

21st CCLC Program: Evaluation Report

LHES Foundation; Lanai City, Hawaii
Evaluation Report

Evaluator: Dr. David K. Sing

Period covered by the report

July 1, 2016-June 30, 2017

Date the report is submitted

March 2018

Executive Summary

The intent of the evaluation is to measure the gains of students while participating in educational enrichment activities outside of regular school hours. While the students attending Lanai High and Elementary School attend school regularly and show no signs of distress with respect to school attendance, tardiness, or other in-school indicators of reason for low scoring, there is evidence that student aspirations and college matriculation is low for Lanai students.

Hawaii-based research on students from communities with limited opportunities with respect to higher education and professions was used to design strategies that raised aspirations and achievement levels. Through strategic planning with community leaders, the project established core elements that translated to goals and objectives. These goals and objectives became the focus for themes, events, instructional activities, teacher training and family engagement.

What was evaluated?

- 1) The extent to which the program activities were aligned with the objectives as defined by the strategic plan/goals.
- 2) The impact of those activities on the students in their participation and through reported or observed behaviors as defined through training.

Why was the evaluation conducted?

To determine the extent to which the project aligned to the goals and objectives and to what extent the activities impacted short term and long term achievement and aspirations of participating students.

What are the major findings and recommendations that you conclude from the evaluation?

- One of the major findings was the extent to which the students' aspirations were raised or as expressed in the project's core elements - students believed that "anything and everything is possible" with respect to their education and career goals. The participating students interacted with many professionals in the health, stem and technology fields in the project they would not otherwise have had that opportunity. These included faculty and students from the UH School of Medicine, UHH College of Pharmacy faculty and students, UH School of Engineering staff and students, UHH marine biology graduate students and staff, as well as other educational programs and resources that brought teams of resources to the students. During summer, fall, and spring breaks, students visited the university campuses on Oahu and Hawaii island and observe scientific laboratories at these colleges. The students met with faculty and graduate students and had hands on demonstrations about the professions. Many of the students indicated that they wanted to go into those fields after the visit. The main thing is that they believed that it was possible for them to pursue those goals.
- Providing hands-on and theme-based programs created optimal conditions for learning for the students. These hands-on learning opportunities increased

their engagement in learning. Teachers testified that their students were more engaged, asking questions, and working on the projects. For many it made the experience of their island becoming a living laboratory. The ocean that they swim in now becoming more meaningful as they learned about the reefs ecosystem and the relationship of the moon and the tides. The students appear to be more engaged in this environment. In discussion with them, the lessons seem more purposeful and fulfilling for them.

- Some project students were given opportunities to visit a college campus. These opportunities brought them closer to seeing what college looks like. For many they had not been to a college campus before. This activity is essential for students from Lanai to be able to visit a university campus and to start to understand what goes on there and how it connects to them.
- The students also worked with some of the community leaders and could recognize the skills and wisdom they had in developing their cultural practice.
- The Lanai Academy of Performing Arts (LAPA) was especially successful in raising aspirations and achievement especially as it related to performing arts. The students who participated with LAPA as part of this project showed increased confidence, and achievement. The teachers noted that the students who participated in LAPA performances transferred their skills and attitudes toward learning to other subject areas.

Recommendations:

- Continue the partnership opportunities with School of Medicine, College of Pharmacy, College of Engineering, and other partners that provide specialized resources and opportunities to the students;
- Continue successful communication and working relationship with teachers, and project stakeholders
- Increase family engagement opportunities
- Continue teacher training opportunities specific for project

Program Description

- Kahua Ho‘ona‘auao O Lāna‘i, a 21st Century Community Learning Center, began operation on June 1, 2016. The award, \$222,650 to the Lanai High and Elementary School Foundation (a private, non-profit organization) provides academic enrichment opportunities during non-school hours for all Lanai children enrolled or eligible to enroll in grades K-12. This program intends to improve the achievement of participating students through a broad array of enrichment activities that supplement their regular academic programs. The Center will focus on lessons that connect the teaching and learning to the island environment, lifestyle and culture. The “core elements” will serve as a foundation for students to be more engaged in learning and seek higher achievement and aspirations that align to becoming leaders in contributing to build strong families and community. The start of the project was strategic planning with community leaders that became the foundation of the project. The planning resulted in establishing the vision, core elements, goals, and objectives. The project was designed around these strategic planning elements.

- Vision Statement

The Kahua Ho‘ona‘auao O Lanai Center is a collaborated effort to inspire students and their families to be life-long learners and leaders in believing that “anything and everything is possible” in their education and careers. The Center fosters a place-based learning environment that acknowledges the uniqueness and traditions of Lanai.

- Core Elements

- Raising achievement and aspirations (Anything and Everything is possible)
- Lanai (place-based) Projects
- Hands-on and Project Based
- Leadership Building
- Life Long Learning
- Family Engagement

- Goal

To design and conduct 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.

