

Hawai'i 21st CCLC Evaluation Report Hana Complex – SY2017-18

1. General Information

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	12/17/2018
Grantee Name	Hana Elementary & High School
Program Director Name	Shyanne Lecker-Agnew
Program Director Email	shyanne.la@gmail.com
Evaluator Name	Rick Williams
Evaluator Email	rickandkathyw@msn.com
Year of Grant	SY 2017-2018 Year 2

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Hana Elementary & High School	Pre-k through 12

2. Executive Summary

This evaluation process was done to assist the Hana school complex in recognizing accomplishments, refining program design, and assessing effects on students, staff and the community. In addition to assessing program impact, evaluation can provide guidance essential to the program's responsiveness to changing Hana complex needs. The information provided will give feedback to the CCLC team and result in modification and improvement of programs and services. The evaluation can be used to assess current programming, plan strategies for the upcoming year, and to expand approaches to sustainability. This summary evaluation should be used to plan for future funding, assess the sustainability of continuing programs and to provide students, staff and the community a summation of what was accomplished by the 21st Century CLC grant.

The Hana Complex 21st CCLC program continues to be a successful operation and has accomplished its overall goals. Numerous community partnerships are running smoothly that are providing their students and family members with a range of activities. Most of the activities revolve around math and science tutoring, reading skills, Hawaiian culture, agriculture and construction methods. The activities are well attended and the respective staffs have kept excellent records of attendance (with occasional prompting). All of the partners developed clear goals and methods of following up on their goals. The relationship between the school's CCLC staff and the community partners is excellent.

This year all four of the 21st CCLC objectives were met. All programs were well attended by the complex's students (90% attended activities and 20% for 30 days or more).

The new program to supply tutors for students, during the times that the school's teaching staff is attending a full day of meetings, has proven to be extremely successful.

The Hana Complex's geographic isolation and lack of local businesses will always be problematic. Partnerships possibilities revolving around math and science activities in the local area are practically non-existent. However, cultural activities are abundant.

3. Program Description

3.A. PROGRAM DESCRIPTION

The Hana School Complex is a geographically isolated Pre-K to 12 school complex with 385 students located on the eastern side of Maui County. Local commercial businesses are almost non-existent. The students live in a series of communities that stretch from Keanae to Kaupo in what is known as the Hana District. Separated by a two-hour drive from the more populated area of Maui. There are many limits to the social, educational, and economic opportunities available to the Hana Community. Approximately 75% of the student population is Hawaiian or Part-Hawaiian, which is historically the most undeserved population in the state. The total Hana District School-Community population is 2,285 and they live in 390 households, only 64.6% are family households. Approximately 55% of the population is employed full time and 32% is unemployed. A large proportion of the families served are low income, over 62% of the student body are eligible for free or reduced-price lunch.

Due to an annual funding shortfall, many positions have been eliminated from the School Complex including, Librarian, Physical Education, Foreign Language, and Advanced Placement. The middle school has only four and one-half teachers and the high school has only five teachers for a six-period day. The lack of a variety of courses and funding severely hampers the student's ability to obtain equal educational opportunities when compared to other students in Hawaii.

The annual Strive Hi Report has consistently shown the Hana Complex to be below the state average in all areas. Although, in recent years there has been some improvement, there remains a need to find ways in assisting the student population in improving their academic performance.

This is year 2 of the grant. Prior to receiving the grant after school educational activities were extremely limited. Of note was the monthly Read Aloud America program which was always well attended.

The Hana Complex programs specified in the grant proposal are designed to support the 21st CCLC objectives by striving to improve the following needs:

- Lack of health and education experiences and opportunities due to a small, rural and geographically isolated community.
- Lack of education experiences due to inadequate WSF funding.
- Lack of health and education opportunities due to poverty.
- Lack of adequate academic school wide performance due to a variety of factors.
- Lack of adequate programs and activities to improve the health of our school community.
- Lack of student career and college readiness due to substandard academic performance and few real-world experiences.

