges the uniqueness and traditions of Lāna'i."

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

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

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 Lānaʻi; 5) demonstrate a sense of responsibility for their family and community; 6) and participate in programs that strengthen family learning together.

The 2018/19 EOY and Data Story Report show the Kahua students improved in their math and literacy abilities and outperformed non-Kahua students in both areas. In science, Kahua students were at similar levels as non-Kahua students. 84% of parents that replied on a parent survey for the MALA (math and language arts) afterschool program indicated their children's math and literacy abilities improved. The teachers continue to conduct lessons and activities that align with the core elements of the Kahua program. The Kahua program continue to inspire students to believe in themselves and raise their educational goals and aspirations. The students participating continue to show interest in attending college. Of the 17 seniors, 14 will be attending college and 3 will be enlisting in the military. Most of the participants were interested and participated in Kahua conducted or partnered stem and health related program activities. Most of the students also connected to professionals in the stem and health careers. Over 50% of the high school students and 100% of juniors and seniors were enrolled in dual enrollment college courses at UH Maui College. There were well over 50 families participating in Kahua related events.

Conclusions

- The project director continues to provide 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 community and school administrative staff and teachers see her as a “doer”. The teachers are all able 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.
- While the program activities were conducted over only six months (program funding was not received until late December), there is a big increase in students and family participation and interest. The challenge for the coming year may be that some of the activities will be limited in numbers because of the lack of funding and resources to accommodate the increasing number of students and families.
- 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 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.

- With the Kahua program and the opportunities the students have in going to campuses and meeting with professionals from the various UH campuses, there continues to be a growing awareness of the importance of college to them, their family and the community.
- The program has created greater awareness of the history, culture, natural environment and the needs of the island of Lānaʻi. Students are learning about the ocean, its forest, the animals and sea life, and the issues related to protecting, preserving. It has made impact on the students with these hands-on opportunities to work in the ocean and on the land through *huakai* or field trips. One group of Lānaʻi high school students who were participating in the STEM summer residential program at UH, formed their own group within the class to focus their research on the marine life in Hulopoe Bay on Lānaʻi.
- 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

- Teachers need to turn in Kahua teacher assessment forms. Provide teacher training and administrative support in the use of the forms.
- Seek support for fiscal management and academic coordination support

1. 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.
- Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?

The 21st CCLC on Lanai is administered through the Lanai High and Elementary School (LHES) Foundation), a 501c3 nonprofit corporation. The Foundation was created to support the LHES through financial, volunteer resources, and community support. The LHES Foundation was created by the parents, community, grandparents, and alumni of LHES. The primary goal of the LHES Foundation is to increase parental and community involvement; to create home

environments that encourage learning, and to communicate high, yet reasonable expectations for children's achievement and future careers. The foundation is based on the idea that schools that can work well with families and where adults are involved in school activities outperform identical programs without parent and family involvement. The foundation seeks to build teacher and morale and increase communication between the school and the community. Presently, the LHES Foundation board is composed of a wide range of professionals who live on Lāna'i.

This evaluation is for Year 3 (July 1, 2018- June 30, 2019) 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 \$202,762.

Lāna'i High and Elementary School is the only school on the island. Of the 560 students enrolled at the school during this reporting period, 34% are eligible for free or reduced lunch, 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. Lanai has a population slightly above 3,000 and is the smallest of the publicly accessible inhabited islands in the Hawaiian Islands. The population reside in the one town – Lanai City. 97% of the island has a single owner with the remaining 3% owned by the state of Hawai'i and privately owned homes. The students and families on 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, pharmacist, 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 Lanai.