- Objectives/Measures

- *Increase academic success of participating students.*

The project provided enrichment in a variety of venues outside of regular school for the students and their families that enhanced their attitude, perspective and skills. Living on an island that is rural with respect to having limited resources and opportunity to meet professionals in a broad arena of careers, the Center brought in resources and discussion that engaged the students, their families, and the teachers to begin to believe that (with respect to higher education and careers) “anything and everything is possible.” This belief carried back into regular school and students became more engaged and more passionate about education and careers.

- 50 K-3 students will register and participate in Kahua events
- 50 middle school students will register and participate in Kahua events
- 50 high school students will register and participate in Kahua events
- 80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements
- Using school based data & teachers survey
 - 60% of participating students improve grades, and standardized test?
- Kahua performance and attendance data
 - 60% of participating students show level of engagement

- *Increase interest in learning in the family unit (by engaging parents and students together).*

The Center provided specific events for family members to learn with their children specifically on field projects. Engaging the parents, grandparents and siblings with meaningful and relatable activities added to the learning and teaching that occurs between and among family members.

- Kahua survey/evaluation form
- 50 family units will participate together in events
- 20 family units will participate in designated family engagement events
- 50 family units will be introduced and learn about Kahua Core elements and how to use them in home.

- *Increase ability to problem solve local and world issues.*

The Center provided problem solving models or templates that helped the students and their families in solving issues that exist on Lanai. The

problem-solving models are transportable to be used in any context and in any geographic location beyond Lanai.

- Kahua attendance, # of projects, quality of project (performance based observation)
- 80% of middle and high school students successfully complete problem based event (s).

- *Participate in self-directed learning projects*

Lanai students were given opportunities to take leadership and initiative with things that become their “kuleana” or responsibility. A large part of the effort was the infusion of values into the project as expected behavior for everyone involved. Some of the values that were integrated were: kuleana (responsibility), “laulima” (working together), “ho‘omau” (persistent), “ho‘oponopono” (resolving conflict), and “‘ohana” (family). This method has proved to be very successful with other grant projects.

- Kahua attendance, # of projects, quality of project
- Observed or comments

- *Recognize the culture and context of Lana‘i in learning*

Students learning at the optimal level begins with students valuing themselves and where they are from. The teachers developed project based activities built around Lanai, the environment, the ecosystem, it’s history and culture.

- Kahua evaluation/survey/observation
- 80% of participating students indicate that they have learned more about Lanai’s history, and culture
- 80% of students know their family genealogy

- *Increase the number of college pathway programs that secondary students participate in.*

There is increased likelihood that students will go to higher education, when they are involved in discussion, or in education and career related professional work while in high school. Additionally, if students begin to envision and crystalize the possibility of a professional career, there is increased likelihood of sustained effort toward that goal. The project introduced education and career pathways in STEM and Health.

Professionals in those areas conducted activities that engage the students in these professions developing skills and attitudes necessary for those careers.

- Kahua attendance, survey/evaluation
- 80% of high school students indicate plan to attend college

- Kahua Student and their families: The geographic reality for those who live on the island of Lanai dictate a limitation of opportunity and resources. The island provides limited career opportunities around one resort, one K-12 school and limited support

services. There is no postsecondary institution on island. Maui College does have an outreach center that has a small offering of courses through distance learning. Thus, one of the challenges with working with the K-12 students is not being able to observe or visit a University campus with college students and faculty. There is also a limited number of professionals on island where students can observe and relate to. Thus, Kahua builds partnerships with STEM and health organizations on and off island to provide the students frequent interaction with those professionals and in those respective disciplines. Many of the students would be 1st generation college students, from 1st or 2nd generation immigrant parents, and about 10 percent native Hawaiian.

- Staff: The teachers are selected from those school teachers at Lanai High and Elementary School who can promote a continuity of success for students in STEM and health career areas. In addition, the project partners with various University of Hawaii colleges to include the School of Medicine, College of Pharmacy, College of Engineering, and other faculty and UH facilities that would enhance the students' experience by incorporating higher education resources, faculty and graduate students as teachers. The program also people who steward cultural and environmental projects on island as teachers.
 - What program materials were used?
The teachers and staff were provided with an orientation either in group or individually about the purpose of the project and what was expected of them and their classes in relationship to the goals and objectives. Planning and reporting forms were provided.
 - What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?
The 21st century grant provided the infrastructure support for the project. Lanai High and Elementary School provided in-kind use of the campus classes and other facilities. Pulama Lanai, a major private company that owns most of the major businesses and resources on Lanai provided support of facilities and cultural resources. On island agencies and off-island higher education institutions and other educational agencies supported the project with educational and professional resources.
 - In what activities were program participants expected to take part?
The project was designed by age group and by program event or series of events that the students would sign up for. Whatever event or series of events they signed up for they were expected to attend.
 - What specific procedures, if any, did program staff follow?
Kahua Ho'ona'auao O Lanai has a policy and procedure handbook to guide staff. It also incorporated the policies and procedures provided by the State Department of Education. It was also understood that as a new project the procedures were dynamic with addition and changes occurring for the first few years.
 - How was the program administered?

