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## A. NEED FOR PROJECT

### (i) Magnitude of the need for the services to be provided

Hui Mālama o ke Kai (HMK: “*The Group That Stewards The Ocean*”) operates in the Native Hawaiian community of Waimānalo, on the island of O`ahu. Waimānalo contains one of 34 sites in the State of Hawai`i that is designated a Hawaiian Home Land (HHL), which is similar to reservation land for First Nation Peoples in the continental U.S. The entire community is relatively small, rural, and home to nearly 7,000 residents, of which 70% are Native Hawaiians. While it has a number of widely recognized assets—including strong community pride, lush agricultural lands, and beautiful world-reknown beaches—Waimānalo faces a number of challenges, as documented by multiple sources: <sup>i ii</sup>

- The proportion of families living in poverty (32%) is five times the state average (6%);
- Only 11% of residents have a 4-year college degree, which is half of the statewide rate (22%); and
- Nearly 20% of the population is under 20 years old, compared to 17% statewide.

Recent data on the needs of Native Hawaiian children and families, particularly those residing in Waimānalo, indicate that they face additional significant issues. Waimānalo residents continue to struggle with the loss of cultural identity and the devaluing of cultural values<sup>iii</sup>, which community leaders believe is linked to the challenges observed in Native Hawaiian youth and that underscore the need to address these issues. These challenges include physical and mental health and behavior risks (including not being able to swim), academic risk factors (including chronic absenteeism), and lower-than-average high school graduation and college-going rates.

Many Native Hawaiian youth have multiple health and behavior risks. Compared to other ethnic populations in Hawai`i, Native Hawaiian children are at risk for child abuse and

neglect, juvenile delinquency, substance abuse, depression, obesity, and drowning (see Table 1). For example, it is a well known fact that obesity in youth is associated with physical and psychosocial risk factors such as high blood pressure and cholesterol, low self-esteem, and stigmatization.<sup>iv</sup> In Hawai`i, obesity disproportionately affects Native Hawaiian children and continues to be a public health concern<sup>v</sup> as nearly 2 out of every 10 Native Hawaiian children is considered obese.

In addition, despite living on a small island state—within close proximity to miles of coastline—an estimated half of Hawaii’s kids don’t know how to swim. Given that many Hawaiian Home Lands are situated near the ocean, many Native Hawaiian children who reside in these communities are particularly at risk. In fact, Native Hawaiian children comprise over half (52%) of all drowning deaths in children in Hawai`i<sup>vi</sup>. The inability to swim is often cited as a “marker of poverty” among kids, since private swim lessons are often financially out of reach or a low priority given other needs<sup>vii</sup>. In Hawai`i, particularly for Native Hawaiian children who live close to the ocean, knowing how to swim is an important life skill.

*Table 1. Health and Behavior Risks of Native Hawaiian Youth*

	Native Hawaiian (%)	State (%)
Youth obesity	18	13
High school students who report feeling sad and helpless	31	28
High school students who report considering suicide	20	16
Binge drinking	33	27
Vaping/e-cigarettes	37	25
<b>(average)</b>	<b>28%</b>	<b>22%</b>
Drowning deaths of children	52*	-
Victims of abuse and neglect	46*	-
Juvenile arrests	34*	-
Confined to the Hawaii Youth Correctional Facility (HYCF)	69*	-
<b>(average)</b>	<b>50%</b>	-

*Source:* Hawai`i Department of Human Services Databook (2015) \* = Proportion of all reported deaths, victims, arrests, and HYCF residents

Many Native Hawaiian youth experience significant academic challenges. A disproportionate number of Native Hawaiian youth from Waimānalo come from low-income families, are over-represented in special education, and are not proficient on standardized assessments of Math, Language Arts, and Science (see Table 2). In addition, they have higher-than-average rates of chronic absenteeism, defined as missing 15 or more days of the school year. Attending school is arguably the most critical component of student success and is a prime predictor of future economic and emotional instability.<sup>viii</sup> On average, 21% of students from the target schools were chronically absent, compared to 15% of their peers statewide. Their underachievement in math is also of particular concern. Research demonstrates that

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Table 2. Academic Challenges of Students in Select Target Schools (%)

	Native Hawaiian	Free/Red Lunch	SPED	Chronic Absenteeism	Not Proficient		
					Math	LA	Sci
<b>State DOE</b>	25%	49%	10%	15%	60%	48%	44%
<b>Target Schools</b>							
Pope Elementary	86	CEP	14	18	94	68	50
Waimānalo El & Inter	55	CEP	13	21	89	74	49
Kailua High	50	46	16	24	73	37	52
<b>Target School Average</b>	<b>64%</b>	<b>67%</b>	<b>14%</b>	<b>21</b>	<b>85%</b>	<b>60%</b>	<b>50%</b>
<b>Difference (State/Target School)</b>	<b>↑39%</b>	<b>↑75%</b>	<b>↑4%</b>	<b>↑6%</b>	<b>↑15%</b>	<b>↑12%</b>	<b>↑6%</b>

Source: Hawai'i Department of Education, Fall 2018; CEP= Community Eligible Provision, which means 100% of the student population participates in F/RL; \* LA=Language Arts

Many Native Hawaiian youth are not prepared for college or careers. College readiness statistics for Native Hawaiian students in the target schools are also less-than-ideal. Compared to their peers, fewer Native Hawaiian students graduate from high school in 4 years and far fewer enroll in college. Of those students from the target high school who do

enroll in college, only 7 out of 10 persist after the first year, compared to nearly 8 out of 10 of their peers statewide (see Table 3).

*Table 3. College Readiness Profile of Target High School, Class of 2017*

	Kailua High School	Statewide
Number of high school completers	147	10,887
On-time graduation rate (all students)	80%	83%
(Native Hawaiian students)	76%	77%
College enrollment rate (all students)	49%	56%
(Native Hawaiian students)	n/a	40%
College persistence rate*	70%	78%

*Source: Hawai'i Department of Education, ESSA Report, SY 2017-18; \*Percent of high school completers who enrolled in college during the first fall after high school who also enrolled in college during the second fall; n/a=data not available*

**(ii) Nature and magnitude of weaknesses to be addressed by project**

Physical and mental health challenges, poverty levels, and educational attainment rates aren't the only measures of a community's well-being. Hawaiian community leaders, including those in Waimānalo, believe that a strong cultural identity, connection to the `āina (land), and strong and healthy `ohana (families) are among other ways to evaluate well-being from a Hawaiian perspective. These are the community assets and cultural values that will be fostered to address the needs faced by Waimānalo youth and families. Table 4 below summarizes the nature and magnitude of the needs above and how HMK will address these needs, with additional details provided in subsequent sections.