3.B. PROGRAM GOALS AND OBJECTIVES

3.B.1. Goals

Because of the Hana Complex’s location, demographics and the school’s funding issues, there is little access to physical and mental health services, the arts, parenting classes, college courses, child care and academics beyond the school day. The students will be provided opportunities and increased access to multiple services and activities. They also will be provided with more opportunities to help prepare themselves for their future careers or college. Each of our programs have developed their own set of goals. Those goals are stated here:

1.	Create a new appreciation of reading.
2.	Improve the understanding of Hawaiian history.
3.	Develop a basic understanding of ecology and conservation techniques.
4.	Make available an after-school and intersession Arts Program.
5.	Improve STEM related scores by the use of tutors.
6.	Provide training in basic construction skills.
7.	Provide a day camp for Hana area students.

3.B.2. Objectives

Goal	Objective	Measure
1.	Encourage parents/caregivers and teachers to read to children on a regular basis.	Surveys
	Provide resources to help parents and teachers choose books and read to children.	Library usage increase or decrease
	Nurture a love of reading in parents and awaken a love of reading in children.	Surveys
	Encourage families to limit television, computer, and video time and read.	Surveys
2.	Experience and learn about traditional Hawaiian agriculture	Instructor feedback
	Build a traditional Hawaiian house	Instructor & community feedback
3.	Improve understanding shoreline ecology and conservation	Instructor feedback
4.	Provide well attended drama, music, dance and visual arts instruction	Daily attendance records and audience attendance records
5.	Improve the grades in students attending tutoring sessions related to their courses.	Course marks
6.	Improve common core mathematics skills specifically in the areas of measurement and geometry.	Course marks
	Demonstrate improving construction skills	Instructor feedback
7.	Provide music, arts, sports and cultural activities in a safe environment for students during periods when school is not in session	Staff observation Participant feedback
	Provide leadership/problem solving and team building opportunities	Staff observation Participant feedback
	Incorporate healthy choices, healthy foods, healthy activities	Staff observation Participant feedback

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

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

Center	2017-18 Enrollment – Total	2017 -18 Enrollment – Regular*	Grade Levels
Hana Elementary & High School	535	99	Pre-K to 12
Subgrantee Total	535	99	Pre-K to 12

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

Attendance Discussion

Attendance has not proven to be an obstacle. Attendance at all activities was good throughout the school year. With some prompting the partners have maintained excellent attendance records. A large percentage of the student body attends the supplied activities regularly and parents are very appreciative of the after school care.

3.C.2 Participant Characteristics

Exhibit 4: Characteristics of Students Served

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Hana Elementary & High School	387	72%	104	19%	0	0%	268	50%	267	50%
Subgrantee Total	387		104		0		268		267	

Exhibit 5: Race/Ethnicity of Students Served

Center	#	%	#	%	#	%	#	%	#	%	#	%
	AI/AN	AI/AN	Asian	Asian	NH/PI	NH/PI	Black	Black	Latino	Latino	White	White
Hana Elementary & High School	6	1%	13	2%	424	79%	4	0.7%	2	0.4%	84	16%
Subgrantee Total	6		13		424		4		2		84	

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

3.D SUMMER AND INTERSESSION PROGRAMMING

Multiple partners and sites were utilized during the summer period. Those areas included Hana Arts, Youth Center, YMCA, Makahana Ka Ike, and Heluhelu (Campus). The activities were: art bark, Hana legends, hula, winter wonder camp, conventional building skills, farming, team building, recreational activities, healthy living, cooking skills, art projects, culinary arts, math & reading tutorials, homework assistance, music, arts, community service, and computer instruction. Different activities were designed for all the different age groups served. Most programs were well attended and appreciated by the students.

Exhibit 6: Students Served During Summer

Center	Summer Enrollment – Total	Grade Levels
Hana Elementary & High School	145	Pre-K to 12
Subgrantee Total	145	

3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials

Our partners used a wide variety of materials, those items are listed in the table below.

