



NATIVE HAWAIIAN EDUCATION COUNCIL

EVALUATION OF THE NATIVE HAWAIIAN EDUCATION PROGRAM: Portfolio Analysis of the 2010-2018 Grants

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1. INTRODUCTION

In 1994, the Native Hawaiian Education Council (NHEC, or “the Council”) was established under the Native Hawaiian Education Act, which had been passed to support “coordination of educational and related services and programs available to Native Hawaiians.”¹ The Act funds the Native Hawaiian Education Program (NHEP) to develop innovative education programs to assist Native Hawaiians and to supplement and expand educational programs that serve this population. The Council is charged with coordinating, assessing, and making recommendations to the U.S. Department of Education (USDOEd) regarding the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, improvements that may be made to existing programs, policies, and procedures to increase the educational attainment of Native Hawaiians, and recommended NHEP funding priorities. USDOEd awards NHEP grant funds annually to a variety of agencies including pre-K and K-12 schools, colleges/universities, non-profit organizations, and family and community-based programs.

This report summarizes a study of the grants funded through the NHEP from 2010 through 2018. Based on data extracted from grantee documents, this report provides a description of the target populations, funded activities and a first look at project outcomes. Chapter 1 describes the current study, Chapter 2 provides a brief overview of the Native Hawaiian Education Program grants, Chapter 3 provides an analysis of funding patterns, Chapter 4 describes populations served and achievement of project objectives, Chapter 5 summarizes grantee evaluation practices and Chapter 6 provides a brief summary of key findings along with some recommendations for improving program reporting and evaluation efforts in the future.

Overview of the Study

In 2017, NHEC selected IMPAQ International, LLC (IMPAQ), a national policy analysis and evaluation research firm, to build a grants database and conduct analyses of funding priorities in three areas, including:

1. Analysis of NHEP funding patterns
2. Reconciliation of annual NHEP appropriations and grant funding
3. Summary of grantee evaluation practices

Our previous report, [Native Hawaiian Education Program Grant Funding Patterns](#) was completed in 2018 and presents the analyses for these three areas. Since that time, the Council has been planning for building on this work. In 2020 the Council contracted with IMPAQ to add data about the 2017 and 2018 funding cohorts to the database and expand the analysis to include some additional data items and degrees of specificity. Although this project was initially called “Evaluation of the Native Hawaiian Education Program”, this project constitutes just the first step in the evaluation process. Unlike a traditional evaluation, which spells out specific evaluation questions to be addressed and then collects and analyzes data to address those questions, this project focused on a “portfolio analysis”, in which we have reviewed grantee documents to identify and extract the kinds of information that could be readily aggregated across grantees. This report presents this new analysis along with recommendations for continuing improvements to grantee reporting, and suggestions for next steps in building a more robust evaluation of the program as a whole.

¹ Native Hawaiian Education Act, Section 7204, <https://www2.ed.gov/policy/elsec/leg/esea02/pg104.html>

The IMPAQ team added data about the 2017 and 2018 cohorts to the database constructed for the previous project, which now includes data coded for 117 grants funded through NHEP that were awarded during federal award years (AY) 2010 through 2018.² The database was compiled from documents obtained from the Council and from documents supplied by the NHEP grantees themselves. In all we reviewed over 500 documents for the two recent funding cohorts. The data items included in the database include descriptive information about the grant programs, funding patterns, project outcomes, and descriptive information about grantees' program evaluation efforts (see the database Codebook in Appendix A).

For most grants, the documents available for review included the initial grant application, grant award notifications (GANs), annual performance reports (APRs), budget vs. actual reports, evaluation reports, various attachments, and interim reports. For some grantees, only the grant application, a single APR, or another combination of documents was available. For some grantees, the APRs were missing information, including expenditure information.

Data completeness was improved for the 2017 and 2018 grantees by changes in data reporting requirements under the Native Hawaiian Education Reauthorization Act of 2015.³ The law provided the Council with authority to obtain information and data from grantees about their effectiveness in meeting their goals and the Council's educational priorities. The Notice Inviting Applications in Federal Register specifies that grantees are now required to provide copies of performance reports to NHEC.⁴ These changes mean we have much more complete data for the recent grantees. The NHEC and IMPAQ teams followed up with grantees to complete as much missing information as possible⁵.

The charts included in this report present summary data across all grants as well as by funding cohort. Grant award years (AY) with only a single grant awarded are combined with the next year. For each award year we provide the aggregated total funding included in this analysis. It is important to note that for the AY2018, the Year 3 funding data was obtained from the federal grant award notice (GAN) and could not be confirmed with budget actuals, which had not yet been submitted to USDOEd.

Taking into account IMPAQ's prior recommendations for improving the usefulness of the database, we made several enhancements to the database for the 2017 and 2018 cohorts. The current contract did not include going back and re-coding data for the 2010-2016 awardees. Where data items are consistent between the two sets of grants, we have simply added 2017 and 2018 to the charts included in the previous report. For new data items, only award years 2017 and 2018 are included in the charts.