*Table 4. Nature and Magnitude of Weaknesses to be Addressed by Project*

<b>Weakness</b>	<b>How Addressed by Project</b>
(1) Many Native Hawaiian youth have multiple health and behavior risks. <i>(Baseline: Approximately 30% of Native Hawaiian youth experience depression, nearly 20% are obese, and more than 50% of drowning fatalities are to Native Hawaiian children)</i>	<ul style="list-style-type: none"> <li>HMK will strengthen personal development and knowledge of Native Hawaiian culture, language, and practices</li> <li>HMK will promote ocean-based and `āina-based physical fitness and nutritional practices</li> </ul>

<p>(2) Many Native Hawaiian youth experience significant academic challenges.</p> <p><i>(Baseline: 21% of target school youth are chronically absent and 85% are not proficient in math.)</i></p>	<ul style="list-style-type: none"> <li>HMK will strengthen academic development and achievement through providing high-quality academic support activities, such as tutoring in math and highlighting connections between in-school academic content and out-of-school `āina-based/culture-based activities. <b>(Addresses CPP 1)</b></li> </ul>
<p>(3) Many Native Hawaiian youth are not prepared for college or careers.</p> <p><i>(Baseline: Target school youth have lower-than-average high school graduation (76%) and college enrollment (49%) rates.)</i></p>	<ul style="list-style-type: none"> <li>HMK will provide exposure to `āina-based careers and majors related to STEM, such as connecting them to STEM summer internship opportunities <b>(Addresses CPP 1 and CPP 2)</b></li> <li>HMK will provide youth and their families with essential information about college and coordinate key college awareness and preparation activities.</li> </ul>

**B. PROJECT DESIGN**

**(i) Appropriate to the needs of the target population.**

As evident in the preceding table, HMK is clearly designed to address both competitive preference priorities (CPPs) and 3 of the 4 parts of the absolute priority established for this funding competition. While all the priorities are woven throughout the narrative, they are highlighted in Table 5 below and in more detail in subsequent sections. The goal, objectives, anticipated outcomes and needs addressed are highlighted on pages 7-9.

*Table 5. Absolute Priorities Addressed by Project*

<b>Priority (b): Needs of At-risk Children and Youth</b>
<p>Native Hawaiian children from the target community have multiple risk factors that encompass physical and mental health, academic achievement, and college and career readiness. On average, more than 7 out of 10 students in the target schools participate in the FRL program. In addition to high rates of chronic absenteeism, special education, and low rates of academic achievement, youth in these schools are also at risk for obesity, drowning, anxiety, depression, substance abuse, and juvenile delinquency. HMK is particularly poised to provide this program. It is established in the Waimānalo community and has strong relationships with the target schools and key community partners.</p>

***Priority (c): Native Hawaiian Underemployment***

Given their relatively low college-going rates, Native Hawaiian adults in the community are underemployed in fields that provide them with a living wage, particularly for living in Hawai'i. Youth need assistance in preparing for college and in exploring possible careers that are in demand in Hawai'i and that are projected to increase in the next 10 years. These industries include healthcare and social assistance, educational services (teaching positions), and management of companies and enterprises.<sup>x</sup> HMK will partner with local IHEs (e.g., Windward Community College) to coordinate key college preparation activities. In addition, HMK will partner with local community organizations to expose participating youth to careers in these in-demand industries (as well as STEM-related industries) and connect interested youth to available summer internship opportunities.

***Priority (d): Hawaiian Language Instruction***

Hawaiian language will be embedded in all HMK activities, including the youth curriculum, family nights, and HMK-sponsored community events. All HMK programs will begin and end with Native Hawaiian cultural protocol, such as a chant (*oli*) or song (*mele*). In addition, specific Native Hawaiian values (such as *kuleana*, or responsibility) and traditional Hawaiian proverbs (*olelo no `eau*) and legends (*mo`olelo*) will be addressed weekly in the youth curriculum. Family activities will involve cultural practitioners, visits to cultural sites in the community, and interaction with other cultural community groups and organizations.

**(ii) The extent to which the proposed project demonstrates a rationale.**

HMK's theory of change is based on what constitutes best practices in positive youth development as documented in the literature. In particular, it is built on a developmental-ecological framework that identifies categories of supports (e.g., relationships with caring adults and peers) and opportunities (e.g., meaningful involvement in the community, activities that promote health, wellness and educational success) that help youth be productive, connect positively with others, navigate challenges, and become resilient, productive, and healthy young adults.<sup>xi</sup> In sum, HMK's theory of change is as follows: ***Caring Communities + Supportive Schools + Strong Families = Thriving Youth.*** HMK will focus on providing services that address these elements and will also adhere to quality after-school programming standards, as advocated by the National Institute of Out-of-School Time and the Hawai'i Afterschool Alliance.<sup>xixiii</sup> See Table 7 on page 10.

Table 6. HMK Goal, Objectives, Expected Outcomes and Needs Addressed

<p><b>Overall Goal:</b> To build the capacity within the Waimānalo community to cultivate the development (social/emotional, physical, and educational) of participating youth and to strengthen families and the larger community through innovative, culturally grounded, and evidence-based strategies.</p>
<p><b>Objective #1:</b> Strengthen positive <u>personal development</u> and knowledge of Native Hawaiian culture, language, and practices in participating youth.</p>
<p><b>Key Strategies</b></p>
<ul style="list-style-type: none"> <li>• <u>Foster cultural pride and identity</u> by providing training in Hawaiian values and cultural protocol, public speaking and presentations, traditional arts/crafts (<i>lauhala</i> weaving), performing arts (hula), food preparation (poi pounding), and other cultural practices.</li> <li>• <u>Strengthen connections between youth and their families</u> by offering structured `ohana (family)-based activities including an `ohana weekend retreat, informational workshops on substance abuse (vaping, drinking), and monthly Board and Stone classes<sup>1</sup>.</li> <li>• <u>Strengthen connections between youth and the community</u> by facilitating youth-driven community service projects and involvement in community events, such as visits to <i>kupuna</i> (elder) housing, cultural performances, art shows, farmers' markets, and food drives.</li> <li>• <u>Promote environmental stewardship</u> by coordinating visits to <i>wahi pana</i> (significant cultural/historic sites in the community) and organizing beach and stream clean-ups, invasive species removal, and water quality testing experiences.</li> </ul>
<p><b>Needs Addressed:</b> Disproportionately high rates of Native Hawaiian juvenile delinquency, binge drinking, and e-cigarette/vaping use.</p>
<p><b>Expected Outcome for Obj 1:</b> Each year, at least 70% of active participants will demonstrate pro-social behaviors and knowledge of Native Hawaiian cultural values, language and practices, as assessed by the Keiki/'Ōpio Survey, `Ohana Survey, Staff Survey, and focus groups/interviews (youth, family, staff).</p>

<sup>1</sup> A family-based cultural experience that teaches the Hawaiian tradition of hand-carving a *papa ku`i`ai* (poi board) and a *pohaku ku`i`ai* (stone poi pounder) with natural materials gathered from the land.

**Objective #2:** Improve the health of participating youth through the promotion of ocean-based and `āina (land)-based physical fitness activities and nutritional practices.

**Key Strategies**

- Encourage physical activity and ocean safety/skills by providing instruction in and exposure to ocean swimming, body boarding, surfing, stand up paddling, canoe paddling, canoe sailing, snorkeling, shore fishing, hiking, and field sports/activities.
- Teach youth about food sustainability through coordinating regular learning trips to community *lo`i* (taro patches), local community gardens, and nearby *loko i`a* (fish ponds).
- Promote healthy eating habits and teach youth and `ohana about nutrition through preparing and offering healthy foods made from locally grown and culturally valued foods, such as *kalo/poi* (taro), `ulu (breadfruit), *laulau* (taro leaf), etc.

