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**Project Ho‘oku‘i IV: ‘Ohana Lōkahi**

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**(a) NEED FOR PROJECT****(a)(2)(i) Magnitude of Need for Services to Be Provided or Activities to Be Carried Out**

Project Ho‘oku‘i IV: ‘Ohana Lōkahi aims to cultivate a college-bound culture within the Native Hawaiian community by adding a strong family engagement component to an existing program that has helped prepare over 1,000 high school students for the transition to college. The Project Ho‘oku‘i college preparation intervention is responsive to the cultural values and socioeconomic conditions common in communities with high percentages of Native Hawaiians, and includes supports designed especially for students struggling to even graduate from high school. The proposed project thus meets the Native Hawaiian Education Program (NHEP) Absolute Priority (1.b) by “addressing the needs of at-risk children and youth,” and Absolute Priority (1.c) by increasing postsecondary education entry and completion rates leading to degrees and certificates across all fields and disciplines, in virtually all of which Native Hawaiians are underemployed (Kamehameha Schools, 2014).

The need for the project (hereafter referred to as PH IV ‘Ohana Lōkahi) is clearly reflected in a wealth of data showing that too many Native Hawaiians continue to be impacted by the lingering effects of a history of dispossession and discrimination. Compared to Hawai‘i’s other major ethnic groups, Native Hawaiians tend to face greater struggles with social, economic, health, and educational inequities that threaten their cultural survival and positive self-identity (Kana‘iaupuni, 2011; Thomas et al., 2012; Kamehameha Schools, 2014; Office of Hawaiian Affairs, 2017). Native Hawaiian students are overrepresented in impoverished urban neighborhoods and rural areas with high homelessness rates, and a large proportion attend failing public schools, contend with institutional and classroom cultures different from their own, and are more likely to be instructed by teachers holding an emergency or provisional teaching credential due to Hawai‘i’s teacher

shortage (Civil Beat, 2018; Hawaii Department of Human Services, 2016).

The impact of such inequities is evident in standardized test results. According to the most recent HIDOE Smarter Balanced Assessment results, only 38.0% of Native Hawaiian students were proficient in reading and 26.3% in math, compared to 54.1% and 41.9% of all public school students (OHA, 2018). Not surprisingly, Native Hawaiian students are overrepresented in special education, comprising 39.1% of special education students compared to their 26.0% proportion of the total public school K-12 population (Office of Hawaiian Affairs, 2017). These disproportionate outcomes carry into the postsecondary years. For example, while the gap between Whites and Native Hawaiians/Pacific Islanders for having attained a high school diploma or higher is relatively small at 92.9% versus 89.4%, this gap increases greatly at the postsecondary level, with 35.8% of Whites holding a bachelor’s degree compared to only 23.3% of Native Hawaiians/Pacific Islanders, while 13.8% of Whites hold a masters or doctorate degree compared to 6.9% of Native Hawaiians/Pacific Islanders (Office of Hawaiian Affairs, 2017). Native Hawaiian student enrollment at the University of Hawaii system is predominantly at the community college level. In the Fall of 2019, the aggregate number of Native Hawaiian students enrolled at a University of Hawaii Community College was 29.85%; compared to enrollment at the University of Hawaii, Manoa, a 4-year institution at 15.4%, (UH System Institutional Research Office, 2019).

**(a)(2)(ii) Extent Specific Gaps or Weaknesses Have Been Identified and Will Be Addressed**

A major concern is that by the time Native Hawaiians reach high school, too many have already left the school-to-college pipeline due to diverse barriers beginning in early childhood, notably including curricula and practices not culturally responsive (Kana‘iaupuni, Ledward, & Jensen, 2010). The Project Ho‘oku‘i intervention was developed with NHEP support beginning in 2010 (#S362A090051). It was field tested and refined through Project Ho‘oku‘i II (#S362A140067),

conducted from 2014 to 2017 at 29 public charter and high schools. Currently Project Ho‘oku‘i III (#S362A180010), continues to support the targeted population but a professional development program for HIDOE teachers has been added. Together, these three projects have supported over 1,000 students. Focus groups with 103 participants found the great majority reported satisfaction due to gaining academic and self-management skills, higher college aspirations, and greater self-knowledge and self-efficacy on career goals (Roberts & Hitchcock, 2018).