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

3.B. Program goals and objectives

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

- **Goals** are brief, general statements about what the program hopes to achieve.
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.
- **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

3.B.1. Goals

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

1.	<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
9.	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.	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 K-12 students will register and participate in Kahua events	Program Registration/participation Information
	80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements into program activities	Workshop registration; Director Report
	80% of participating Program students indicate they want to participate in future Kahua events	Teacher Assessment Form; Student Evaluations; Director Report
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;
7.	50% of juniors and seniors are enrolled in early admit college courses	Maui College registration

8.	80% of participating students are engaged in class or community projects	Teacher Assessment Form; Student Evaluation Form; Director Report; Evaluator Observation
9.	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 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Kahua Ho’ona’auao ‘O Lāna’i	75	Grades K-12
Subgrantee Total	75	

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Kahua Ho’ona’auao ‘O Lāna’i	330	#	K-12
Subgrantee Total	316		

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

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

Center	Summer 2019 Enrollment – Total	Grade Levels
Kahua Ho’ona’auao ‘O Lāna’i	178	Grades K-12
Subgrantee Total	178	

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Kahua Ho’ona’auao ‘O Lāna’i	330	#	K-12
Subgrantee Total	330		

* 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?

Three hundred and thirty (330) students out of 560 eligible students on the island of Lāna’i participated in program activities. With partnering organizations, the program increased their staff and resources resulting in increased capacity and enrollment. The program has strategically worked with teachers and administrators of LHES and community programs to design appropriate events and activities with respect to needs, grade level, and available resources.

The program 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 bring STEM and/or health professional, specialized community resources to engage with the students. It also allows the students to travel to Maui, Oahu or Hawaii island to meet at professional schools, i.e., UH medical school, UH college of engineering, and to attend summer academy camps. 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 Gender
- Special Needs
- English Language Learners Race/ethnicity

The table will automatically compute totals in the final row.

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Kahua Ho'ona'auao 'O Lāna'i										
Subgrantee Total	0		34	13	40	15	141	50	141	50

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

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

Center	#	%	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	#	%
	AI/AN	AI/AN											2+	2+
Kahua Ho'ona'auao 'O Lāna'i	#	%	#	%	#	%	#	%	#	%	#	%		
Subgrantee Total	0	0	107	38	71	26	1	2	12	33	9	4	60	22

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

3.D programming

Describe activities offered during summer 2018.

Seventy-five (75) students in grades 2-12 participated in Kahua Summer Programs in 2018. There was a wide array of classes. **Crafty Learning** had 5 students from grades 2-8 in a class that combined arts, technology and design. The program used sewing machines, fabric and

creativity to provide the students with an opportunity to design and display fashion with their finale being a fashion show. The students learned to work with various costume production equipment making bags, jewelry, jackets and scarfs. Thirty-five (35) middle and high school students participated in a summer league flag football facilitated through the **Lanai One Team**. The Lanai One TEAM focuses on health, wellness and college preparation. Eleven of the 17 seniors are recruited to play sports in college. This program has been instrumental in creating college opportunities through sports. In partnership with **Summer Pals**, 17 students in grades K-6 were engaged in hands-on STEM activities - creating and crafting- using Legos, stem crafting supplies and available materials on Lanai island. Nine (9) students in grades 6-8 worked for two weeks with media arts professionals in learning how to create videos for TV through the **Torch TV** program. Nine (9) middle and seven high school students participated in one week **STEM** residential programs in partnership with UH Nā Pua No'eau and various UH departments. Students immersed daily in STEM disciplines included health careers and environmental sciences. This is an opportunity for these students to attend and live on a college campus for one week and learn from college professors and/or graduate students.

Describe activities offered during school year 2018-19.

The Kahua program conducted their program activities through six pathways or program areas. The program conducted program activities from January – June 2019 for the regular school year program. These six areas are: 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).

Fifteen (15) students in grades 2 to 8 participated in **Crafty Learning**. The theme was “thrifed transformation”. They visited thrift shops and purchased large clothing to “upstyle”. The idea was to improve fashion from used thrifed items. The students learned economics, design and the use of sewing machines.

Sixty-two (62) students in grades 3rd and 7th participated in the **Kanai Kanaloa** program. The 3rd graders prepared for and participated in an overnight program on Maui Island at the Maui Ocean Center. There they spent the night where they called the event “Sleeping with the Sharks”. They spent two days and a night learning about the various fish in the tank inclusive of sharks. The 7th graders in the Kanai Kanaloa program met monthly and prepared for an overnigher observing the flight and banding of the wedge tailed shearwater bird.

Thirty-seven (37) K-12 **LAPA** students spent 3 times a week during Spring semester learning about producing a musical play. The students' roles included acting, directing, stage production. Their showcase or *hoike* was the production of Aladdin which was performed before an audience of 200 guests.