**Needs Addressed:** Disproportionately high rates of obesity and drowning deaths among Native Hawaiian children.

**Expected Outcome for Obj 2:** Each year, at least 70% of active participants will engage in physical activity for at least 2 hours/week, improve their ocean safety and swimming skills, and increase their awareness and adoption of healthy eating habits, as evidenced by attendance and participation records, and the Keiki/`Ōpio and `Ohana Surveys.

**Objective #3:** Strengthen the academic development and achievement of participating youth through providing high-quality academic support activities.

**Key Strategies**

- Support academic development and achievement by providing a full hour daily of individualized homework help and one-on-one tutoring (as needed). Supplement afterschool tutoring with access to computer-based skills practices, using online computer resources such as Khan Academy, ReadWorks and Doodle Maths
- Monitor academic progress through quarterly grade and attendance checks and close collaboration with teachers at the target schools. Highlight connections between academic (science/math/language arts/social studies) content learned in school with `āina-based/culture-based activities experienced during HMK.
- Strengthen youth-school connections and school-HMK connections by sharing information about HMK activities with teachers and staff at the school and inviting school partners to the annual HMK hō`ike.

**Needs Addressed:** Disproportionately high rates of chronic absenteeism and comparatively low rates in math, science, and language arts achievement in Native Hawaiian students from the target schools.

**Expected Outcome for Obj 3:** Each year, at least 70% of active participants will regularly attend school and demonstrate positive academic behaviors, as evidenced by the Teacher Survey and their School Report Cards.

**Objective #4:** Support the college/career readiness of participating youth through providing exposure to `āina-based careers and majors and providing them with essential information about college.

**Key Strategies**

- Increase understanding of `āina-based and STEM careers by intentionally highlighting potential jobs related to food sustainability, ocean safety, marine biology, environmental science, natural resource conservation, nutritionists, etc.
- Identify and invite Native Hawaiian STEM and `āina-based professionals from the community to speak with youth about their respective educational and career journeys, and how their jobs benefit the community.
- Connect interested youth to summer internship opportunities, such as the University of Hawaii Health Careers Opportunity Program, the Hawaii Youth Conservation Corp Summer Program, the Honolulu Community College Summer Engineering Academy, or the Pacific Center for Environmental Studies/Hawaii Institute for Marine Biology Summer Environmental Science Program.
- Develop a more intentional College and Career Readiness Curriculum, which will include visits to local colleges, visits to local Native Hawaiian run and/or STEM-based business organizations for tours and talks by business leaders. In addition, a college advising specialist will present programming and individual counseling to 'ohana to develop plans for choosing a post-secondary path, applying for college, and financing post-secondary education. Alaka'i interns will also be trained to serve as mentors to individual students as they continue to craft and pursue their goals.

**Needs Addressed:** Lower-than-average high school graduation and college-going rates of Native Hawaiian high school students.

**Expected Outcome for Obj 4:** Each year, at least 70% of `Ōpio participants will increase their knowledge of `āina-based careers and their college and career readiness skills, as evidenced by the `Ōpio Survey and `Ōpio focus group.

Table 7. HMK Activities Addressing Standards of Afterschool Quality

Guiding Principle	How HMK Will Address
(1) Relate to all youth in <i>positive ways</i>	Staff will be trained to create a welcoming and comfortable environment, engage in respectful communication, and model and promote Native Hawaiian values of <i>mahalo</i> (gratitude), <i>mālama</i> (care), <i>kuleana</i> (responsibility), <i>aloha</i> (love), and <i>ʻohana</i> (family).
(2) Engage with all youth in ways that <i>support their learning</i>	Staff will be trained to develop programming focused on intentional literacy and building basic math skills based on students' individual needs and evidence-based practices. Besides curriculum development, staff will be trained to deliver targeted one-on-one tutoring instruction during the first hour of programming.
(3) Support family involvement and provide <i>family engagement</i> opportunities	The program will offer structured <i>ʻohana</i> (family)-based activities including an <i>ʻohana</i> weekend retreat, informational workshops on substance abuse (vaping, drinking) and other family-driven topics, and monthly Board and Stone classes.
(4) Protect the <i>safety and security</i> of all youth	HMK will adhere to applicable rules and regulations relative to safety, security, facilities, equipment, transportation, pick-up/drop-off, etc.
(5) Develop and implement a system for <i>continuous quality improvement</i>	A comprehensive assessment and evaluation system that focuses on promoting satisfaction and positive outcomes will help promote excellence. The evaluator will work with staff, youth, families, and community partners to collect and analyze relevant data. See <i>F. Project Evaluation</i> for more details.
(6) Hire <i>quality staff</i>	Staff will have the appropriate education and experience for their assigned responsibilities and will be offered ongoing training and relevant professional development opportunities.
(7) Promote and encourage <i>healthy nutrition</i>	Nutrition and health education will be incorporated through the provision of healthy snacks and education and by cultivating native fruits and vegetables in a community garden.
(8) Promote and encourage <i>physical activity and wellness</i>	Staff will teach physical activity and ocean safety/skills through instruction in and exposure to ocean swimming, body boarding, surfing, stand up paddling, canoe paddling, canoe sailing, snorkeling, shore fishing, hiking, and field sports/activities.
(9) Promote and encourage an <i>appreciation for Hawaiʻi</i>	Hawaiian culture is integral to the community, and thus integral to the program. Staff will be trained to incorporate Hawaiian values and language throughout all activities planned for children and families. Additional details are contained in <i>C. Project Services</i>

Sources: Hawaiʻi Afterschool Alliance, 2018; National Institute of Out of School Time, 2019.

Figure 1 on the next page illustrates the HMK program logic model. The design is informed by the needs of the target population and compelling research findings, which are described in detail in the next section under *C. Project Services*.