Limitations in the Data

One of the challenges in documenting the objectives, activities and outcomes of the NHEP -funded grants is the considerable variation across projects. This variation is actually an important feature of the program and is critical to meeting the unique needs of the Native Hawaiian community. Though aggregating across varied projects is challenging, this is not a weakness or shortcoming on the part of the grantees. However, there is considerable variation in the availability of data for the analyses contained in this report that we describe here as limitations in the data such as:

² The federal award year (AY) is October 1 through September 30.

³ Native Hawaiian Education Reauthorization Act of 2015, February 11, 2015 <https://www.congress.gov/bill/114th-congress/senate-bill/464/text>

⁴ Applications for New Awards; Native Hawaiian Education Program, Federal Register /Vol. 82, No. 99 /Wednesday, May 24, 2017 /Notices, page 23785

⁵ Initially, NHEC and IMPAQ had hoped to obtain grantee documents from USDOEd since the grantees submit their reports to USDOEd each year. Ultimately, it turned out that NHEC needed to contact individual grantees and ask them to submit their documents to the Council, which then shared them with IMPAQ.

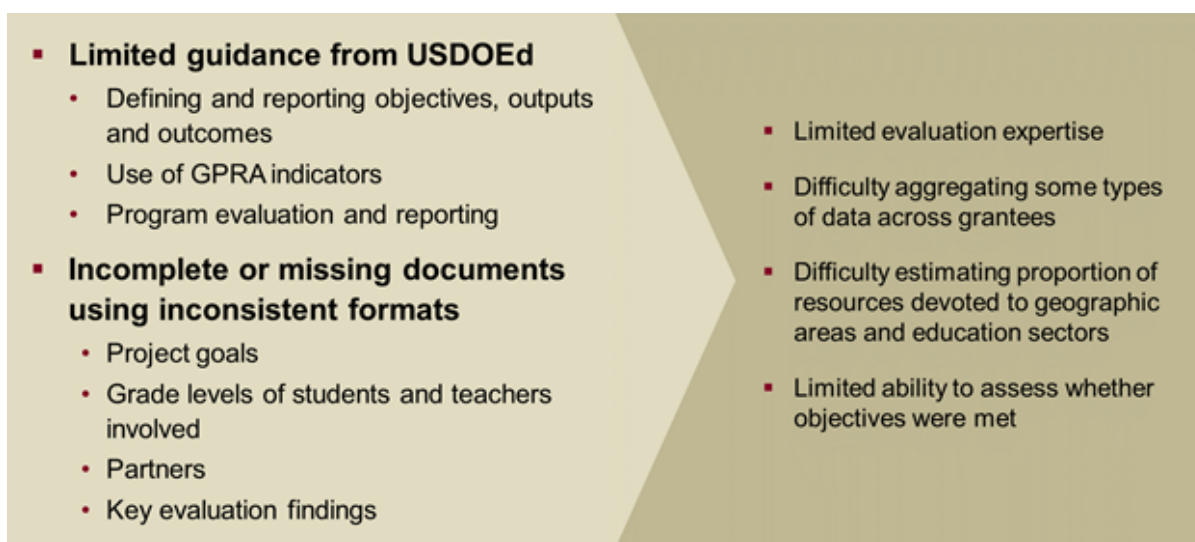
- The availability of documents related to the grantees was sometimes limited. For some grantees, the only documentation that was available was the grant application, for others, it was information found on the Web. For some 2010-2016 grantees, we could not find any grant documentation.
- The formats of the available documents were inconsistent, and often difficult to align with the data collection format.
- Data on the variables of interest was sometimes missing or incomplete. In addition, data may have been entered or described in a way that was inconsistent with other data provided, or even, clearly incorrect. If, after in-depth review of the available information, we were unable to ascertain the correct data, this resulted in missing data.
- We also encountered missing and incomplete information in some of the grantees' evaluation reports. Evaluation reports were inconsistent with regard to how much information was provided – or whether information was provided at all – on such variables as the type of research methodology used, or what data collection instruments were employed. In some cases, there were no evaluation reports at all.

The data are particularly limited when it comes to analyzing grantees with multiple grant sites and determining how to allocate their funding across the different sites when the programs cover different geographic areas of the state. While some programs may have multiple sites on a single island, others target more than one island, specific regions or areas on multiple islands, all of one island and parts of another, etc. We coded geographic data at the island level. We then estimated percentage of resources by island based on number of students, teachers and/or families served in each different location.