Twenty-four (24) high school students participated in the **LCHI** Program. They met monthly in meetings, planning sessions, and participating in health fairs. The students also traveled to Oahu to visit college campuses and various health programs.

One hundred fifty-one (151) students in grades 3-12 participated in the **Lanai One Team Program**. While the program was focused on health and fitness, it also served to provide students college prep opportunities. While high school students were competing on different islands they also visited higher education campuses and prepared students with college and career planning.

Seventy-five (75) K-12 students participated daily in the **MALA** program. The program did two things. It helped the elementary students with math and literacy support after school. The tutors were high school students selected and provided training, career and college planning.

One hundred twenty (120) students participated in the **STEM** Program during the grant year. The events included the following: middle and high school students attending a STEM-focused residential program at the University of Hawaii for one week, a one week STEM Fun program during Winter Break, a one week STEM program during Spring Break, and Family STEM night and a STEM carnival.

Describe activities offered during summer 2019.

Seventy-five (75) students in grades 2-12 participated in Kahua Summer Programs in 2018. There was a wide array of classes. **Crafty Learning** had 15 students in grades 2-8 in a class that combined arts, technology and design. The program used sewing machines, fabric and creativity to provide the students with an opportunity to design and display fashion with their finale being a fashion show. The students learned to work with various costume production equipment making bags, jewelry, jackets and scarfs. Thirty-five (35) middle and high school students participated in a summer league flag football facilitated through the **Lanai One Team**. The Lanai One TEAM focuses on health, wellness and college preparation. In partnership with **Summer Pals** seventeen (17) students in grades K-6 were engaged in STEM hands-on activities, creating and crafting- using Legos, stem crafting supplies and available materials on Lanai island. Nine (9) students in grades 6-8 worked for two weeks with media arts professionals in learning how to create videos for TV through the **Torch TV** program. Nine (9) middle and seven high school students participated in one week **STEM** residential programs in partnership with UH Nā Pua No'ēau and various UH departments. Students immersed daily in STEM disciplines included health careers and environmental sciences. This is an opportunity for these students to attend and live on a college campus for one week and learn from college professors and/or graduate students.

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 centers 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. It is the case for each of the other pathway programs. The teachers and the organizations they represent will provide the materials that the students will use. Such is the case with the crafty arts, where machinery used are part of the teachers' resources that they have either as individuals or with other programs. These materials include sewing machines, fabric, beads, jewelry making supplies, Satin for *leis* and *pa'u* skirts. The Kanai Kanaloa program or marine science use school supplies, STEM crafting supplies, ocean materials, digital cameras for collecting data. The STEM Pathway will include various equipment related to building for both the older and younger students. These are consumable school supplies, stem crafting supplies, LEGOS, KIWI crates. The Lanai Academy of Performing Arts use costumes, microphones, audio equipment, set design materials, and performance curriculum. The Lanai One TEAM Pathway uses various sports balls, sports equipment, and exercise and health curriculum. The math and literacy academy uses chrome books, computer software and programs, crafting supplies, board games, school supplies. The Media Arts program provided iPad, iPad cases, iPad stands, school supplies, and televisions.

3.E.2 Resources

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

One of the strengths of the LHES Foundation 21st Century CCLC is its partnerships. It begins with the access to the school facilities and resources. While the LHES Foundation is not part of the Lanai High and Elementary School, it has established a strong relationship with the school administration, the teachers and all the staff. Thus, the program has designated classrooms and other facilities on the LHES campus. The School of Medicine partnership provides access to designated areas in the medical facility, instructional equipment, and faculty and staff as teachers. Through Pūlama Lāna'i 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 specialist provide their various music and crafting equipment. The Kamehameha Schools and the Liliuokalani Trust both provided funding resources to support the Kahua program.

3.F. Staff and Others Involved in the Program

Non-Paid	0	3	12	3	8	1	

Partnership Description

Provide a brief description of successes with partnerships.

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

Provide a brief description of challenges with partnerships.

The only challenges are scheduling and cost. The students visit these resources or the professionals come to Lanai to run programs. The airline schedule and cost to and from Lanai makes the collaboration very challenging. However, with good advanced planning, the program has been successful in overcoming these challenges. One challenge is that they like to work with program but not always able to use the partners. Another challenge is that some of the lanai island resources aren't trained as effective facilitators of student learning as regular teachers are.