Figure 1. HMK Logic Model

Inputs	Activities	Outputs	Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes
<p><b>Resources:</b></p> <p>75 youth (5th-12th grade)</p> <p>50 families</p> <p>100 community members</p> <p>10 staff</p> <p>Standards-based &amp; culturally grounded curriculum</p> <p>Applicant expertise in implementing similar programs and building capacity in Waimānalo</p> <p>Collaborative relationships with target schools/ community orgs</p> <p>Cost-effective budget plan</p> <p>Established database system</p> <p>Rigorous program evaluation</p>	<p><b>Planned core activities:</b></p> <p><u>Daily OST program</u> that incorporates age-appropriate, research-based, culturally relevant curricula that promotes `āina-based experiences and positive youth/adult relationships</p> <p><u>Holistic assessment of youth development</u>, including social/emotional, academic, and physical/wellness</p> <p><u>Emphasis on culturally grounded family engagement</u> activities that strengthen youth/family and family/community relationships</p> <p><u>Regular, job-embedded professional development</u> for staff that addresses best practices in working with youth, families and community</p> <p><u>Intentional college and career readiness curriculum</u> relevant for youth in OST programs</p> <p><u>Internship/work-based learning experiences</u> for high school and college students interested in a model youth development programs in indigenous communities</p>	<p><b>Evidence of services delivered:</b></p> <p>At least <u>75 youth</u> aged 10-18 are served</p> <p>At least <u>50 families</u> participate</p> <p>At least <u>100 community members</u> participate</p> <p>At least <u>10 staff</u> are hired and trained</p> <p>All participating youth are assessed on <u>social/emotional, academic, and physical/wellness</u> outcomes</p> <p>All participating parents are assessed on <u>satisfaction with program and benefits of participation</u></p> <p>All staff are assessed on their <u>challenges in and benefits to implementing HMK and their professional development outcomes</u></p> <p>All youth, families, and staff are assessed on their understanding of the <u>Hawaiian language, culture and cultural practices</u></p> <p>At least 5 youth per year complete an <u>internship/work-based learning experience</u> related to a STEM or `āina-based interest or future career goal.</p>	<p><b>At the end of 1 year:</b></p> <p><u>70% of youth</u> demonstrate pro-social behaviors and knowledge of Hawaiian culture</p> <p><u>70% of youth</u> demonstrate health and wellness standards related to physical fitness and nutrition</p> <p><u>70% of youth</u> regularly attend school and demonstrate positive academic behaviors</p> <p><u>70% of youth</u> increase their knowledge of `āina-based careers and college and career readiness skills</p>	<p><b>At the end of 3 years:</b></p> <p><u>70% of youth</u> continue to demonstrate pro-social behaviors and knowledge of Hawaiian culture</p> <p><u>70% of youth</u> continue to demonstrate health and wellness standards related to physical fitness and nutrition</p> <p><u>70% of youth</u> continue to regularly attend school and demonstrate positive academic behaviors</p> <p><u>70% of youth</u> continue to increase their knowledge of `āina-based careers and college and career readiness skills</p>	<p><b>After 3 years:</b></p> <p>Increased rates of <b>thriving youth in Waimānalo</b></p> <p>Decreased rates of <b>chronic absenteeism</b> and increased rates of <b>high school graduation and college enrollment</b> at target schools</p> <p>Increased <b>family engagement and involvement</b> in Waimānalo</p> <p>Increased <b>early professional training</b> in youth development</p> <p>HMK OST model <b>adopted</b> in other Native Hawaiian communities</p>

## **C. PROJECT SERVICES**

### **(i) Strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability**

HMK plans to satisfy the requirement of this provision through the following 6 strategies:

1. Provision of transportation services to and from the target schools to the HMK site and to all scheduled field trips for participants.
2. Targeted outreach to families at the target schools with children in 5th-12th grade residing in Waimānalo who are not participants in other afterschool programs and who could potentially benefit from project services.
3. Native Hawaiian adults interested in pursuing a career in youth development, education, or social work or other relevant field who are intimately familiar with the strengths and challenges of Native Hawaiian families and youth in Waimānalo will be encouraged to apply for open positions.
4. Vulnerable children who may be in foster care or have special needs, and families who may be low-income, immigrant, or homeless will be encouraged to participate in HMK. The program will assist families with their social, economic, health, and educational needs by referring them to the appropriate agency and providing follow-up as needed.
5. HMK will ensure accessibility for all youth, including those with special needs, so that all children participating in the program can participate in activities and interact with peers and staff to the fullest extent possible. Staff will be trained to work with youth with special needs and the program will promote an inclusive environment such that all children, including those with special needs, can be involved and independent as possible.
6. To recruit potential participants (staff, youth, and families), to deepen awareness of the program, and to leverage resources, HMK will partner with multiple community agencies including but not limited to the Waimānalo Health Center, Kamehameha Schools, Honolulu City and County of Honolulu Parks and Recreation/Ocean Safety Department, Waimānalo Homestead Association, Waimānalo Civic Club, Bellows Air Force Station, and Windward Community College.

### **(ii) Services reflect up-to-date knowledge from research and effective practice**

The design of HMK will incorporate the nine guiding principles of (a) quality afterschool programs (as described on page 10). In addition, it will incorporate best practices

and research as documented in the literature related to (b) culture- and `āina (place)-based education and (c) strong family involvement. Culture-based and place-based (or `āina/land-based) education draws from the natural and cultural resources of a community to facilitate context-driving learning opportunities.<sup>xiv</sup> Its purpose is to ensure the “what/how/why” students learn has some direct bearing on the well-being of the social and ecological places people actually inhabit.<sup>xv</sup> Culture-and place-based educational approaches are highly beneficial to student learning because of the ways in which they (1) are multi-disciplinary and experiential in nature; (2) build cultural affiliation and identity; and (3) feature service/participatory learning components that help youth understand how they are connected to others, to place, and to their environment, and that help youth understand their civic responsibility to their community.<sup>xvi</sup> Culture-and place-based (or `āina-based) learning is particularly relevant to the educational context in Hawai`i because of cultural kinship ties to the land.<sup>xvii</sup>

HMK’s youth development curriculum and family and community program activities will all incorporate culture- and `āina-based learning. HMK is situated on an eleven-acre land parcel in the coastal community of Waimānalo. As such, the land and the ocean are integral parts of the community’s identity. Building on these assets, HMK will have both land-based and ocean-based activities that are culturally grounded and that advance both personal development and academic knowledge. What follows is a description of the afterschool program and the curriculum, which incorporates evidence-based practices of culture-and place-based education. Approximately 75 youth, 50 families, and 100 community members will be served throughout the year. The academic program will run from September to June (10 months) from 2:15-6:00 pm and the summer program will run for 4 weeks from mid-June

to mid-July from 8:00 am to 2:30 pm. The summer program will offer an abbreviated (shortened) version of the afterschool curriculum offered during the academic year. Preference will be given to youth who are from Waimānalo but new to HMK (not currently enrolled in the academic year program). Approximately 25 youth will be served in the summer, and 50 youth will be served during the academic year.

*Table 8. HMK Youth Afterschool Program Daily Schedule (September - June)*

<b>Pō`akahi (Mon)</b>	<b>Pō`alua (Tue)</b>	<b>Pō`akolu (Wed)</b>	<b>Pō`ahā (Thur)</b>	<b>Pō`alima (Fri)</b>
<u>2:15 – 3:25 pm</u>				
Healthy Snack 1; Tutoring/Homework Help				
<u>3:30 – 6:00 pm</u>				
Piko 1 (Opening Circle) Culture-based, `Āina-based & Ocean-based Activities* Piko 2 (Closing Circle) Healthy Snack 2				

*\* Schedule varies according to curriculum unit*

The after-school program day will begin with a light but healthy snack (funded by Kamehameha Schools) and followed by a full hour of academic, school-based tutoring assistance. The HMK “homework help” program will follow widely accepted best practices in after-school academic assistance including 1) coordination with classroom teachers; 2) sessions that are divided into segments with clear activities for reinforcement and practice; 3) sessions that include opportunities for success and progress; 4) daily sessions lasting for no more than 60 minutes; and 5) family involvement whenever possible.

All HMK programs will begin and end with Native Hawaiian cultural protocol. The Lead Teachers will then introduce a weekly Native Hawaiian value, and talk to the youth about how it relates to the activities they will be engaging in that day and how it connects to their lives and cultural history. Traditional Hawaiian proverbs (*ōlelo no`eau*) and/or legends (*mo`olelo*) will be included in the daily lessons. Youth will then sing a Hawaiian song (*mele*)

or perform a Hawaiian chant (*`oli*) before taking part in the curriculum-specific activity of the day. At the end of the day, there will be a closing circle where Native Hawaiian values will be again discussed. Youth will review what they learned, discuss how the value related to the day’s activity, and how it relates to their lives. The day will end with another *mele* or *`oli* and a light, nutritious snack.