The program is administered by the Lanai high and elementary school Foundation – a private non profit organization.

A. Staff and others involved in the program:

The organization is led by the project director who reports to the LHES Foundation Board of Directors. The director works closely with the Lanai High and Elementary School administration in assuring appropriate and efficiency partnership between the school and the project. There is one director, one project assistant, and approximately 20 contract teachers, 15 partners who also serve in advisory capacity on the Director's Advisory Council. The evaluator also provided technical support for strategic planning and training of staff in aligning class instruction to goals.

- Which individuals and organizations did you develop partnerships with for 21st CCLC activities? What were the purpose and nature of these partnerships?
 - Here is a matrix of the partnerships that the project has established and is maintaining. The matrix names the agency partner, the type of partnership and comments describing the role of the partner.

Information on Partnerships

Agency/Organization	Type of Partnership				Comments
	A	B	C	D	
UH ABSOM	X	X	X	X	After School Health Pathway & Health Camps on Oahu
Lānaʻi Academy of Performing Arts		X		X	Afterschool Arts Program, Special Events and Performances
Pulama Lānaʻi	X	X	X	X	Afterschool, Community Events,
Kamehameha Schools	X				Advisory
Liliʻuokalani Trust- Funding Support	X	X		X	Afterschool Hawaiiana and Marine Science Support and Community Events
Lānaʻi High and Elementary School	X	X	X	X	Afterschool (infrastructure)
Maui Economic Opportunity				X	Afterschool Program, Small Business platform
Lānaʻi Culture and Heritage Center	X	X		X	Afterschool, On-island Marine Science Camps
UH College of Engineering/System Wide STEM	X			X	On-island STEM Fair
Manele Koele Charitable Fund- Funding Support					Support for travel for our Health Pathway
Nā Pua Noʻeau	X			X	Instructional Support for off-island travel
Lānaʻi High and Elementary School Athletics	X	X	X	X	Before School-Morning Math Cafe Tutoring, College Tours on Oahu/Maui
Lānaʻi Community Health Center	X	X	X	X	Afterschool Health Pathway
UH Hilo PIPES/Marine Science	X	X		X	Marine Science afterschool program and on-island summer camp

??

A- Advisory Council

B- Collaborator

C- Infrastructure Support

D- Instructional Support

Evaluation Design and Results

The evaluation of Kahua Ho‘ona‘auao O Lāna‘i is intended to : show the number and kinds of classes planned by the project align to the core elements; show observed or demonstrated student and/or family outcomes from these activities or set of activities. Here is a teacher planning form submitted by teachers prior to each event.

Kahua Ho‘ona‘auao O Lāna‘i
A 21st Century Community Learning Century Project

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Teacher Planning Form

Teacher:	Event Name:	
Date:	Time:	Grade Levels:
Location:	Room:	
General Description:		
Focus Area(s): <i>check all that applied</i>	<input type="checkbox"/> Art <input type="checkbox"/> College Readiness <input type="checkbox"/> Cultural	
	<input type="checkbox"/> Engineering <input type="checkbox"/> Health <input type="checkbox"/> Language	
	<input type="checkbox"/> <u>Leadership</u> <input type="checkbox"/> Psychomotor (P.E.) <input type="checkbox"/> <u>Mathematics</u>	
	<input type="checkbox"/> Science <input type="checkbox"/> Technology	
	<input type="checkbox"/> Other (please specify):	

Directions: Please attach a copy of your curriculum to this ~~kumu~~ planning form and briefly describe how you plan to incorporate these components into your curriculum/activities that makes ~~Kahua~~ unique.

1. “Anything and everything is possible”:
2. Lanai (place-based) Projects:
3. Hands on and Project based:
4. ‘Leadership Building):
5. Life Long Learning
6. Family Engagement

Kahua Ho'ona'auao O Lāna'i
A 21st Century Community Learning Century Project

How do plan on making your curriculum/activities...

1. New and fresh?
2. Fun and engaging?
3. Incorporate higher education and/or career possibilities?
Equipment needed:
Facilities needed:
Supplies needed (please be specific):
Other helpful information / special needs

The following form demonstrates a sample of training form used in the training and the orientation of project teachers.