3.H. Parent/Family Involvement

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

The parent/family involvement program for Kahua was focused on family engagement and mentorship. The participation of family members was very high. Every program held a

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

1. Evaluation

4.A. Evaluation plan

4.A.1. Evaluation Design Overview

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

The evaluation will have both formative and summative evaluation. The evaluation will be based on the extent to which the project designs and conducts programs that responds to the needs and interests of 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 will

- a. Review the strive data from the State DOE of participating students
- b. Survey teachers on how their 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
- f. Comments and feedback by stakeholders

The evaluator will give a brief report monthly to director based on the following information he receives: calendar of events, teacher planning form, event reports, student evaluation forms. At the end of the grant period and prior to the due date the evaluator will provide the summative report for the year.

4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

What implementation questions are being answered?	Did the instructors reports show that the lesson plan, instructional strategies and measured outcomes aligned to the core elements? 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?
What data collection methods are being used (e.g. interviews, observations)?	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, and assessment reporting forms; students' evaluations, director reports, interviews, parent feedback, products and photos.
What is the timing of data collection?	Teachers submit their plans for their contract as teachers. They submit the assessments and student evaluation forms after the event, class or series of classes. Reports and products are submitted at the end of each event

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

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

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

The evaluation will review and analyze the Lanai High and Elementary School and 21st century 2018/19 EOY and Student Achievement Snapshot reports. The evaluation will review program registration, teacher assessments and student evaluations respectively. In addition, the program director reports, Lānaʻi High and Elementary School administrators, teachers, parents and students will be interviewed. Comments from teachers and students reported on the forms or anecdotally are included. 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 stakeholders.

<p>What outcomes questions are being answered?</p>	<p>Have students improved their math and literacy skills? Do students demonstrate confidence in their abilities? Do students appreciate and understand their island and community? Do high school students believe that they can go to college? Do high school students believe that they can become STEM or health professionals? Are students engaged in the program activities? Are there opportunities for students to participate in programs off-island? Are there opportunities for students to engage with professionals in the STEM and health fields? Do parents and family members have opportunities to learn about, observe and participate in program events?</p>
<p>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</p>	<p>*Information from the school’s EOY and Student Achievement Snapshot Reports on students’ achievement in language arts, math and science. *Teacher Assessment Form and/or event report * Student Evaluation form *Information derived from observations, and interviews</p>
<p>What is the timing of data collection?</p>	<p>*The student achievement report is an end of the year report. *The Director develops a calendar of events after discussion and collaboration with the teachers and partnering resources. *Teachers or partnering group submit description of planned event, class or series of classes. *At the end of event, class, or series of classes, teachers turn in the teacher assessment form and the student evaluation forms.</p>

*Notes by Evaluators observations of selected programs and interviews with teachers, staff, parents and students are ongoing and integrated into the evaluation.

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. The external evaluator clearly noted that most of the programs he observed aligned to at least two of the core elements. Family engagement exceeded by far its goal of 50 family members. The hands on and performance based core element was aligned nearly 100% of the programs. 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. The programs were designed to integrate the elements of Lāna'i island either through its natural environment, history, culture or issues.

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. This was evident with the Kanai Kanaloa Pathway. The field trip to Maui Ocean Center students learned about whales, sharks and monk seals and the issues of endanger and protection. The program also provided a different set of students an opportunity to learn and watch the tagging of the wedge tailed shearwater birds. The experience is unique and important for the students to learn about the character of their island. Crafty learning discussed and used material made through traditional art forms in Hawaii. They were part of a fashion show in which they coordinated, and created costumes, etc. The Lanai Academy of Performing Arts (LAPA) pathway provided the students opportunity for leadership development and confidence by having older students mentoring younger ones. The program also taught the students collaboration and community relations skills. Some of the students indicated an interest in

aspiring to careers in the entertainment industry. LCHI provided information and training for students to address health concerns in their community and their families.