To ensure cultural responsiveness, all activities and products will be consistent with HIDOE’s *Na Hopena A‘o*, a statewide educational framework that honors the qualities and values of Hawai‘i’s indigenous language and culture.

The Project Ho‘oku‘i college preparation model involves: (1) mentoring students on cultural, academic, and career issues to develop postsecondary education and career goals; (2) preparing students to transition to postsecondary education through three tiered support groups (ranging from meets criteria for dual enrollment in both high school and college courses to needs intensive support to meet criteria); (3) individualized computer-based accelerated learning in reading and math; (4) academic tutoring (by project staff or through University of Hawai‘i online services); (5) dual enrollment; and (6) financial assistance for costs of college courses.

In line with Project Ho‘oku‘i IV’s label ‘Ohana Lōkahi, which means *family harmony*, we will infuse family engagement into the current model. Family engagement is widely recognized as important for student academic achievement and can be particularly critical in underrepresented populations (Jeynes, 2016a, 2016b). The many possible supports include parental help with homework, emotional support, instilling the value of education, providing a good study environment, coordinating efforts with teachers, and so on (Henderson & Mapp, 2002). We will go beyond typical family engagement efforts by providing opportunities and supports for family

members to serve as role models for student participants as well as other families. The enhanced participation of families is expected to boost academic achievement for their own children and the efficacy of our proven dual enrollment approach. In addition, as they share their knowledge and experience with friends and relatives as well as fellow team members, they will help create momentum leading to a college-bound culture within the school community and the community at large. The new family engagement component is thus expected to strengthen the existing Project Ho‘oku‘i foundation, the other key components of which are also evidence based as described in the section (c)(i) *Extent Proposed Services Reflect Up-to-Date Knowledge*.

**Table 1.** *Demographics of Proposed High School Sites, SY2018-2019* (Source: ARCH, 2019)

School	% SPED	% FRPL	% On time grad	% Native Hawaiian
██████████	16.1	N/A	88.8	80.6
██████████	4.6	N/A	81.8	86.1
██████████	15.8	N/A	83.7	45.1
████████████████████	N/A	N/A	N/A	N/A
██	N/A	N/A	N/A	N/A
██████████	9.3	53.5	72.2	8.7
██████████	9.8	34	96.1	31.2

To meet the diverse and often substantial needs of its student participants, the Project Ho‘oku‘i model provides differentiated evidence-based interventions across three tiers. The process begins by assessing the academic readiness of students for dual enrollment with the EdReady (NROC, 2019) and ACCUPLACER (2020) college course placement exams, to create 3 groups: (1) meets the qualification criteria of a dual enrollment program; (2) approaching the criteria and in need of substantial academic support; and (3) needing intensive academic support to meet the criteria (see

Table 2). Students are also assessed as to their needs for financial support to cover dual enrollment costs, and most are determined to have such needs, being eligible for free or reduced-price lunch (FRPL). Table 1 below summarizes characteristics of the 7 proposed high school sites, all of which are considered high need.

## **(b) QUALITY OF THE PROJECT DESIGN**

### **(b)(2)(i) Extent Project Design Is Appropriate and Will Successfully Address Identified Needs**

Project phases are detailed below with project monitoring (PM) benchmarks for activities.