<p>CORE VALUES FOR KAHUA Anything and Everything is Possible</p> <p>Lānaʻi Place Based</p> <p>Hands-on and Project Based</p> <p>Leadership Building</p> <p>Life Long Learning</p> <p>Family Engagement</p>			
Core Element	Program Strategy	Measure of Student Success	Measure of successful application of core element
Anything and Everything is Possible	Create "statements" that express this for all to use on a regular basis. Possible workshops to talk about the impact of "expectations"	Essays, surveys, focus groups	Statement by students, families and teachers through essays, focus groups, surveys
Lānaʻi Based	Weave themes to history, culture, geography, ecosystem of Lānaʻi for events/classes/activities	Measure Performance on problem based activities. Collaboratively develop tool that teachers or project observers can use objectively for performance based; genealogy;	% of events/activities incorporate the Lānaʻi Based concepts.
Hands-on and Project Based	Identify projects that students and families can work on	Performance based, focus groups, essays	Identify % of projects that are hands on and project based
Leadership Development	Educational and Career planning in relationship to kuleana and taking action	Closely tied into Lānaʻi and project based. Students recognizing their kuleana to address issues; essay, survey, focus group, students display and share their plans at a hōʻike with 'ohana and community	Identify events and activities that students work on integrating these ideas.
Life Long Learning & Family Engagement	Planned events and activities for families to learn together	Activities must make special consideration for <u>mākuā</u> and <u>kūpuna</u> to participate; Focus groups, survey	Identify events and activities focused on these elements.

The evaluation is designed to measure the extent to which the program conducted the types of programs that it was determined that would make impact on the participating students. This is based on the strategic outcomes which were interpreted as the core elements of the program, and designed as the goals and objectives.

- Program reports that students demonstrated expressions that learning occurred related to this goal.
 - An Event Reporting Form is turned in after each set of events by the teacher. That form indicates the activity that the students was participating in, how the students were assessed and what indicator expressed showing learning with respect to the particular core element.

EVENT REPORTING FORM

Please complete and submit to Natalie Ropa after each event.

Name of Event:	Date:	Location:	Gr. Level(s):
Submitted by:		# of Students:	

CORE ELEMENT <i>(Put an X in all boxes that apply)</i>	ACTIVITY	ASSESSMENT 1. Selected Response 2. Written Response 3. Performance Assessment 4. Personal Communication	INDICATOR(S)
<input type="checkbox"/> Anything and <u>Everything</u> is Possible			
<input type="checkbox"/> <u>Lana'i</u> -Based			
<input type="checkbox"/> Hands-on & Project Based			
<input type="checkbox"/> Leadership Development			
<input type="checkbox"/> Lifelong Learning and Family Engagement			

The following evaluation form was given to students after each event to determine how the learning impacted them in a meaningful way and to help in further planning.

Kahua Ho'ona'auao O Lānai Evaluation

Event: Kāna'i Kanaloa

Date: June 27-30, 2016

Name (optional) _____ Kane Wahine _____ Grade Level: _____

Directions: Circle the response that best describes how you feel about the question, 5 for "agree" to 1 for "disagree".

1. I would like to attend another Kahua event like this.
 5) agree 4) mostly 3) sometimes 2) very little 1) disagree
2. I learned about connections between our local culture and what was taught today.
 5) agree 4) mostly 3) sometimes 2) very little 1) disagree
3. I felt a part of the Kahua 'ohana.
 5) agree 4) mostly 3) sometimes 2) very little 1) disagree
4. After participating in this week's event, I feel good about myself.
 5) agree 4) mostly 3) sometimes 2) very little 1) disagree
5. Kahua helps me move forward accomplishing my goals for the future.
 5) agree 4) mostly 3) sometimes 2) very little 1) disagree
6. The teacher(s) shared a lot of information with us.
 5) agree 4) mostly 3) sometimes 2) very little 1) disagree
7. I can use what I learned today and apply it.
 5) agree 4) mostly 3) sometimes 2) very little 1) disagree
8. I have 'ohana (family) who support me in my goals.
 5) agree 4) mostly 3) sometimes 2) very little 1) disagree
9. After participating in today's event, I would like to/I am inspired to (circle all that apply):
 1) get better grades
 2) further my education
 3) attend college/university _____
 4) get a degree in _____
 5) become a _____
10. What did you learn today?
11. What was the best part of today's event?
12. What could be changed to make this event better?

- *Increase academic success of participating students.*
 The Kahua Center will provide for enrichment in a variety of venues outside of regular school for the students and their families that will enhance their attitude, perspective and skills. Living on an island that is rural with respect to having limited resources and opportunity to meet professionals in a broad arena of careers, the Center will bring in resources and discussion that engage the students, their families, and the teachers to begin to think that with respect to higher education and careers that "anything and everything is possible." These opportunities will spill back