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. Some examples are: The activities during STEM in Summer Pals (a partnership program) provided the elementary students with activities in learning about the everyday things while integrating math and science. In their evaluations they talked about playing, building and working together in making leis from popsicle sticks, building boats to float, and making ice cream, etc. The Lanai 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. Kanai Kanaloa as a marine science based pathway is also STEM. This pathway provides year-round opportunities to conduct research, and learn about unique characteristics around the ocean. Crafty learning also has elements of STEM in its measuring, designing skills with an art application. While the Lanai One Team revolves around the sports teams, the students were provided opportunities to visit UH campuses to include stem related professions. In addition, the students learn elements of physiology. The Stem night creates a great opportunity for students and families to connect to stem programs, professions and activities. It creates a lot of excitement for the students and their families. Middle and high students participated in one week STEM focused summer residential program at UH. These students were immersed in studying and researching in a particular stem area, i.e., environmental science, botany, engineering.

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 summer residential program 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 interactions. However, the lower levels do have opportunities, just not as often and with the same degree of intensity as the high school students would when they visit the medical school.

Are families provided opportunities to participate in planned activities? This is very much so throughout all the programs. There are different levels of engagement as reported by the director and indicated on the program descriptions. With the Craft Learning class the parents are the recipients of many of the items produced by the children. In the case of May Day, the parents work with the children in making the leis. The Kanai Kanaloa parents are very involved in helping at overnight event in Maui at the Maui Ocean Center and in observing the tagging of the wedge tailed shearwater birds. In most of the pathways, the program has a ho'ike or closing ceremony in which parents participate. During the STEM night, the parents attend and learn with their children. The comments from parents are 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.

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

Core Educational Services Discussion

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

STEM summer residential program for middle and high school students at the University of Hawaii at Manoa, visits to the University of Hawaii Medical Schools, research projects with stem and health professionals, tutoring and mentoring afterschool impact the students with high end experiences, raising confidence and inspiring them to higher educational and career aspirations. Most of the activities associated with these programs accessed the students to professionals, technical tools and applications specific to their craft, i.e., medicine, engineering, botany, environmental science.

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	12	<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 teaching faculty in marine studies *Kamehameha Schools – providing fiscal and program support to augment 21st century program activities *Lanai Community Health Center – provides research, community internship, outreach activities *UH Maui College – facility and faculty support for program activities Queen Liliuokalani Trust- financial and program support *UH Na Pua No'eau – program outreach and access to summer residential programs *Lanai 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 * Pacific American Foundation- program & resource collaboration * Pulama Lanai – community resource partnership and collaboration
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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 admissions to successful enrichment weekend and summer programs within some of the above-mentioned disciplines. These partnerships are essential for these students who reside on Lanai to begin to be inspired to aspire to educational and career goals not visible on their island.

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. In depends on the program calendar and theme for the year.

Enter 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	Description of services to parents and other family members.
Kahua Ho'ona'auao 'O Lāna'i	356 (duplicated count) This number represents the accumulation of all events	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 ho'ike or demonstration of the program activities that the children have learned. The families look forward to the Ho'ike. The second is that there are certain events that 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.

Parent/Family Services Discussion

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

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

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

Specifically, with 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 the school year	Average number of hours per week services offered during summer and holidays
Kahua Ho'ona'auao 'O Lāna'i	10	10

[Key Performance Indicators (KPIs) – Objective 2

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

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

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

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

Objective 3.1: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	Kahua Ho'ona'auao 'O Lāna'i (PK-5)	8	25%	3
Kahua Ho'ona'auao 'O Lāna'i (6-12)	4	9%	0	0%

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

Objective 3.1: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	Kahua Ho'ona'auao 'O Lāna'i (Pk-5)	No info		No info
Kahua Ho'ona'auao 'O Lāna'i (6-12)	0	0%	0	0%

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

Objective 3.2: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring		Regular program participants with IMPROVEMENT in math from fall to spring	
	Kahua Ho'ona'auao 'O Lāna'i (PK-5)	6	19%	1
Kahua Ho'ona'auao 'O Lāna'i (6-12)	6	11%	0	0%

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

Objective 3.2 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring		Regular program participants with IMPROVEMENT in math from fall to spring	
	Kahua Ho'ona'auao 'O Lāna'i (Pk-5)	No info	0%	No info
Kahua Ho'ona'auao 'O Lāna'i (6-12)	2	23%	0	0%