Table 9 below highlights the afterschool curriculum, which includes specific culture-based, `āina-based, and kai (ocean)-based activities associated with each of the 5 units. Each unit will run approximately for 2 months and have developmentally appropriate essential questions and activities that are differentiated according to the various grades of youth served: keiki (grades 5-6), `ōpio (grades 7-8), and `ōpio (grades 9-12). Furthermore, each unit will specifically address Native Hawaiian values of *`ohana* (belonging), *mālama* (total well-being), *kuleana* (responsibility), and *pono* (excellence). The curriculum was developed in conjunction with the Pacific Resources in Education and Learning (PREL), a non-profit corporation in Hawai`i known for its efforts in moving educational research into practice.

Table 9. HMK Culture-based Curriculum Example for `Ōpio (Grades 7-8)

Curriculum Unit	Essential Questions	Key Activities
<u>Unit 1:</u> Appreciation of My Role	<ul style="list-style-type: none"> <li>• What is a leader?</li> <li>• How can I control my health?</li> <li>• How can I successfully overcome challenges?</li> <li>• How do I prepare for college and career?</li> </ul>	<ul style="list-style-type: none"> <li>✓ How to teach &amp; mentor</li> <li>✓ Hygiene and self-care</li> <li>✓ On the wa`a</li> <li>✓ `Āina-based practices in everyday life</li> </ul>
<u>Unit 2:</u> Mindfulness in Kai (Ocean)	<ul style="list-style-type: none"> <li>• What are some obstacles to making the right decisions?</li> <li>• What am I doing to better the health of the kai?</li> <li>• What can I do to make a positive difference in my life, the life of others, and the world around me?</li> <li>• What kai-based careers interest me?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Information sharing on restoration project</li> <li>✓ Teaching mo`olelo (legends) on Ka`iwi hike</li> <li>✓ Kai-based practices in everyday life</li> </ul>

<p><u>Unit 3:</u> Effective Communication in Kula (School)</p>	<ul style="list-style-type: none"> <li>• How do I find and use information to solve problems?</li> <li>• What am I doing to better the health of the `āina (land)?</li> <li>• What impact do my communication skills have on my relationships with others?</li> <li>• What kula-based careers interest me?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Information sharing on restoration project</li> <li>✓ Media literacy training</li> <li>✓ Kūpuna (elder) oral history</li> </ul>
<p><u>Unit 4:</u> Consideration in Uka (Mountain/ Inland)</p>	<ul style="list-style-type: none"> <li>• How do I fit the characteristics of a dependable person?</li> <li>• How do I respond to the needs of my environment?</li> <li>• How does acting with consideration impact my relationships with others?</li> <li>• What uka-based careers interest me?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Information sharing on restoration project</li> <li>✓ Hua`kai (trip) to political historical sites</li> </ul>
<p><u>Unit 5:</u> Giving Back for Sustainability</p>	<ul style="list-style-type: none"> <li>• What are some of my gifts that I can offer others?</li> <li>• How can I use my knowledge of uka, kula, and kai to create long-lasting food sources?</li> <li>• How can I use the knowledge I have gained to further the success of my ahupua`a?</li> <li>• How can I best set myself up for success in life so I may one day give back?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Community māla (garden)</li> <li>✓ Presentation on mentorship</li> <li>✓ Artistic expression of post-high school aspirations</li> </ul>

Strong family involvement will be a foundational component of HMK. Substantial research demonstrates that meaningful family engagement is associated with improvements in key student outcomes, including attendance, behavior, and achievement.<sup>xviii</sup> Involving `ohana (parents and families) is a central tenet of quality after-school programs and HMK will incorporate the core principles of family engagement as documented in the literature<sup>xix</sup>: it will support families, communicate and build trusting relationships, hire and train a family-focused staff, and build connections across families and community organizations. It will accomplish this by requiring participating families to attend regular weekend and evening `ohana activities that incorporate the cultural lessons and values shared with their children

participating in HMK. These regular communal gatherings will help to create a safe and close-knit environment, build professional yet casual and culturally appropriate rapport between staff and families, strengthen community ties, and allow for supportive networking between families.

*La `Ohana* events (for families of participating youth) and *La Kaiāulu* events (for participating families as well as families from the broader community) will include family strengthening and community building workshops such as a traditional poi board and stone carving class (*papa kālai papa me pōhaku ku`i`ai*) as well as monthly site-based activities such as maintenance of Waimānalo’s first modern-day traditional canoe house (*hale wa`a*) and work in the HMK community garden (*māla*). Staff will aid in identifying and training parent leaders from within the organization’s collective parent group (*Hui Mākua*). Parent leaders are an effective way for engaged parents to serve as peer mentors to less-engaged parents, to facilitate structured communication between parents and staff, and to foster increased parent involvement in their child’s lives in and out of school.

**(ii) The likely impact of the services to be provided on the intended recipients of those services**

Prior impacts. For the last 12 years, HMK has received federal and philanthropic funding to implement the afterschool program in Waimānalo. To date, the program has served nearly 600 youth and 1,800 families in the community. Based on annual evaluations, there is ample evidence to conclude that HMK is a highly effective program. Previous evaluation findings validate that participating youth, families, staff, and target schools universally perceive HMK as a valuable program that has made a dramatic difference in the social, emotional, physical, and cognitive development of Native Hawaiian youth in Waimānalo (*see Letters of Support*). Consider the following remarkable outcomes to date:

- Since its inception, 85% of HMK participants maintained a 2.0 GPA/equivalent or higher and successfully advanced to the next grade level) and 96% of high school participants graduated from high school on time;
- As a result of participating in the program, youth participants have shown significant positive improvement in their appreciation for the Hawaiian culture and improved attitudes that disapprove of substance use and violent behaviors; and
- Parents and family members of participants have reported improved attitudes and behaviors in their children as a result of their participation in the program.

The evaluation findings above show that the afterschool model as developed by HMK “works” for Native Hawaiian children in Waimānalo. However, there continues to be a need to ensure that youth, their families, the schools in which enroll, and the communities in which they reside “thrive, and not just survive.” This iteration of HMK will maximize what the organization has learned from implementing previous cycles of the program and from leveraging HMK’s existing capacity in implementing a high quality afterschool program in a high-need Native Hawaiian community. However, it will have four new innovations:

- 1) Provide more rigorous academic support services for participating youth by training staff to provide high quality tutoring in key academic subjects, including math, and to coach youth in adopting key study skills;
- 2) Develop and implement a high-quality summer program based on the curriculum for the afterschool program, focusing on recruiting youth from Waimānalo who are unable to participate in the afterschool program during the academic year;
- 3) Provide a more intentional emphasis on college and career readiness skills for participating youth that incorporates connections between `āina-based and culture-based learning in the community and career and college awareness and knowledge related to STEM, including environment, health and wellness careers; and,
- 4) Expand family-based and community-based activities to include more families and individuals from Waimānalo so that they can benefit from culture-based programming that has been developed over the years.

Future impacts. HMK will partner with the Hawai'i Department of Education, Kamehameha Schools, and nine other community organizations to leverage resources. Given the scope of the project (community-wide), its objectives (measurable, ambitious yet attainable) and its potential significance (improving learning outcomes for at-risk youth and strengthening families and communities), the costs proposed are reasonable. The potential impact of HMK is impressive: it has the opportunity to raise the bar in developing a holistic, quality afterschool program that meets national and state afterschool standards for youth, particularly for indigenous youth in high-poverty communities. It represents a unique opportunity to work with multiple public and private community agencies to develop, implement, and evaluate an innovative afterschool program for Native Hawaiian children in a community where it is most needed.