#### **Phase I: Preparation**

##### **Objective 1: Prepare for Project Implementation**

*Activity 1.i. Expand the existing Project Ho‘oku‘i culturally responsive mentor/tutor manual with training materials for family members to strengthen partnerships and assume their unique roles within the high school teams. The Director and Family Lead will oversee the development process and arrange for reviews by stakeholders, including the Native Hawaiian cultural expert adviser, with the materials revised based on feedback until the benchmark is met. PM Benchmark: At least 85% of involved family members, project staff, and HIDOE personnel evaluate the training materials as both culturally relevant and effective for the cohorts.*

*Activity 1.ii. Develop a website and resource center for participating students, family members, and HIDOE personnel. Development will be the responsibility of the director of technology in coordination with the webmaster, island coordinators, project coordinator, and director. PM Benchmark: At least 90% of involved project staff evaluate the website and resource center as effective and easy to use.*

*Activity 1.iii. Support participating family members and HIDOE personnel in their project roles.*

Training and ongoing support will be provided on building relationships of mutual trust, links from the research between family engagement and student achievement, mentoring techniques; determining student placements in the 3 support tiers; effective tutoring and skill-building; supporting students to use ALP; and available financial assistance resources. All relevant curricula and materials will be posted at the online project website and resource center for easy access. Project staff will be available for bi-monthly meetings to discuss successes and barriers and gather feedback, with parents asked to complete pre- and post-surveys. PM Benchmark: 85% of parent participants complete the pre-survey and post-survey.

*Activity 1.iv. Identify and recruit HODOE personnel as school cohort members.* This process will be facilitated through established working relationships with school personnel and coordination with principals, with emphasis on recruiting qualified Native Hawaiian individuals or others with demonstrated competence working with Native Hawaiian and at-risk students. PM Benchmark: At least 90% of the targeted numbers of HODOE personnel are identified and recruited.

*Activity 1.v. Identify and recruit Native Hawaiian and at-risk students with diverse needs at the participating schools, along with arranging use of physical space, including technology-accessible classrooms.* Cohort students will be identified upon the recommendation of the HODOE personnel to provide an even distribution of the 3-tiered groups. PM Benchmark: At least 90% of the annual target number of student participants is reached.

*Activity 1.vi. For each participating student, identify and recruit a family member to participate in that school’s cohort.* [REDACTED]

*Activity 1.vii. Identify and recruit 1 lead parent for each of the cohort schools to serve as a role*

*model/mentor.* To gain a deeper understanding of postsecondary education, the lead parent will be offered the opportunity to take a college course through the project (see budget narrative). PM

Benchmark: At least 50% of parent/family leaders enroll in a college course.

*Activity 1.viii. Train site coordinators, lead family coordinator, and other project staff on family engagement strategies to better support parents and improve student achievement.*

## **Phase II: Implementation & Evaluation**

### **Objective 2: Implement Project at 7 High Schools from Spring Semester 2021**

*Activity 2.i. School cohorts and project staff begin using Ho‘oku‘i curricula to support students.*

PM Benchmark: At least 90% of the student participants are engaged in the Ho‘oku‘i program.

*Activity 2.ii. Project school cohorts administer the EdReady and/or ACCUPLACER test to assess college readiness in reading, writing, and mathematics and hence student eligibility for dual enrollment programs. PM Benchmark: At least 90% of student participants take the EdReady and/or ACCUPLACER tests within 5 weeks of project entrance (students not dual enrollment-eligible at baseline will re-take the tests when thought to be ready by their cohorts).*

*Activity 2.iii. Using baseline ACCUPLACER scores, high school grades, and/or other test scores such as ACT, SAT, or SBA, assign students to one of the 3 support tiers and provide the groups with appropriate differentiated supports and interventions (see Table 2). Group 1: meets the qualification criteria of the dual enrollment program; Group 2: approaches the criteria; and Group 3: needs intensive academic support to meet the criteria. Group 2 and 3 students can still take college non-credit courses or other courses not requiring ACCUPLACER scores. Group assignment is not static, since students often progress to a higher group over the course of intervention. PM Benchmark: At least 90% of students start to receive their differentiated interventions within 2 weeks of group assignment.*

*Activity 2.iv. Tutors support students to gain reading and math skills through a computer-based accelerated learning program (ALP, EdReady) (NROC, 2019). All Group 3 students will use ALP, while those in Group 2 will have their need to use, and starting level if needed, determined by the placement test results. The ALP includes individualized assessment, progress monitoring, and targeted practice in reading and math, and students will be supported to use the program during non-school as well as school hours with a target of 400 minutes a week. PM Benchmarks: At least 90% of ALP users evaluate it as accessible and useful; at least 80% meet weekly 400 minute use goal; and at least 40% of Group 3 will make sufficient gains to advance to Group 2.*