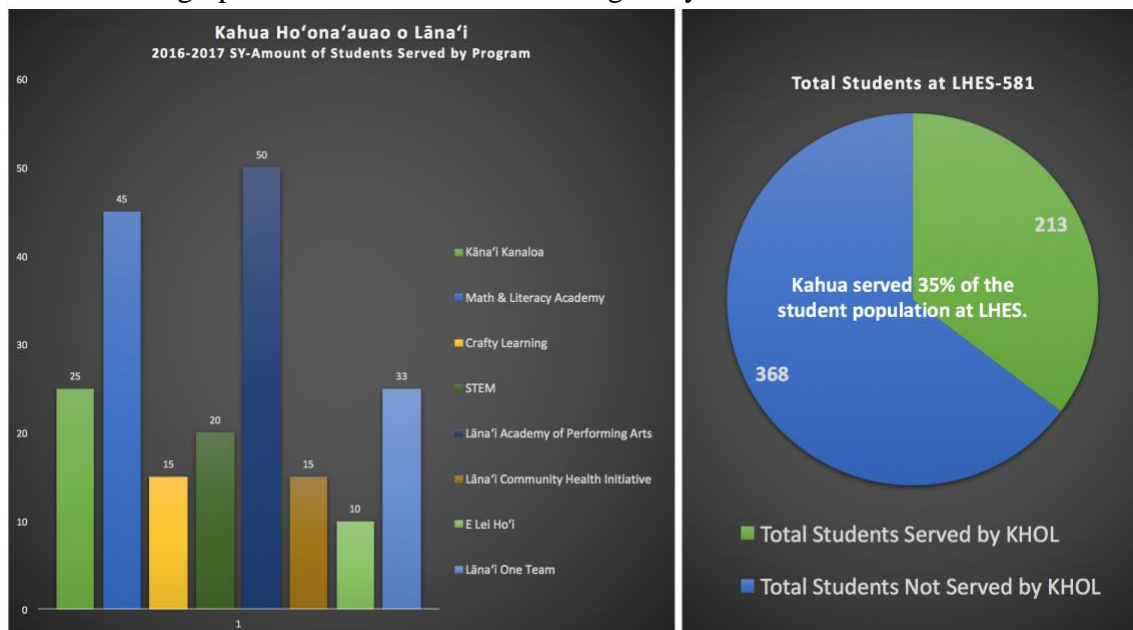
into regular school and begin to have the students become more engaged as they become more passionate about education and careers.

- *The number of K-3 students registered and participated in Kahua events*
- *The number of middle school students registered and participated in Kahua events*
- *The number of high school students registered and participated in Kahua events*
- *The number of teachers and staff participated in orientation and training of the integration of Kahua core elements*
- Using school based data & teachers survey
 - The % of participating students that improved grades, and standardized test scores?
- Kahua qualitative information
 - derived by Assessment Reporting Form

Collected Data of Project

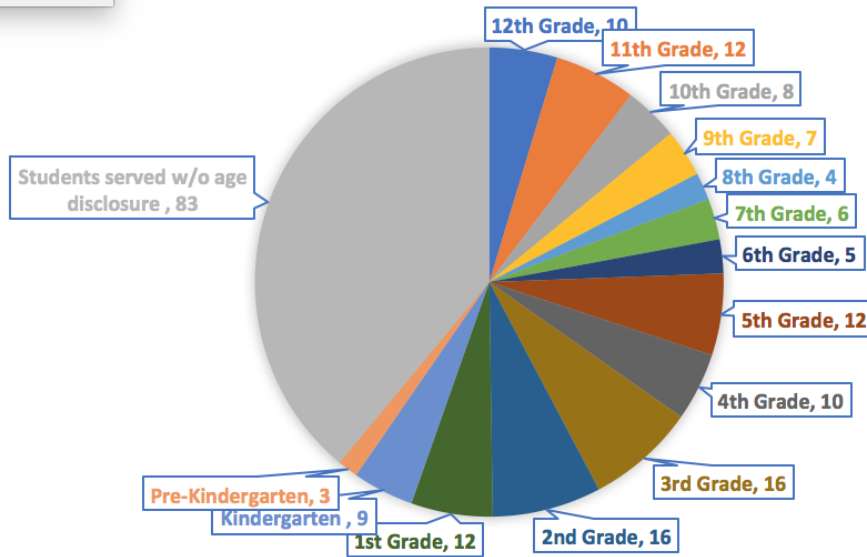
The following graphs display the numbers of students that participated of the total eligible and by grade level.

In addendum of this report please find the full registration list of the student participants and the demographic information to include eligibility for free or reduced lunch.



AMOUNT OF STUDENTS PER GRADE SERVED

Chart Area



The following chart shows further delineation of student participation by grades, subject area and partnering agencies.