The annual cost of the project will average \$5,350 per youth and family served in comparison to an estimated \$10,000/child/year, which is the average cost of basic afterschool childcare.<sup>xx</sup> Project expenditures per child and family are nearly half of what the State of Hawai'i spends per student, and given the expected results this is very cost effective. For example, the potential return on investment far outweighs the cost of implementation. Recent research<sup>xxi</sup> on quality afterschool programs document the following:

- ✓ As little as 45 minutes of focused academic instruction afterschool resulted in a statistically significant increase in students' math scores;
- ✓ Elementary students attending afterschool programs improved their regular school day attendance and reported higher aspirations finishing school and going to college;
- ✓ Participation in afterschool programs reduces initiating drug use among youth by nearly 50% and reduces the likelihood of skipping school by half;
- ✓ Effective afterschool programs save between \$1.87 to \$5.29 for every \$1 spent because participants commit fewer crimes;

- ✓ The prevalence for obesity is significantly lower for afterschool program participants as compared to non-participants; and, furthermore,
- ✓ Native Hawaiian students with cultural self-esteem support regularly score above Native Hawaiian students who receive no similar cultural support in math and reading tests.<sup>xxii</sup>

**(i) Strategies for encouraging applications for employment from persons who are members of groups that have traditionally been underrepresented**

The project will make a proactive and concerted effort to recruit and encourage employment applications from members of traditionally underrepresented groups. HMK has a track record of hiring and training people who are residents of Waimānalo or other nearby communities and who come with the necessary cultural and community intelligence to reach the target youth and families. Position announcements will be sent to the daily and community newspapers (digital and print publications), multi-state agencies, target schools, television/radio programs, local community organizations serving Native Hawaiian residents in the target areas, and social media links. Applicants for open positions will be recruited and selected in accordance with HMK personnel policies, which adhere to strict compliance with the state and federal Equal Employment Opportunity guidelines. Efforts to encourage applicants with disabilities to apply will include officially requesting recruitment assistance from state and community agencies with expertise in serving persons with special needs. The applicant commits to hiring staff that are current or former residents of Waimānalo, and/or have experience working in the target schools or in similar Native Hawaiian communities. Adults with backgrounds similar to the population served in the project will be particularly encouraged to apply. To that end, the population to be served will be described in all personnel advertisements, with the statement that qualified applicants with a similar background will be given preference in hiring.

Table 10. Plan for Staff Recruitment and Hiring

Step	Description
Establish committee	A current or former parent of a participant and an HMK alumni will sit on the committee, in addition to HMK staff.
Advertise positions	Position vacancies will be advertised in widely circulated publications, on Hawai'i JobLink, the HMK website, in State and community newspapers, television/radio programs, community organizations, and social media links. Efforts to encourage applicants with disabilities to apply will include officially requesting recruitment assistance from state and community agencies with expertise in serving persons with special needs. The population to be served will be described in all personnel advertisements, with the statement that qualified applicants with a similar background will be given preference in hiring.
Compile and screen applications	Hiring procedures will include open, competitive recruitment, compilation of the applications, and an initial review of applicants for minimum qualifications. "Familiarity with the community, interest in the working with youth, and knowledge of the Native Hawaiian culture", are listed on the screening matrix as preferred qualifications with point values.
Conduct interviews	Standard and fair interview questions will probe the applicant's work history, familiarity with the target community, interest in working with youth, or career/personal goals. Pointed and legal interview questions will assist in employing personnel who have circumstances similar to those of the target area population.
Committee selection	The committee will review interview responses from eligible applicants and determine ratings of all those interviewed. They will select the three highest scoring applicants.
Offer and acceptance	The final selection for the key positions will be made by the Executive Director of HMK.

**(ii) Qualifications, including relevant training and experience, of key project personnel**

██████████ will lead the project as Executive/Program Director (0.25 FTE). She is the Executive Director of HMK, born and raised in Waimānalo, with over 10 years of experience in the areas of education and community-driven projects. She has excellent academic qualifications and extensive professional expertise (see resume), and strong relationships with the target school and community partners, which will enable her to successfully lead the program. There will be a total of 10 key personnel funded by the project: 3 administrative/managerial staff

(Program Director, Executive Assistant, Program Manager), 5 direct services staff, (3 Program Coordinators and 2 Program Assistants), and 2 Support Staff, including part-time Lifeguards.

*Table 11. Qualifications of key project personnel*

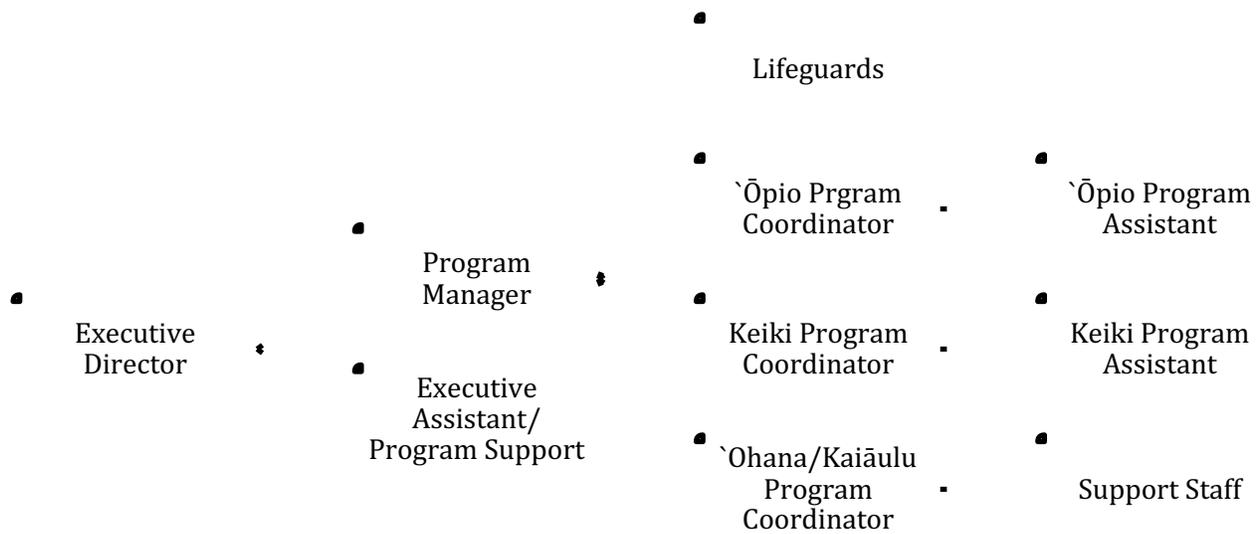
<b>Position</b>	<b>Qualifications</b>
Executive/ Project Director (0.25 FTE)	Bachelor’s Degree in Education or related field. Training and work experience will encompass: 3 years administering an early childhood education program; 3 years working with Native Hawaiian children and families; knowledge of laws and regulations that govern working with children; hiring, training, supervising, and evaluating full-time staff; and developing detailed annual budget, reporting, and record keeping procedures.
Program Manager (1.0 FTE)	Bachelor’s Degree in Education or related field and 2 years’ experience in a similar capacity or a Child Development Accreditation. Other qualifications include knowledge and experience with working in Native Hawaiian communities and of early childhood and family community resources and the ability to analyze problems, develop effective solutions and resolve problems within Hawaiian cultural context.
Program Coordinators (3.0 FTE)	Bachelor’s Degree in Education or related field and/or 2 years experience education or community-based/culture-based organization. Other qualifications include experience working in Native Hawaiian communities, ability to exercise discretion and independent judgement and support programmatic implementation and evaluation.
Executive Assistant (0.5 FTE)	Bachelor’s Degree and minimum of one year experience working in office setting, assisting with daily professional tasks. Minimum one year experience working in a similar capacity organization in Native Hawaiian communities. Experienced developing and implementing curriculum within a cultural context.
Program Assistants (2.0 FTE)	Bachelor's Degree in relatable field and/or 2 years experience in education or relatable field. Other qualifications include knowledge and experience with Hawaiian culture and ocean recreation. Able to effectively implement curriculum and be a cohesive team member.
Lifeguards (0.25 FTE)	A minimum of one year experience as a Lifeguard. Must have current Open Water Lifeguard certification. Must possess current certification in First Aid/CPR. Familiarity with ocean conditions at various beaches on O’ahu. Must be able to perform lifeguard water rescue and emergency procedures.
Support Staff (2.5 FTE)	High school diploma or equivalent, experience working with youth. Other qualifications include knowledge and experience with Hawaiian culture and ocean recreation. Ability to provide leadership and direction to program youth and positively interact with the community. Must be able to represent and model the organization’s Lived Values and effectively implement HMK mission, vision, and program goals.