Program Partner	Materials Provided by 21 st CCLC
Hana Arts	paints, fabric, clay, glue, paper, ukulele strings, water balloons, utility knives, raffia, paint, rope, wood, drum sticks, inks
Hana Health Center	none
Holani Hana	snacks, scissors, gloves, cups
Kipahulu Ohana	multiple arts and crafts supplies
Makahana Ka Ike	none
Maui Interscholastic League	existing facilities and equipment utilized
Read Aloud America	books, bumper stickers, rulers, dexals, pens, office supplies, handbooks, banners, monthly prizes and awards
Reading Teacher	existing facilities and equipment utilized
YMCA	acrylics, brushes, canvases, beads, lines, tools, tie dye, t-shirts, tubs, bands, various sports supplies, cooking supplies, gloves, rubber boots, extra rubber slippers
Youth Center	none

3.E.2 Resources

Various Hana School and community facilities were utilized:

- Vacant Hana School classrooms
- Hana School athletic fields
- Hana School shop building
- Hana Arts classrooms
- Ada Kukui building site
- YMCA building
- Camp Keanae
- Kapahu living farm
- Wailua Nui Taro Patch
- Hana Youth Center
- The Pacific Ocean

3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM

Staff are required to perform numerous mostly clerical duties. They maintain the free flow of information between the partners, parents, students, and administrative staff. The staff also encourages the partners to maintain all the documentation needed to evaluate student performance.

The Hana Complex 21st CCLC administrative staff consists of a project director, a coordinator, a database administrator and the school's account clerk. All of the positions are part time in nature. One of the site coordinators is on site daily and the principal, vice-principal and program director are available for questions and problems. The hours for each of these positions vary and range from 4-10 hours per week.

The activities of the partner organizations are monitored daily through the use of the locally developed electronic attendance system. Their activities are also monitored by utilizing the reports given in the monthly meetings. The database administrator is available 24x7 to supply technical support and generate any reports needed.

Exhibit 7. Number of Staff by Position

Center	Adminis-trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Hana Elementary & High School	3	0	0	0	10	8	13	8	0	10	9	0	8	3	2	0	#	#
Subgrantee Total	3	0	0	0	10	8	13	8	0	10	9	0	8	3	2	0	0	0

Exhibit 8. Average Hours per Week by Position

Center	Adminis-trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Hana Elementary & High School	25	0	113.5	47	2	12	#	15	0
Subgrantee Total	25	0	0	0	0	0	0	0	0

3.G. PARTNERSHIPS

Partnership Data

Exhibit 9: Partners

Partner Contributions		Total Number of Partners	
Contribution Type		# Paid Partners	# Unpaid Partners

Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services	8	1
Provide goods	3	2
Provide volunteer staffing	0	5
Provide Paid Staffing	7	0
Other	0	0
Subgrantee Total	18	8

Partnership Description

This year the implementation of an expanded tutoring program, during times when the regular teaching staff is unavailable due to required monthly meetings, has been a huge success. At times it seems the students prefer tutoring sessions over normal classroom work.

The biggest challenge to our program continues to be partners not fully embracing the requirements to maintain the documentation needed to oversee the program.

3.H. PARENT/FAMILY INVOLVEMENT

Families are encouraged to participate in many of our activities. This is done through flyers, notes home, and in this small community, word of mouth. Most of our activities are designed around families. Parents are encouraged to volunteer and help with many programs.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

This evaluation is designed to determine if the program is operating as planned, provide feedback about the activities being offered, determine whether the program is producing the types of outcomes desired, and help clarify program goals and objectives. The results will be discussed with the staff in order to determine the program's current strengths and weaknesses. The evaluation will also be used to communicate to the partners their program's overall effectiveness.