KAHUA PATHWAYS 2016-2017

Program	Pathway	Age Range	# of Participants	Partners
Kanai Kanaloa <ul style="list-style-type: none"> After School Club The Limu Project (Spring Break) Ke Kai Ola (2 Week Summer Program) 	Marine Science	1 st grade thru 6 th grade	25	<ul style="list-style-type: none"> Pulama Lanai (majority land owner), Lanai Culture and Heritage Center
Math & Literacy Academy <ul style="list-style-type: none"> One-on-One Tutoring 3rd Grade Test Prep Morning Math Cafe 	Education	k-5 th grade and 11 th grade	45	
Crafty Learning <ul style="list-style-type: none"> Spring Break Program (1 week) Summer Program-Kanani o Lanai (2 weeks) 	Fashion Technology & Business/Marketing	1 st -7 th grade	15	Maui Economic Opportunity (MEO)
STEM <ul style="list-style-type: none"> STEM Palua (Stem Fair) Lego Design-1 (Spring Break-1 week) Engineering & Design (Summer Pals-7 weeks) Summer Reading Program & LEGO's in the Library 	Engineering & Design	3 rd -5 th	20	<ul style="list-style-type: none"> Purple Maia 3d Innovations Women In Technology UH College of Engineering UH System Wide STEM (Josh Kaakua)
Lanai Academy of Performing Arts <ul style="list-style-type: none"> Broadway Jr. The Ling King Jr. 	Arts; Performing, Theater	k-12 th grade	50	<ul style="list-style-type: none"> MAPA Manele Koele Charitable Fund
Lanai Community Health Initiative <ul style="list-style-type: none"> Afterschool Club Teen Health Fair at JABSOM (participants) Health Fair on Lanai (Facilitators) Summer Health Adventure (1 week-on Oahu) 	Health	8 th -12 th grade	15	<ul style="list-style-type: none"> John A Burns School of Medicine, Native Hawaiian College of Excellence, Lanai Community Health Center Manele Koele Charitable Fund
E Lei Hoi <ul style="list-style-type: none"> Afterschool Program 	Hawaiian Studies	Prek-5 th grade	10	Liliuokalani Trust
Lanai One Team <ul style="list-style-type: none"> College Tours Lanai One Team (Community Event) 	College & University	9-12 th grade	33	<ul style="list-style-type: none"> LHES Athletics, Pulama Lanai,

This table describes the extent to which the program events and activities aligned to the core elements.

Programs events/activities aligned to Core Elements

Program	Pathway	Core 1	Core 2	Core 3	Core 4	Core 5	Core 6	Core 7
Kānaʻi Kanaloa	Marine Science	x	x	x	x	x	x	x
Lānaʻi Academy of Performing Arts	Arts	x		x	x	x	x	x
Lānaʻi Community Health Initiative	Health & Bio Medical	x	x	x	x	x	x	
Math and Literacy Academy	Education	x		x		x	x	
E Lei Hoʻi	Hawaiiana	x	x	x	x	x	x	
STEM	STEM	x	x	x	x	x	x	
Crafty Learning	Fashion Technology/Design and Entrepreneurship	x	x	x	x	x	x	x
Lānaʻi One Team	College Readiness	x		x		x	x	x

Core 1= Anything and everything is possible (raising achievement and aspirations)

Core 2= Lanai place-based

Core 3= hands on

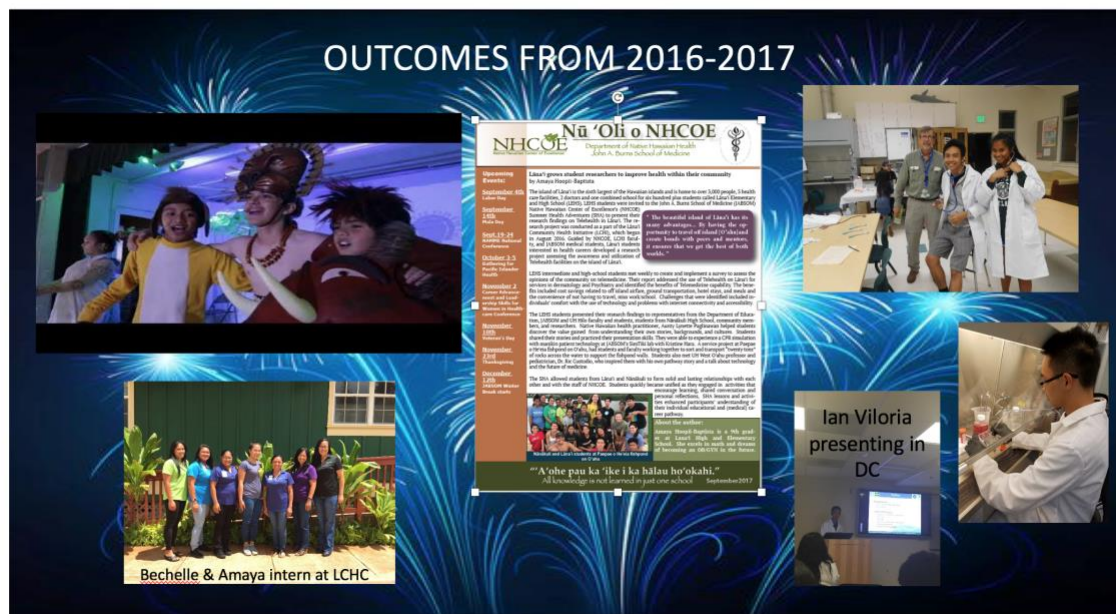
Core 4= project based

Core 5= leadership development (building a sense of kuleana_

Core 6= life long learning

Core 7= family engagement

The following is a snapshot collage of the project. The addendum will include a report summarizing the evaluations collected from the students.



The following is a snapshot collage of the various events conducted for the year.



The following chart show the community events conducted for the year, a description of the event, and the estimated family in attendance.