**Table 2. Differentiated Interventions for the Tiered Groups**

	Group 1	Group 2	Group 3
Mentoring	Cultural identity, college prep, and careers aligned with <i>Na Hopena A‘o</i>	Cultural identity, college prep, and careers aligned with <i>Na Hopena A‘o</i>	Cultural identity, high school grad, college prep, and careers aligned with <i>Na Hopena A‘o</i>
Computer-based ALP	None	ALP in reading and/or math if recommended	ALP in reading and/or math
Tutorial Services	Aligned with college coursework via UH online services (OLA)	Prep to meet dual enrollment eligibility; aligned with college courses from OLA	Reading, writing, and math skills from college tutors; aligned with college courses from OLA (UH, 2018)
Financial Assistance	Taking college courses, attending project activities	ACCUPLACER retake, attending project activities, college courses	Attending project activities, taking college courses



[REDACTED]

*Activity 2.vii. Provide financial assistance to defray dual enrollment program costs and possible costs of project activities.* One likely cost is for transportation to and from college campuses and project activities (e.g. field trips for place-based learning), for which parents may be reimbursed or van services provided. PM Benchmarks: 100% of participants who need financial assistance receive it; at least 90% of participants receiving financial assistance report satisfaction.

*Activity 2.viii. Conduct regular meetings with school cohorts and obtain and respond to their feedback.* Project staff will meet with school cohorts bi-weekly (or more often as needed) to provide guidance and support and to troubleshoot challenges as they arise. PM Benchmark: 90% of school cohorts participate in bi-weekly meetings with project staff; and are satisfied with the support and guidance they receive.

[REDACTED]

**Objective 3. Conduct Evaluations for Continuous Quality Improvement**

See (f) *Quality of the Project Evaluation* for details on this objective.

### **Phase III. Replication and Sustainability**

#### **Objective 4. Replication for Other HIDOE Schools and Communities.**

*Activity 4.i. Develop a replication manual.* With input from parents and HIDOE personnel, the project staff will develop materials to guide replication over Months 4-24 with refinements through project end. PM Benchmark: 90% of school cohorts evaluate the manual as effective.

#### **Objective 5. Disseminate Project Information and Findings**

*Activity 5.i. Develop a dissemination plan.* With input from school cohorts, project staff will develop a dissemination plan specifying target audiences/groups, what to disseminate, means of dissemination, and timing. PM Benchmarks: At least 1 conference presentation and 2 newsletters annually; project website updated monthly.

#### **Objective 6. Foster the Sustainment of the PH IV ‘Ohana Lōkahi Model**

*Activity 6.i. Develop a sustainability plan.* Project staff will work closely with NHEP, HIDOE partners, participating schools, parents, and other community stakeholders to firmly establish means by which to sustain the project. This will include working with counselors, administrators, parents, and *kupuna* (Hawaiian elders who work in the schools) to increase their knowledge about the benefits of early college experiences, and with secondary and postsecondary education leaders to assure equitable access to dual enrollment programs. PM Benchmarks: At least 90% of partners, participating schools, and stakeholders evaluate the sustainability plan as feasible.

[REDACTED]

The Project Ho‘oku‘i rationale and theory also uses dual enrollment as an organizing principle, with project activities centered on supporting students to take college courses while still in high school, which can greatly enhance their college aspirations and self-efficacy. Thus, student participants are assessed as to their readiness for dual enrollment and placed in one of three support tiers, each of which has its own differentiated sets of mentoring, tutoring, and ALP activities, with all students also eligible for financial assistance. These interventions seek to support students to meet college placement criteria in English and math, which are pre-requisites for dual enrollment in college level credit courses but which are subjects that Native Hawaiians tend to lag in behind their non-Native Hawaiian peers (Kamehameha Schools, 2014).