**(i) The adequacy of the management plan to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones**

The timeline is presented in months over the course of three years and only five primary tasks for each of the objectives are identified. The management plan will be more thoroughly fleshed out with additional tasks, a more refined timeline, an expenditure plan, and specific responsibilities within the first month of funding. To determine the extent to which objectives are being met within budget, monthly audits of the account will be reconciled with the key tasks associated with each objective.

*Figure 2. HMK Organizational Chart*



**Please note for Table 12 below:** *D=Project Director, M= Program Manager, P=Program Coordinators, A= Program Assistants, L=Lifeguards, S=Support Staff, E= External Evaluator, C=Consultant*

*Table 12: Management Plan*

Selected Key Task	Responsibility	Timeline
1.1 Secure consultant and partnership agreements	D	Oct, March, July
1.2 Recruit/hire/orient staff	D,M	June
1.3 Review project goals, objectives, and activities; articulate roles and responsibilities	D,M	July
1.4 Develop/implement training for curriculum plans for culture/language/practices	D,M,C	July -August
1.5 Determine huaka`i, La `Ohana, and La Kaiāulu schedules	M,P	July-August
1.6 Develop/implement recruiting (youth/families) plan.	M,P	July-August
1.7 Identify/recruit/enroll youth and families	M,P	Aug, Jan

1.8 Develop/implement evaluation processes and conduct formative evaluations	M, E	Ongoing
<b>Obj 1 Annual Milestone:</b> Each year, at least 70% of active participants will demonstrate pro-social behaviors and knowledge of Native Hawaiian cultural values, language and practices, as assessed by the Keiki/`Ōpio Survey, `Ohana Survey, Staff Survey, and focus groups/interviews (youth, family, staff).		
<b>Objective (2): Improve the <u>health</u> of participating youth through the promotion of ocean-based and `āina (land)-based physical fitness activities and nutritional practices.</b>		
2.1 Secure agreement with community partners/experts	D,M	Oct, March, July
2.2 Develop/implement training for health, fitness activities, and nutritional practices with staff	M,C	July-August
2.3 Review safety protocols/risk assessment practices with staff	M,L	July - August
2.4 Plan and develop ocean-based and `āina-based activities	M,P	Ongoing
2.5 Develop/implement farm to table, nutritional meals/practices	M,P	Ongoing
2.6 Develop/implement evaluation processes and conduct formative evaluations	M,E	Ongoing
2.7 Prep and implement physical fitness activities and healthy snacks/meals	A,S	Ongoing
2.8 Coordinate and advertise `ohana and kaiāulu events	M,P	Ongoing
<b>Obj 2 Annual Milestones:</b> Each year, at least 70% of active participants will engage in physical activity for at least 2 hours/week, improve their ocean safety and swimming skills, and increase their awareness and adoption of healthy eating habits, as evidenced by attendance and participation records, and the Keiki/`Ōpio and `Ohana Surveys.		

<b>Objective (3): Strengthen the <u>academic development and achievement</u> of participating youth through providing high-quality academic support activities.</b>		
3.1 Secure consultant and partnership agreements with schools	D,M	Oct, June
3.2 Train and implement academic development and achievement curriculum with staff	M,C	June-July
3.3 Coordinate and schedule high-quality academic support activities	M,P	June-July
3.4 Check in with students daily for homework/assignment support and tutoring as needed	P,A	Ongoing
3.5 Monitor academic achievement with teachers/counselors/guardians	P,A	Ongoing
3.6 Develop/implement evaluation processes and conduct formative evaluations	M,E	Ongoing
<b>Obj 3 Annual Milestones:</b> Each year, at least 70% of active participants will regularly attend school and demonstrate positive academic behaviors, as evidenced by the Teacher Survey and their School Report Cards.		
<b>Objective (4): Support the <u>college/career readiness</u> of participating youth through providing exposure to `āina-based careers and majors and providing them with essential information about college.</b>		
3.1 Identify and select partnerships and events to expose	M,C	Oct, March, July

participants to ‘āina-based careers and college readiness		
3.2 Develop/train/implement college/career readiness curriculum with staff	M,C	June-July
3.3 Coordinate and implement ‘ohana/kaiāulu events for career and college readiness	M,P	Nov, March
3.4 Provide participants with guidance sessions to develop educational plan and career path goals and steps needed to achieve personal and professional objectives	P,A	Ongoing
3.5 Coordinate and implement site visits, on-site activities, and events for participating youth and their families	P,A	Ongoing
<b>Obj 4 Annual Milestones:</b> Each year, at least 70% of `Ōpio participants will increase their knowledge of `āina-based careers and their college and career readiness skills, as evidenced by the `Ōpio Survey and `Ōpio focus group.		

**(ii) The adequacy of mechanisms for ensuring high-quality products and services.**

Three main mechanisms will ensure high-quality products and services: 1) a solid management plan that identifies key tasks, persons responsible, milestones, and the timeline for accomplishing (described in Table 12 above); 2) a well-thought out evaluation plan that is tied to the objectives and expected outcomes and that incorporates both formative and summative evaluation activities (described in *Section F: Project Evaluation*); and 3) solid community partnerships with the target schools and key community organizations. In addition to the four target schools, the project will collaborate with 8 well-known community organizations that serve Native Hawaiian children and families (see Table 13). Collaboration with these organizations will ensure that program services are not duplicated, that best practices in high-quality afterschool programs are shared, and that unique cultural, educational, and professional development resources are leveraged.