**LHESF/KAHUA Community Events
2016-2017**

EVENT/PROGRAM	ACTIVITIES	FAMILY ENGAGEMENT
Lanai Keiki Day October 22, 2016	Community Event in Dole Park: <ul style="list-style-type: none"> PL Big Trucks and Construction Occupations display Raise the value of Education, highlighting all the great activities through displays. Classes, clubs, athletics can fundraise for future events FS Teacher of the Year Award Teacher Prizes Keiki Talent Show 	<ul style="list-style-type: none"> Est. 100 Students Participated Est. 150, Family and Community Members
STEM PAINA November 1, 2016	STEM Night for K-5th Grades Event that Focused on: <ul style="list-style-type: none"> Bio-Medical Environmental Science and Natural Resources Engineering and Technology 	<ul style="list-style-type: none"> 40 Students Participated 35 parents attended 35 presenters from Lanai, Oahu, Maui and the Big Island
Lanai One Team & Keiki Carnival April 8, 2016	Community Event at Dole Park <ul style="list-style-type: none"> Lanai Athletics and the importance of Health and Wellness Keiki Carnival to support learning and science Physical Fitness Timed Trials Hosted by Howard Dashefsky and featured on his show "Sports People Hawaii". 	<ul style="list-style-type: none"> Est. 150 students attended Est. 200, Family and Community Attended
STAFF TRAINING April, 2016	<ul style="list-style-type: none"> Core Elements Kahua Planning Form Team building and activities 	11 Staff attended out of 15 2 admin attended (Natalie and Krista) 13 Total

**Kahua Ho'ona'auao O Lāna'i
21st Century Community Learning Center
Pathways & Programs & Family Engagement
2016 – 2017**

PATHWAY	PROGRAM & Amt. of Students	TEACHERS	ACTIVITIES/HIGHLIGHTS	Family Engagment
Marine Science	<u>Kana'i Kanaloa</u> 25 students	<ul style="list-style-type: none"> Nick <u>Brilliande</u> 	<ul style="list-style-type: none"> Maui Ocean Center Sleeping with the Sharks Spring Break "The <u>Limu</u> Project" <u>Ke Kai Ola</u> Summer 2017 Program Sailing on the <u>Mookiha o Piilani</u> 	<ul style="list-style-type: none"> Maui Ocean Center-20 students and 15 parents attended, Nov. 2016 Kana'i Kanaloa Camp, Hoike-25 parents & community attended, Family dinners during camp, est. 10 parents came to help, June 2016
Health Occupations	<u>Lana'i Community</u>	<ul style="list-style-type: none"> Kris Hera 	<ul style="list-style-type: none"> Teen Health Fair at JABSOM Tele Health Project Health Fair at Richard's Market Summer Health Adventure 	<ul style="list-style-type: none"> Health Fair at Richard Market-engaged with est. 50 community members for diabetes, bp, etc. screening

	Health Initiative 15 students		<ul style="list-style-type: none"> • Meet & Greet with Senator Schatz on Tele-Health Project 	<ul style="list-style-type: none"> • Presentation of Tele-Health Project at Lanai Public Library, est. 15 parents attended, June 2016
Education	Math and Literacy Academy & Mentorship Program 45 students	<ul style="list-style-type: none"> • Millena Calilao • Sam Dunwell • Bechelle Elaydo • Abbie Molina • Alika Tan • Zena Kageno 	<ul style="list-style-type: none"> • Morning Math Café • One-on-One Tutoring • Test Prep Academy 	<ul style="list-style-type: none"> • Parents are encouraged to attend Morning Math Café in the school cafeteria every morning. Est. 20 parents total from September 2016-April 2017.
Arts-Performing Arts	Lana'i Academy of Performing Arts 50 students	<ul style="list-style-type: none"> • Adam Beckwith • Matt Glickstein • Zena Kageno 	<ul style="list-style-type: none"> • Broadway Jr. (Fall-Winter) • The Lion King Jr. (Spring-Summer) 	<ul style="list-style-type: none"> • Parents help for fundraising and performances, est 50, through August 2016-June 2017 • Performance attendance, 250-parents & community-for Lion King Jr.
Hawaiian Studies	E Lei Ho'i 10 students	<ul style="list-style-type: none"> • Irene Davis • Simon Tajiiri 	<ul style="list-style-type: none"> • Tuesdays-weaving with Aunty Irene • Wednesday-Language with Kumu Simon 	<ul style="list-style-type: none"> • Hoike, est 10 parents attended, May 2016
Fashion Tech & Marketing Small Business	Crafty Learning 15 students	<ul style="list-style-type: none"> • Kabealani Tabucbuc 	<ul style="list-style-type: none"> • Spring Break Program-Logo Bags and Blankets • Summer Program 	<ul style="list-style-type: none"> • Crafty-Fashion Show, 15 parents attended during Spring Break, March 2017
Engineering & Technology	STEM 20 students	<ul style="list-style-type: none"> • Don Jones 	<ul style="list-style-type: none"> • Spring Break-Lego Program-created stop motion 	<ul style="list-style-type: none"> • Hoike, 12 parents May 2016
College Pathways	Lana'i One Team 33 students	Various volunteers: Beth Humphreys, LHES Academic Counselor, Coop De Renne, Former UH Professor and Coach, Mary Lou Kaukeano-LHES Coach, Aaron Fernandez-LHES Coach	<ul style="list-style-type: none"> • College Tours on Athletic trips • Student mentorship during Morning Math Café and Tutoring programs • Lanai One Team Event at Dole Park 	<ul style="list-style-type: none"> • Held-College Resources nights but no parents or students attended

A. Purposes of the evaluation

The purpose of the 1st year of the evaluation was to primarily describe the program implementation in alignment to the goals and objectives specific to the project. Second, to retrieve qualitative information about the students and anecdotal information about the impact in alignment to the core elements.