### **(c) QUALITY OF PROJECT SERVICES**

#### **(c)(2) How Project Will Ensure Equal Access for Traditionally Underrepresented**

Since Project Ho‘oku‘i’s inception, its central purpose has been to enhance the access of traditionally underrepresented Native Hawaiian and at-risk students to college preparation supports followed by access to postsecondary education. PH IV ‘Ohana Lōkahi will continue this focus on the traditionally underrepresented, which is why we deliberately selected the 7 pilot schools to be classified as Title I-A (having very high FRPL rates) or in rural areas where there

are high concentrations of Native Hawaiian students. PH IV ‘Ohana Lōkahi will also continue to address financial barriers to access, in particular to dual enrollment, which may impose costs for transportation (to college campuses), retaking the ACCUPLACER test, and also tuition, fees, books, and supplies (Hawai‘i P-20, 2020; Osumi, 2010).

**(c)(3)(i) Extent Proposed Services Reflect Up-to-Date Knowledge**

Each component of the Project Ho‘oku‘i has a strong research base, as described below.

**Family Engagement.** During the first iteration of Project Ho‘oku‘i we observed that many Native Hawaiians come from families in which they would be the first to attend college, and they are therefore likely to lack relatives who might stress the value of postsecondary education and guide them through the complex college choice and application process. Family engagement is critically important in Native Hawaiian communities in view of their prioritization of the value of *‘ohana* (McCubbin & Marsella, 2009) and importance of immersing students in a college-bound culture where adults and peers inspire and support attainment of college aspirations (Tierney, Bailey, Constantine, Finkelstein, & Hurd, 2009). Research consistently supports the importance of family and connections to home in supporting the educational persistence of indigenous peoples (Guillory, 2009, Guillory & Woverton, 2008; HeavyRunner & DeCelles, 2002; Wright & Shotton, 2018; Makomenaw, 2014; Waterman, 2012). Two meta-analyses of over 100 published studies on family engagement during the middle and high school years showed that parent involvement with their child’s education was positively associated with improved academic outcomes and college attending rates (Hill & Tyson, 2009; Jeynes, 2007). The research also validated the positive impact of family engagement on underrepresented groups in which college attendance expectations were low (Jeynes, 2016a, 2016b).

**Dual Enrollment (DE).** Available programs include Hawai‘i Running Start (2020) and Early College Admission (Hawai‘i P-20, 2016). Program data show that students who gain dual credits while in high school are more likely to enroll in college (78%) compared to their peers without dual credits (50%). First-time college freshman who arrive with 6 or more dual credits are more likely to be retained from their first to second year (88%) compared to those without such credits (74%) (University of Hawaii Strategic Directions, 2015-2021). However, Native Hawaiians are greatly underrepresented in dual enrollment programs, and upon high school graduation only 42% of Native Hawaiians enroll in college compared to 61% of non-Native Hawaiians (Hawaii P-20, 2016). The high potential of dual enrollment to close this gap is reflected in the Native Hawaiian college enrollment rate of 68% for those with dual enrollment experience compared to only 40% who lacked such experience (Hawaii P-20, 2016). Research indicates that removing barriers and mentoring students, as proposed here, effectively increases the dual enrollment participation rates of underrepresented students (Vargas, Roach, & David, 2014; Roberts & Hitchcock, 2017).

**Mentoring on Cultural, Academic, and Career Issues.** School cohorts will meet regularly with participating students and serve a mentoring function as positive role models, trustworthy listeners, and helpful advisors (Kealoha, 2012; Tierney et al., 2009). Mentoring on early academic planning is key because high school students may create barriers for themselves in the future if they enroll in lower level courses that do not meet college eligibility requirements (Syed et al., 2011). Mentors will also provide logistical supports such as assistance with timely completion of college and scholarship applications as well as federal and local financial aid forms, also learning about and obtaining available resources and services. Such logistical supports are especially critical for low income and/or first generation college students, as the complexity of application processes often present significant barriers (Bettinger et al., 2009; Hoxby & Avery, 2012; Tierney