4.A.2. Implementation Evaluation

What implementation questions are being answered?	The program was implemented as planned. The project director met with the potential partners to develop the initial planning program. All of the partners suggested in the grant application were processed into the program. The program serviced a total of 535 students; 99 students were reportable (receiving 30+ days instructional time). Upon implementation, all partners achieved/maintained their activity goals specified in the grant.
What data collection methods are being used (e.g. interviews, observations)?	To measure program effectiveness, data will include: the number of regular attendees (30 days or more), total number of student participants, number of family served, behavioral and academic indicators. Hana School utilizes State of Hawaii, Longitudinal Data System (LDS), a technology platform designed to help educational leaders collect data, evaluate programs, and make decisions based on performance and outcomes. State of Hawaii, Longitudinal Data System (LDS) will be used to perform analytics and provide the data required for annual performance reporting.
What is the timing of data collection?	Attendance data is collected daily and uploaded to a central database as needed. Questionnaires were distributed to the partners midway through the school year. Monthly meetings with the partners were utilized to get and distribute information.

4.A.3. Outcomes Evaluation

What outcomes questions are being answered?	<ul style="list-style-type: none"> • To what extent do students who participate in our programs show academic improvement? • Has overall school attendance improved? • Do program attendees have improved life/job skills? • Have students demonstrated improved behavior?
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	<ul style="list-style-type: none"> • Classroom grading system is utilized. • Daily school attendance is maintained. • Input from construction instructors is routinely obtained. • Unwanted behaviors are logged via the DOE’s Longitudinal Data System.
What is the timing of data collection?	<ul style="list-style-type: none"> • Normal school grading periods are utilized. • Daily school and program attendance records are kept. • Our partners are questioned at monthly meetings about student progress with job/life skills. • Student behavior is tracked via the DOE Longitudinal Data System on an ad hoc basis.

4.B. EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

Overall grades have improved throughout the complex. Classroom attendance was given an award by the DOE because showed great improvement. Our partners all report that overall their students are meeting or exceeding their stated goals. Finally, student overall behavior continued to improve this year.

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

Objective 1: Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.

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

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)
Hana Elementary & High School	92%

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

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior
Hana Elementary & High School	91%

KPI Objective 1 Discussion

Our LDS system queries continue to show that our program attendees continued to improve this school year. Many teachers have commented on how our program attendees continue to show improved behavior.

4.B.3 Key Performance Indicators – Objective 2

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

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

Objective 2.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Hana Elementary & High School	Yes	Yes	Yes	

Core Educational Services Discussion

Our Read Aloud Program attracts the largest number of students of all ages and their parents. The program is so successful many community members are asking how they can be involved. The tutoring program is being utilized for all STEM related courses and has almost become standing room only.

Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities

Objective 2.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)
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Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
Hana Elementary & High School	Yes	Yes	Yes	Yes	Yes	

Exhibit 14: Performance on KPI Objective 2 - Services to Parents and Family Members

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Hana Elementary & High School	160+	Read Aloud America encourages parents to attend, Youth Center day care, YMCA daytime programs. Hana Arts puts on plays that are attended by family members and friends.

Parent/Family Services Discussion

The Read Aloud Program has become so successful we are having difficulty fitting all the attendees into the presentation area. This is both a blessing and a problem.

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

Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays.		
Center	Number of hours per week services offered during the school year	Number of hours per week services offered during summer and holidays
Hana Elementary & High School	200	105

[Key Performance Indicators (KPIs) – Objective 3

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

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

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

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

Objective 4.1: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
Center	Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring	Primary Source of Data on Improvement:		
		Grades/ Course marks?	Assessment/ Test Scores?	Teacher Surveys
Hana Elementary & High School	25%	✓	✓	<input type="checkbox"/>

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

Objective 4.2: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Percentage of regular program participants with IMPROVEMENT in math from fall to spring	Source of Data on Improvement:		
		Grades/ Coursemarks?	Assessment/ Test Scores?	Teacher Surveys
Hana Elementary & High School	27%	✓	✓	<input type="checkbox"/>

KPI Objective 4 Discussion

The expansion of our tutoring program can be directly correlated to the improving grades for our language arts and math disciplines. Students are now competing to get into tutoring classes on days when the all normal staff is working on projects outside the classroom.