KPI Objective 3 Discussion

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

The EOY 2018/19 Report provided the data on objective 3 for those students identified at “regular program participants”. This represent 60 or 19% of the 330 students serviced by the LHESF 21st CCLC Program. More revealing is the information from the SY 1819 EOY Data Story for the LHESF. When comparing performance by proficiency level between Kahua program students and non-Kahua, the Kahua students outperformed the non-Kahua students in math and language arts. In math 10% of Kahua students exceeded proficiency compared to 4% of non-Kahua students. Sixteen (16) % of Kahua students met proficiency while 9% of non-Kahua students met proficiency. For language arts, 17% of Kahua students exceeded proficiency while only 5% of non-Kahua students exceeded proficiency. The Kahua students met proficiency at 33% while the non-Kahua group was at 23%. In the science area, while the % of students who exceeded and met were similar, there was a large difference in the % of students who did not meet proficiency. Eighteen (18) % of Kahua students did not meet proficiency compared to 59% for non-Kahua students.

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 No progress
 - Not met Unable to
 - Progress measure

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

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 2018-19 was 9% compared to 15% in 2017-18</i>	<i>Met</i>
Kahua students will outperform non-Kahua students by 25% in the meet and exceed categories in math	SY1819 EOY Data Story Report	Kahua students outperformed non-Kahua students by 50% in the meet and exceed categories	Met
Kahua students will outperform non-Kahua students by 25% in the meet and exceed categories in language arts	SY1819 EOY Data Story Report	Kahua students outperformed non-Kahua students by 56% in the meet and exceed categories	Met
80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements into program activities	Director Report	100%	Met
80% of programs show 1 or more core elements integrated into program activities	Director Report Course description	100%	Met
150 K-12 students will register and participate in Kahua events	Program Registration/participation Information	330 students registered and participated in Kahua events	Met
80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements into program activities	Director Report	100%	Met
80% of participating Program students indicate they want to participate in future Kahua events	Student Evaluations Interviews	80%	Met
80% of program students attending STEM and/or health events show interest in STEM or Health activities	Student Evaluations Observations Feedback by Stakeholders	100%	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 Feedback by Stakeholders	90%	Met
80% of high school students engage with a STEM or Health professional during the year	Student Evaluation Form Director Report Feedback by Stakeholders	100%	Met
80% of junior and senior high school students indicate an interest in attending college	Director Report Student Evaluation Form	100%	Met
50% of juniors and seniors are enrolled in early admit college courses	Maui College registration	100%	Met
80% of participating students are engaged in class or community projects	Director Report Student Evaluation Form	75%	Unmet

50 families participate together in events	Program Registration/participation Information	356	Met
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Achievement of Program-Specific Objectives Discussion

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

The objective on math, and language arts was added. Previously had not been included because most of the students participating in LHESF 21st CLCC do not attend 30 or more days. That is still the case where only 60 of the 330 students participate.

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

- Collected and reviewed data from 140 Student Evaluations across 7 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
- Collected and recorded responses from 1 Teacher Assessment

**21st Century Community Learning Centers
Kahua Ho’ona’auao O Lana’i Student Evaluations Data Chart
2018 – 2019**

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. Mala	4
2. 3 rd Grade Marine Science Maui Ocean Center	35
3. STEM Week “Let’s Stay Alive”	12
4. STEM Night	48
5. Torch TV	3

6. STEM: Summer Pals	14
7. SAT Prep Course	24

QUESTIONS	EVENT	1.	2.	3.	4.	5.	6.	7.	AVG.
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1. I would like to attend another LHES Program like this.	66%	94%	83%	100%	66%	100%	100%	87%
2. I learned about connections between our local culture and what was taught today	66%	97%	83%	54%	No Response	No Response	100%	80%
3. I felt a part of the LHES Foundation 'ohana	100%	85%	92%	98%	66%	100%	100%	92%
4. After participating in this week's program, I feel good about myself	100%	91%	100%	100%	100%	86%	100%	97%
5. LHES Foundation helps me move forward accomplishing my goals for the future	100%	82%	58%	100%	100%	86%	100%	89%
6. The teacher(s) shared a lot of information with us	75%	97%	75%	100%	66%	100%	100%	88%
7. I can use what I learned today and apply it	75%	79%	66%	96%	100%	86%	96%	85%
8. I have family who support me in my goals	100%	90%	92%	96%	100%	93%	100%	96%