et al., 2009). Research highlights the importance of cultural responsiveness in mentoring underrepresented students, with culturally-matched mentors often found to be more effective than non-matched mentors in helping students to envision themselves going to college and having a sense of belonging and self-efficacy once they get there (Blake-Beard, Bayne, Crosby, & Muller, 2011; Syed, Azmitia, & Cooper, 2011; Syed, Goza, Chemers, & Zurbriggen, 2012; Tierney et al., 2003; Zirkel, 2002). Research also suggests that Native Hawaiians who succeed in college are likely to develop a sense of *kuleana* (responsibility) that leads to their promoting a college-bound culture by serving as positive role-models for siblings, other relatives, cousins, and community members (Thomas et al., 2012), and students who go through the PH IV ‘Ohana Lōkahi program can be expected to behave similarly.

**Individualized Computer-Based Accelerated Learning Programs (ALP).** The ALP component supplements high school coursework and is designed to accelerate student progress towards reading and math proficiency in order to graduate from high school within 4 years [GPRA 3] and/or qualify for dual enrollment. Such intensive, supplemental academic supports accelerate learning and strengthen underrepresented students’ academic preparation for college (Tierney et al., 2003).

*Tutoring.* Project tutors will be provided with project-developed culture-based and place-based lesson plans. Tutorial supports benefit students striving for college readiness as well as students dually enrolled in college classes (AIR, 2013; Cassidy, Keating & Young, 2010; Cates & Schaeffle, 2011). Project staff will train the tutors to support students to gain grade-level proficiency, success in meeting the demands of college preparatory coursework, and preparation for college placement or entrance exams (Tierney et al., 2009).

**(c)(3)(ii) Likely Impact of Services on the Intended Recipients**

PH IV ‘Ohana Lōkahi’s comprehensive program is expected to provide Native Hawaiian and at-risk students with the confidence and skills necessary for future employment in fields where Native Hawaiians are underemployed (Absolute Priority 1.c.), and facilitate transition to college for all participating students, irrespective of their prior academic achievement. In doing so, the project will improve academic achievement and serve the needs of at-risk children and youth (Absolute Priority 1.b.), and boost high school graduation rates within 4 years (GPRA 3). The project will serve a minimum of 92 students at 7 schools along with a minimum of 50 of their parents through their cohorts, and will support a total of 125 other students with dual enrollment financial assistance.

The proposed activities and manual are based on an accumulation of Project Ho‘oku‘i’s successes aligned with HIDOE’s statewide *Na Hopena A’o* framework and with other NHEP authorized activities (Uyehara, 2018, 2019). While interventions are differentiated by the three-tiered groups, all participants will be immersed in an inclusive, college-going culture relevant to Native Hawaiians. Through mentoring, PH IV ‘Ohana Lōkahi will continue to promote the view that college attainment is possible and relevant for all Native Hawaiian students, irrespective of prior academic histories. Inclusive co-curricular activities for all NH participants (e.g., orientations, college tours, service learning, community days, and career events) will facilitate a college-going culture and relationship building across academic “tracks” in high schools and in local communities. In addition, while students will be supported to earn college credits in gate keeping courses (e.g., algebra and freshman composition), students will also be supported to enroll in college courses expected to strengthen Native Hawaiian student’s cultural identity and sense of college belonging (e.g., Hawaiian Studies). Enrollment in culturally focused college courses will



communities she served, and built alliances within the UH system and HODOE. Accustomed to leadership roles, she was previously chair of the College of Education Congress and Senate, and led the College of Education’s exhibit at the Mālama Honua Summit in celebration of the Hōkūleā’s homecoming at the Hawaii Convention Center in June 2017.

[REDACTED]

[REDACTED] holds a Ph.D. in education focusing on exceptionalities and special education. She has served on numerous projects as principal investigator, co-principal investigator, director, and project coordinator. Her extensive background includes [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] is director of the STEM<sup>2</sup> Research & Development Group at CDS. He will design the project’s website and online resource center and supervise its operations and maintenance. [REDACTED] has a background in electrical engineering and holds a Ph.D. in information sciences, providing him expertise in social technologies to spur learning in STEM fields. [REDACTED]

[REDACTED] to improve math education for Native Hawaiians.