*Table 13: Community Partnerships*

Organization	Staff	Title	Role
Waimānalo El/Inter	[REDACTED]	Principal	Partnering school to support academic development, highlight connections, and monitor academic progress
Blanche Pope El			
Mālama Honua PCS			
Kailua High			

Ho‘o‘kua‘āina	[REDACTED]	Executive Co-Director	Site for HM students to focus on taro cultivation and resource management from a Hawaiian perspective, perform field work and connect to summer internship opportunities.
Ka Papa Lo‘i ‘O Kānewai and Punalu‘u	[REDACTED]	Director	Site for HMK students to engage in field work and community service to cultivate taro, promote environmental stewardship and foster cultural pride and identity
Pu‘uhonua ‘O Waimānalo	[REDACTED]	Head of State	Site for HMK students to perform civic engagement, strengthen connections with community and learn stewardship.
Paepae ‘O He‘eia	[REDACTED]	Executive Director	Site for HMK students to increase ‘āina-based and STEM careers through restoration, place based education, and production of the fish pond as well as internship opportunities.
At Ulupō – Hikia‘alani	[REDACTED]	Program Director	Site for HMK students to perform stewardship, cultivation, and do field work in eradication of invasive species and resource management.
East O‘ahu Lifeguard Association	[REDACTED]	Chair	Specializing in ocean safety education and practices, will serve as support for program and community events.
Papahana Kualoa	[REDACTED]	Hanaola Program Director	Serve as site for HMK students to increase understanding of ‘āina-based STEM careers with a focus on economic sustainability, resource management, and environmental restoration.
Kāko‘o ‘Ōiwi	[REDACTED]	Executive Director	Site specializing in restoring agricultural and ecological productivity. Serve as a site for HMK students to foster cultural pride and identity and promote environmental stewardship.

**F. PROJECT EVALUATION**

**(i) The extent to which the methods of evaluation provide valid and reliable performance data on relevant outcomes**

Evaluation methods will be thorough, feasible, and appropriate to the project goal, objectives and outcomes and will be both formative (process) and summative (outcome) in nature. A participatory approach to evaluation<sup>xxiii</sup> will be used: the control of the evaluation will be shared by the evaluator, management, and staff and will involve an unusual depth of participation among staff and families. A mixed methods approach will capture quantitative information using research-based and psychometrically valid and reliable assessment instruments and qualitative information (focus groups/ interviews) involving key stakeholders. Quantitative information on youth, families, and staff will be collected twice a year: once in the beginning and once at the end of program. Formative assessment will encompass the following: 1) youth (keiki/`ōpio) pre-survey responses, parent (‘ohana) pre-survey responses, and staff pre-survey responses will be reviewed mid-year (each Dec) by staff and used to inform curricular improvements, and youth/family engagement and 2) weekly staff meetings (involving all staff) will address challenges and accomplishments as they arise. Specifically, topics at these meetings will address if the services are being delivered as intended, and if short-term outcomes are promising.

Qualitative information will provide insight to the quality and substance of the project, and will include annual individual/group meetings of youth, families and staff. The evaluator will meet with youth, families, and staff each year to discuss level of participation in project, program strengths, and recommendations for improvement. Both types of information will be used to verify and triangulate outcomes associated with each of the objectives. Data will be analyzed to identify changes in youth and family outcomes within and across program years using common statistical methods and tests of significance (e.g., t-tests).

██████████ will serve as the External Evaluator. With a bachelor’s degree in child development and a doctorate in program evaluation, she has over 25 years of experience in evaluation. She will work closely with staff in designing and implementing the evaluation, regularly meet with stakeholders, and ensure the evaluation complies with the program evaluation standards established by the American Evaluation Association. The evaluation report deadlines will coincide a month before Federal reporting deadlines and will be used to inform the APR, to provide formative guidance in project implementation, and to highlight formative and summative findings related to project outcomes. Evaluation results will be routinely shared to meet the unique needs of the different audiences (e.g., participating youth/families, target schools, community partners).

The evaluation will yield valuable information that will be potentially useful in other settings. It will use research-based evaluation design and methods and psychometrically sound evaluation instruments, involve stakeholders throughout the process, and demonstrate the effect of a high-quality afterschool program on: 1) the personal development/social-emotional outcomes, physical health, and academic development and achievement of participating youth; 2) the cultural learning outcomes of participating families, and 3) staff knowledge and skills related to working with youth in an afterschool setting. Findings from the evaluations will be presented at regional and national conferences, in HMK publications, posted on the HMK website, and shared widely with community and target school partners.

*Table 14. Evaluation Management Plan.*

Performance Measure <sup>2</sup>	Data Instrument	Annual Target	Frequency
<b>Objective #1:</b> Strengthen positive <u>personal development</u> and knowledge of Native Hawaiian culture, language, and practices in participating youth.			

<sup>2</sup> All objectives relate to **GPRA #1: *The number of grantees what attain or exceed the targets for the outcome indicators for their projects that have been approved by the Secretary.***

<p>Proportion of active participants who demonstrate pro-social behaviors and knowledge of Native Hawaiian cultural values, language and practices</p> <p><i>(Baseline Need: Approximately 30% of Native Hawaiian youth experience depression)</i></p>	<ul style="list-style-type: none"> <li>• Keiki/`Ōpio Survey</li> <li>• `Ohana Survey</li> <li>• Staff Survey</li> <li>• Focus groups/ interviews with youth, family and staff</li> </ul>	70%	<p>Beginning and end of program (Sept/May)</p> <p>Once at end of program (May)</p>
<p><b>Objective #2:</b> Improve the <u>health</u> of participating youth through the promotion of ocean-based and `āina (land)-based physical fitness activities and nutritional practices.</p>			
<p>Proportion of active participants who engage in physical activity for at least 2 hours/week, improve their ocean safety and swimming skills, and increase their awareness and adoption of healthy eating habits</p> <p><i>(Baseline Need: Nearly 20% of Native Hawaiian children are obese, and more than 50% of drowning fatalities are to Native Hawaiian children)</i></p>	<ul style="list-style-type: none"> <li>• Attendance and participation records</li> <li>• Keiki/`Ōpio Survey</li> <li>• `Ohana Survey</li> <li>• Staff Survey</li> </ul>	70%	<p>Quarterly</p> <p>Beginning and end of program (Sept/May)</p>
<p><b>Objective #3:</b> Strengthen the <u>academic development and achievement</u> of participating youth through <u>academic support activities</u>.</p>			
<p>Proportion of active participants who regularly attend school and demonstrate positive academic behaviors</p> <p><i>(Baseline Need: 21% of target school youth are chronically absent and 85% are not proficient in math.)</i></p>	<ul style="list-style-type: none"> <li>• Teacher Survey</li> <li>• School Report Cards</li> </ul>	70%	<p>Once at end of program (May)</p> <p>Twice at end of each semester (Dec/June)</p>
<p><b>Objective #4:</b> Support the <u>college/career readiness</u> of participating youth through providing exposure to `āina-based careers and majors and providing them with essential information about college.</p>			
<p>Proportion of active participants who increase their knowledge of `āina-based careers and their college and career readiness skills</p> <p><i>(Baseline Need: Target school youth have lower-than-average high school graduation (76%) and college enrollment (49%) rates.)</i></p>	<ul style="list-style-type: none"> <li>• `Ōpio Survey</li> <li>• `Ōpio Interviews</li> </ul>	70%	<p>Beginning and end of program (Sept/May)</p> <p>May</p>

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