B. Evaluation plan

- What was the implementation evaluation plan?

The implementation was designed around creating events and activities that: aligned to the strategic outcomes as defined by the strategic plan; and assess the effectiveness and efficiency in carrying out the plan.

- What was the outcome evaluation plan?

The plan is intended to determine the extent to which outcomes of the project are met.

C. Evaluation Schedule

The data collected were: the flyers and planning forms submitted by teachers; the event planning and report in the first year and the assessment reporting form in the second year. Separately, teacher surveys.

D. Results of the implementation evaluation:

- Challenge-The biggest challenge was the delay of the start period of the grant project. The delay was due to contractual issues related to insurance. Because LHES Foundation was a private non-profit organization, it was not included in the State of Hawaii's umbrella self-insured policy. There was very little guidance given to LHES Foundation in the type of insurance that was needed and the insurance agencies who would be able to develop a policy suitable to the requirements of the State of Hawaii Department of Education. This created very unnecessary delay and work on the part of the Foundation. The other challenge which was addressed very smoothly by the foundation was the establishment of policies and procedures specific to this project. The project currently is guided by it's policy and procedures handbook augmented by the Hawaii State DOE's Century 21st handbook.
- Partnerships- All the community based partnerships proposed were established and are being maintained.
- Interest and value of program- Some activities are more interesting and valuable because of the opportunities this project provides in accessing resources otherwise not available. Much excitement and much valued experiences with professionals coming from off island, as well as the opportunities for the students to see these resources at higher education campuses.
- Plans to ensure effective program implementation next year
The administrator is a visionary in creating infrastructure for those opportunities by securing long term commitment for resources especially with those valued professionals. She has developed a calendar for the year and building the program effectiveness with early planning, training, and good reporting by teachers and all stakeholders.

Conclusions and Recommendations (approximately 2 pages)

A. Conclusions

- The leadership of the director is significant in the successful implementation of the project. She worked effectively with the stakeholders of the project—community leaders, teachers, partnership agencies, school administrators, parents and students. There was a high degree of trust. She articulated what was needed and followed through with her vision and program plans. The numbers of students, family and community events, partnerships, and collaborations are response indicators of her leadership. The director's leadership was significant in bringing all the program components to perform at an optimal level.
- The project is especially impactful with providing the participating students and the community with external resources especially from the University of Hawaii's School of Medicine, College of Engineering, marine science faculty and graduate students, UHH College of Pharmacy, Kinesiology departments from both UHH and UHM. These opportunities and connection to professionals in these fields broadened the possibilities for these students. The evaluations indicated some of the high school students identified specific career and education goals beyond high school. The engagement of the resources with the students specific to the profession allowed the students to learn in real life with doctors, engineers, marine scientists, attorneys, etc. They came away with a sense that the people they met were just like them and it gave them hope that this was possible for them.
- Learning more about their island. The children of Lanai spend a lot of time enjoying the beach, swimming, surfing, picnicking, etc. The project integrated learning the ecosystem of the environment in order that the children would learn about the things they are familiar with in an applied science way. They learned about the traditional fish ponds by working or restoring the walls. They learned about the reef by collecting and monitoring data about the fish in various locations. They learned about the tides, fishing and the moon and its relationship to the things they do daily. The learning that occurred had the students more engaged and thinking more critically because of their relationship with these locations on their island.
- The utilizing of the Lanai Academy of Performing Arts (LAPA) as one of its program components is very effective. LAPA has demonstrated a high degree of success in having students perform at a very high level. The students gain confidence and belief in themselves not only in the performing arts, but the teachers indicate it carries over to regular school.

B. Recommendations

The data and evaluative information suggests that the level of impact for the first year of a 21st century grant is very high. It is higher in terms of number of students served, the number of events and activities conducted, and the broad array of professions and educational majors introduced.

The only recommendations that this evaluation would make are: 1) the continued progressive nature of teacher training in order that teachers can increase their abilities to collect and record performance based info; 2) to develop systemic family engagement activities that are both part of or separate from the activities their children participate in.

C. Using results and recommendations moving forward

The results should be provided to teachers and public through presentations that are integrated into regular orientation and teacher planning and training sessions. A short PowerPoint presentation can be developed to describe the strengths of the project and the continued strategic planning and coordination of future events.