[REDACTED] holds an Ed.D. degree in curriculum and teaching as well as master’s degrees in measurement and evaluation, gifted education, and educational psychology. Her areas of expertise are evaluation of teacher education, evaluation of student progress, certificate programs, and gifted education. [REDACTED]

[REDACTED], and project staff, to ensure the formative and summative evaluation plan is implemented as planned. She will use both qualitative and quantitative

methodologies to ensure rigorous evaluation occurs, monitor program delivery and performance, and evaluate program process, impact, effectiveness, sustainability, and transferability.

[REDACTED]

[REDACTED]

[REDACTED] an Associate Professor at the University of Hawai'i at Mānoa and Maui Site Coordinator for Project Ho'oku'i III. A long-time resident of [REDACTED] she has 25 years of experience in education including work as a school psychologist with HIDOE, and she currently also works with Project BEAM/Ka Pilina No'eau that supports Native Hawaiian student learning in math and is curriculum developer for the Hawaii Statewide Family Engagement Center. She has earned 2 family engagement training certificates from the Harvard School of Graduate Education.

[REDACTED]

[REDACTED] a CDS faculty member who has focused on strengths-based online learning. She has served as PI and Project Coordinator for previous NHEP grants, and is currently the Online Learning Platform and Curriculum Coordinator for Project Ho'oku'i III: Na Kumu Alaka'i, designing culturally responsive online learning curriculum for educators. [REDACTED] holds a B.S. in Educational Studies/Family and Community Services and an M.S. in Early Childhood/Special Education from the University of Oregon. She is currently a Ph.D. student in Education, with a focus on Learning Design and Technology.

[REDACTED]

[REDACTED] holds a Ph.D. in educational psychology and an M.Ed. in counseling and guidance. She has over 15 years of experience working with diverse and at-risk K-12 students, their parents, teachers, and school liaisons. She is currently the parent, teacher, and community outreach specialist for Project TEAMS [REDACTED] and the parent workshop coordinator for supporting Native Hawaiian

parents and children in STEM education. She will use her expertise with families and community outreach as the Parent and Family Lead Field Support.

**(e) QUALITY OF THE MANAGEMENT PLAN**

**(e)(2)(i) Adequacy of Management Plan to Achieve Objectives on Time and within Budget**

The PH IV ‘Ohana Lōkahi management plan is designed to achieve objectives of the project on time and within budget, and includes responsibilities, timeliness, and evaluation benchmarks.

*Table 3. Project Management Plan*

Activities	Responsible	Timeline	Process Evaluation Benchmarks
<b>PHASE 1: PREPARATION</b>			
<i>Objective 1: Prepare for Project Implementation</i>			
i. Create training manuals for parents and family cohorts.	PI/PC, FET, PCC, PFFS	Months 1-4	[REDACTED]
ii. Develop website and online resource center.	PI/PC, TC, IC, DT, DPCT	Months 1-4	[REDACTED] for
iii. Recruit HIDEOE faculty for the 7 pilot schools.	PI/PC, IC	Months 1-4	[REDACTED]
iv. Recruit NH students and parents.	PI/PC, IC	Months 1-4	[REDACTED] parents
v. Recruit and identify a lead parent for each school cohort.	PI/PC, IC	Months 1-4	[REDACTED]
vi. Design pre, & post-surveys	PI/PC, DPCT,	Months	Pre- & post- surveys completed.