Findings from Student Evaluations
2018 – 2019

Questions #1 - #9

- 87% of students would like to attend another LHES Program
- 80% of students learned about connections between our local culture and what they experienced in their programs
- 92% of students felt a part of the LHES Foundation 'ohana

- After participating in their programs, 97% of students feel good about themselves
- 89% of students indicated that LHES Foundation helps move them forward to accomplish their goals for the future
- 88% of students reported that their teacher(s) shared a lot of information with them
- 85% 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
- 96% of students indicated that their family supports them in achieving their goals
- 91% 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 enjoyed engaging in “hands-on” activities with their friends and families
- Students enjoyed learning about the characteristics of marine animals and how they survive in their environment
- Students enjoyed observing and interacting with the marine animals in their habitats at Maui Ocean Center
- Students enjoyed playing various sports to promote good health and teamwork
- Students learned how to create projects with their hands using simple materials
- Students who participated in the SAT prep course learned skills and techniques to apply during test taking

Separately, the teacher from the MALA program gathered information on the participants in her program. 58 students tested for literacy (not all students participate in testing until 3rd grade).

74% are at grade level for literacy.

93% showed improvement in their literacy scores.

The teachers integrated the core elements into their lessons. Because funding was not received until late December to set up a group orientation and training, the director provided guidance and training for each teacher in the prescribed content. The events report was evidence that 100% of the teachers integrated the core elements into their lessons. 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 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 consider not necessarily viewed on Lanai island. Of the 17 Kahua seniors, 14 have indicated the colleges they plan to attend. 100% of the junior and seniors in the Kahua program are dual enrollment in college classes with Maui College. 75% of the students are engaged in class or community projects. Some of the early childhood grades are working on afterschool tutoring and have not engaged in a project per se. Families engaged enthusiastically whenever they are invited. There is a count of 356 family members participating/observing when invited to “hoike” or other program events.

4.C. Additional Data

4.C.1 Success Stories

Click here to type or paste anecdotal evidence of success at individual centers or for the subgrantee as a whole.

4.C.2 Best Practices

During the school year we offered Morning Math Cafe during the 7 a.m.-8 a.m. hours before school in the school cafeteria, and the student’s loved it. Many of them began coming to school earlier just so that they would ensure the use of an IPAD or chromebook. By having something fun and exciting for the kids to do in the morning has ensured that the experience of coming to school is not a dreadful thing but a positive experience. .

In the 2019-2020 SY all MĀLĀ tutors will participate in the Dual Enrollment program.

Click here to type or paste any promising best practices for students, centers, administration, evaluation, etc..

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.]*

Coordinator of the MALA Program
Of the 212 students that were served;
(60) kindergarten-5th grade students participated in after school tutoring
(27) students attended tutoring 1-20 days in the 2018-2019 SY

(15) students attended tutoring 40-60 days in the 2018-2019 SY
(18) students attended tutoring 60-90 days in the 2018-2019 SY

According to our parent survey, 84% of parents indicated improvement in their child's math and literacy abilities.

We surveyed 157 elementary aged students:

70% are at grade level for math

72 % showed improvement in their math scores.

58 students tested for literacy (not all students participate in testing until 3rd grade).

74% are at grade level for literacy.

93% showed improvement in their literacy scores.

Our after school MALA program students and parents have commented:

"The program has been helpful to ensure that my child does not fall behind"-mom

"My child loves being with the high school student tutors"-mom

"We want our children to sign up again next year, will it still be the same?"-foster mom

"Our kids love coming to this program."-mom

"I like doing my homework there"-boy, age 5"

"We like spending extra time after school with our friends"-girl, age 7

"I like the computer time"-boy, age 10

"My cousin helps me do my hard homework"-girl, age 7

"I don't want to go home, I want to play and do my homework."-girl, age 5

"I saw my friend walking to the building so I followed them and wanted to come here."-girl, age 5

Part of the indicators of student's positive attitude toward school has been shown through the student's and their families value of education in their household.