4.B.5 Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in [Section 3.B.2](#).

- Objective** - State the specific measurable objective
- Measure** – state the type of data collected to measure this objective
- Results** - Summarize evaluation findings related to this objective
- Met/Not met** – for each objective specify one of the following:
 - Met
 - Not met
 - Progress
 - No progress
 - Unable to measure

Exhibit 18: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
Encourage parents/caregivers and teachers to read to children on a regular basis.	Surveys	A majority of all surveys have positive comments	Met
Provide resources to help parents and teachers choose books and read to children.	Library usage increase or decrease	Librarian reports increased interest after read aloud program events	Met
Nurture a love of reading in parents and awaken a love of reading in children.	Surveys	A majority of all surveys have positive comments	Met

Encourage families to limit television, computer, and video time and read.	Surveys	A majority of all surveys have positive comments	Met
Experience and learn about traditional Hawaiian agriculture	Instructor feedback	Instructor reported students performed tasks as instructed	Met
Build a traditional Hawaiian house	Instructor & community feedback	Instructor reported students performed tasks as instructed Community comments were positive	Met
Improve understanding shoreline ecology and conservation	Instructor feedback	Instructor reported students performed tasks as instructed	Met
Provide well attended drama, music, dance and visual arts instruction	Daily attendance records and audience attendance records	All classes and events were well attended	Met
Improve the grades in students attending tutoring sessions related to their courses.	Course marks	Most students showed improving marks	Progress
Improve common core mathematics skills specifically in the areas of measurement and geometry.	Course marks	This is only one small section in general math classes.	Unable to measure
Demonstrate improving construction skills	Instructor feedback	Instructor reported students performed tasks as instructed	Met
Provide music, arts, sports and cultural activities in a safe environment for students during periods when school is not in session	Staff observation Participant feedback	Staff reported students performed tasks as instructed. Students supplied positive responses to questions	Met
Provide leadership/problem solving and team building opportunities	Staff observation Participant feedback	ff reported students performed tasks as instructed. Students supplied positive responses to questions	Met
Incorporate healthy choices, healthy foods, healthy activities	Staff observation Participant feedback	ff reported students performed tasks as instructed. Students supplied positive responses to questions	Met

Achievement of Program-Specific Objectives Discussion

Objectives are basically the same as the previous year. The activities provided continue to be well attended with a majority of the student body utilizing at least one of available programs. Attendance in regular class rooms has improved greatly since the implementation of the 21st Century Grant. The programs fill many gaps need in the Hana complex.

4.C. ADDITIONAL DATA

Additional data was not available at the time of this evaluation.

5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

5.B UPDATED SUSTAINABILITY PLAN

More tutoring opportunities have been added to the program. The Maui Interscholastic league is no longer a partner. There are no additional funding sources available.

6. Conclusions and Recommendations

6.A CONCLUSIONS

- All of the 21st CCLC Objectives were met.
- The learning center successfully delivered an effective comprehensive program of partnerships, engaging project-based enrichment activities and meaningful family learning activities designed to support the learning of the students.
- The expanded tutoring activities are well attended and may be responsible for improving student grades.
- Most of the activities provided were reading/language or cultural in nature. Science and mathematics related programs were almost non-existent.
- All programs were well attended by the complex's students and families.
- Due to the area's geographic isolation and lack of area businesses, local partnerships related to math and science are not easily created.
- The program is well managed utilizing part-time coordinators and existing Hana School staff. Attendance and academic data were easily obtained and available.

6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

- Bring in math and science projects from outside the Hana area. Have the project leaders come in two times a week so the travel burden would be minimized.
- Utilize more Hana teachers after hours for math or science related activities.
- During the summer months assist a partner in developing a science summer camp.
- Emphasize the inclusion of family members in all future activities.
- Maintain established community partnerships
- Continue to seek resources to assure sustainability

6.C EVALUATION DISSEMINATION

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