Activities	Responsible	Timeline	Process Evaluation Benchmarks
	IE	2-4	
vii. Train project staff, school cohort members on family-community engagement.	FET	Months 1-4	[Redacted]
<b>PHASE II: IMPLEMENTATION &amp; EVALUATION</b>			
<i><b>Objective 2: Implement ‘Ohana Lōkahi Student and Parent Mentoring</b></i>			
i. Begin implementing student sessions, parent sessions, group sessions.	IC, PFFS	Months 3-36	[Redacted] all
ii. Coordinate training on ACCUPLACER and EdReady.	PI/PC, IC	Months 3-36	[Redacted]
iii. Assign students into 3 tiered groups and provide differentiated interventions.	PI/PC, IC	Months 3-36	[Redacted]
iv. Provide computer-based learning to students.	IC	Months 3-36	[Redacted] with evidence
v. Provide mentoring to students and families.	IC, PFFS	Months 3-36	[Redacted]
vii. Provide financial assistance.	PI/PC, IC	Months 3-36	[Redacted]
viii. Conduct focus groups with family members.	PFFS, IC	Months 8, 24	[Redacted] family

Activities	Responsible	Timeline	Process Evaluation Benchmarks
<b>Objective 3: Evaluate ‘Ohana Lōkahi Training</b>			
i. Evaluate the training process, progress, and outcomes of the project.	PI/PC, PCC,	Months	[REDACTED]
	IC/DPCT, DT,	1-36	[REDACTED]
	IE, FET, PFF		[REDACTED]
<b>PHASE 3: REPLICATION &amp; SUSTAINABILITY</b>			
<b>Objective 4: Replicate Project Activities at other schools</b>			
i. Develop replication training manual for Project school.	PI/PC, PCC,	Months	[REDACTED] and
	PFFS, DPCT, IC	9, 33	[REDACTED]
<b>Objective 5: Disseminate Project Information and Findings</b>			
i. Develop dissemination plan.	PI/PC, IC, FET, PFFS, PCC	Months 8-9	[REDACTED]
ii. Disseminate the project information and results.	PI/PC, IC, PFFS, PCC	Months 10-36	[REDACTED]
<b>Objective 6: Sustain Project Activities</b>			
i. Develop a sustainability plan.	PI/PC, IC, PFFS, PCC	Months 30-36	[REDACTED]

DPCT=Director of Parent & Community Training, DT=Director of Technology, FET=Family Engagement Trainer, IE=Internal Evaluator, IC=Island Coordinator, PCC=Parent & Community Coordinator, PFFS=Parent & Family Field Support, PI/PC=Principal Invest./Project Coordinator.

**(e)(2)(ii) Adequacy of Mechanisms for Ensuring High-quality Products and Services**



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## **(f) QUALITY OF THE PROJECT EVALUATION**

### **(1) Quality of the Project Evaluation to Be Conducted**

The quality of the project evaluation will be assured as a result of: (1) conducting both formative and summative components as commonly recommended for program evaluations (Smith, 2010; US General Accounting Office, 1998); (2) being designed for the purpose of continuous quality improvement, which involves specifying benchmarks, persons responsible, and timelines as the basis for assessing progress and addressing any identified barriers; (3) obtaining approval of the University of Hawai‘i Social and Behavioral Sciences IRB by demonstrating adherence to requirements for the treatment of human subjects; and (4) being coordinated by [REDACTED], the highly experienced evaluator. [REDACTED] led the evaluation of both Project Ho‘oku‘i I and II and is currently doing so for Project Ho‘oku‘i III. Her extensive experience in evaluation, particularly with Project Ho‘oku‘i, will ensure evaluation is conducted according to IRB policies and procedures and with meticulous attention to detail and fidelity within the project management timelines.

### **(2) Extent Evaluation Methods Will Provide Valid and Reliable Performance Data**

The evaluation of the proposed project will consist of: (1) formative evaluation, including process evaluation to assess the extent to which responsible individuals are implementing project activities fully and on time and progress evaluation to assess the extent to which the benchmarks of progress were met, and (2) summative evaluation to examine the extent to which the project achieves its proposed outcome measures (see Table 3, Management Plan).

[REDACTED]

The continuation of Project Ho'oku'i's support transitioning Native Hawaiian students towards postsecondary education and certification programs, with the new component of training and engaging parents, and families, is critical in cultivating a college-bound culture within the community. The current project's website reflects the current work being accomplished with HIDOE faculty and participant students, <https://www.cds.hawaii.edu/projects/hookui3nka/>