We had a very successful program and was able to provide services for about 1/3 of the school population. This year the school's A+ program did not start in August so when MĀLĀ started in September we provided a much needed after school program that was highly utilized. On average there were about 30 students attending daily with about 8 high school interns and 1-2 teachers 4 days a week running the programs. Many of the activities that took place after homework that was done was individualized tutoring or hands on STEM learning. Our MĀLĀ student interns had an awesome experience at UH Mānoa College of Ed where they got to sit in during a class and participated in activities with the college students. They also spent half a day at the Alani Children's Center (preschool) at Kapiolani Community College and was able to interact with the children and learn about their early childhood degree pathway. It was amazing to see how natural our students were in both situations coming alive when working with the preschoolers.

Feedback from Middle and High School Participants and Parents:

"Thank you for taking my child to see new opportunities"-parent

"So proud of my child for wanting to become a doctor."-parent

"I really want to become a teacher because I really like working with kids"-girl grade 11

"Can I volunteer with the Kahua?"-boy grade 11

Click here to type or paste any particularly relevant feedback from students, parents, staff or community members.

4.C.4 Pictures

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

Link to all Photos:

<https://photos.app.goo.gl/SEvHukNCRupM14YL9>

5. Sustainability Plan

5.A Original sustainability Plan

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

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

5.B Updated Sustainability Plan

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

- What changes were made from the original sustainability plan?
- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

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 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 CLCC 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 Ho‘ona‘auao O Lāna‘i 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 Lāna‘i like Lili‘uokalani 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 Lāna‘i 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 compacity to have that stucture 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 Liliuokalani trust for summer camp		-Students fundraised and earned \$500	-potential partnership with Lili‘uokalani Trust
Math and Literacy Academy (MĀLĀ)			-\$85,000 from Kamehameha Schools Community Investing Program	-\$75,000 from Kamehameha Schools Community Investing Program
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	-Nā Pua No‘eau and NHSEMP (Native Hawaiian Science Engineering Math Program)-Students attend their 1 week summer program at no cost
Lāna‘i Academy of Performing Arts	Earned their non-profit status and does year round work through other grants	-Year round program	-Year round program	-Year round program
Lāna‘i Community Health Initiative	-Manele Koele Charitable Fund Grant award \$10,000	-Manele Koele Charitable Fund Grant award \$15,000	-Manele Koele Charitable Fund Grant award \$16,000	-Manele Koele Charitable Fund Grant award \$16,000 -Lana‘i Community Health Center to provide \$5000 grant to do a community project
E Lei Ho‘i	-Liliuokalani Turst purchases snacks	-Liliuokalani Trust purchases snacks and provides 1 teacher	-New program: Pilimai-Lili‘uokalani Trust provides 3 teachers	-Pilimai program continues with 3 teachers from Lili‘uokalani Trust
Lana‘i One Team				-Applied for a County of Maui grant \$7,500 for youth sports

6. Conclusions and Recommendations

6.A Conclusions

The LHESF 21st CLCC Program, entitled Kahua Ho'ona'auao 'O Lāna'i continues to provide the students, families and community of Lāna'i an effective and impactful educational enrichment program. The program has become an important part of creating students access to stem and health program and career information and activities. The elementary students are excited with the MALA afterschool program and look forward to learning and being mentored by older students. The older students are treating the tutoring they are doing with the younger students as an internship into teaching, or other professional work. All of these high school students who are tutors are also enrolled in college courses through the dual enrollment program. The high school students are getting opportunities to work with stem and health professionals and visiting college campuses. With these opportunities, the high school students are more focused on college and specific professional careers. The director has been effective in developing and maintaining strong partnerships on and off island with the community, educational and professional organizations that have provided her with excellent teachers and resources. The pathway programs and the teachers continue to provide excellent programs aligned to the core elements of the program. She has excellent support from Lanai High and elementary school in having access to facilities and resources on campus.

6.B Reflections on program implementation and impact

Click here to type or paste your reflection on the implementation of your 21CLC program and the impact your program had on students who participated.

6.C Evaluation dissemination

Click here to type or paste a description of how the local evaluation is being shared with stakeholders.