Finally, there were limitations to the data that raise questions about the accuracy of several other types of information:

- **The grantees' reporting of goals and objectives.** Stated goals and objectives were not always reported consistently. Sometimes grantees reported overall goals and then broke out objectives within each goal. Sometimes they listed objectives rather than goals. And sometimes they mixed the two within a single report. In addition, there was sometimes inconsistency between how the grantees reported their goals and objectives in their APRs and how they were reported in their evaluation reports.
- **The number of participants served or targeted.** The target number of students, teachers and parents to be served and the number that were actually served were inconsistently reported. Typically, grantees reported the total number of participants served each year, which results in duplicated data for those who participated multiple years. In a few cases, grantees reported the total number of students served over three years, and occasionally, a grantee's local evaluator compared targeted with the actual number served. However, in some cases, we were only able to find the number of students projected to be served in the grant application, and in others, only the number served in the year(s) for which we have an APR. Also, in some projects with multiple programs and/or activities, the number served was reported for each individual program or activity; often, the same students participated in multiple programs or activities, meaning that we do not have an unduplicated number of students served.
- **Grade levels of the students involved in the project.** Grantees sometimes did not break out outcomes or activities by grade, so it was difficult to estimate funding by grade level.

- **Grade levels for the teachers involved in the project.** Similarly, grantees sometimes did not break out the teachers' outcomes or activities by grade, so it was difficult to estimate funding by grade level of the teachers involved.
- **Partners.** Some grantees seemed to list every organization they had any contact with, including field trip sites. Others included only partners with key roles in delivering services. Since grantees were not required to report on their partners, some grantees did not mention them at all.
- **Key evaluation findings.** As noted, there is a large degree of variation in the goals and priorities of the different grants. This variation is critical to meeting the unique needs of the community and is the reason we developed coding categories for project objectives to accommodate this important aspect of the program. Of course, this leads to variation in objectives and coupled with limited guidance on which program outcomes and activities should be reported, there is little consistency in how the grantees reported their evaluation findings. (See Chapter 5 for more information on grantees' evaluation efforts.)



The combination of limited guidance from USDOE grantees on expectations for program evaluation and incomplete or missing data seemed to result in several important limitations to this study:

- We found that many grantees seemed to have limited expertise in program evaluation.
- It was difficult or impossible to aggregate some types of data across grantees.
- The proportion of resources devoted to geographic areas and education sectors could only be estimated, rather than measured accurately.
- In many cases we had limited ability to assess whether specific objectives were met.

For data items included in the original database, we have added AY2017 and AY2018 to the analyses and charts prepared for the previous report. Data items available for only the AY2017 and AY2018 cohorts are reported in separate exhibits throughout this report.

2. PROGRAM DESCRIPTION

In this chapter we provide a description of some basic characteristics of the grantees and grants that make up the Native Hawaiian Education Program (NHEP). Below we summarize the number of grants awarded in each cohort, the types of organizations funded, the education sectors they address, the geographic target areas of the grants, the target populations, and numbers and types of partners engaged in conducting the grant activities.

Number of Grants in Each Cohort

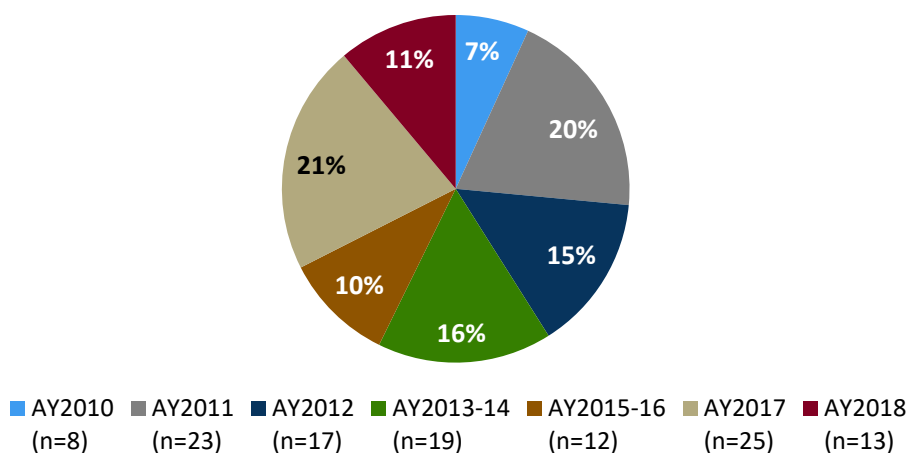
Exhibits 2.1 and 2.2 display the number and distribution of grants by funding cohort. We provide the same basic information in the table and the chart, for those who find one or the other format easier to read.

Exhibit 2.1. How Many Grants Were Awarded Each Year?

Award Year (AY) Cohort	Number of Grants in Cohort (N=117)
AY2010	8
AY2011	23
AY2012	17
AY2013-14	19
AY2015-16	12
AY2017	25
AY2018	13
TOTAL	117

Exhibit 2.2. What Proportion of Grants Were Awarded Each Year?

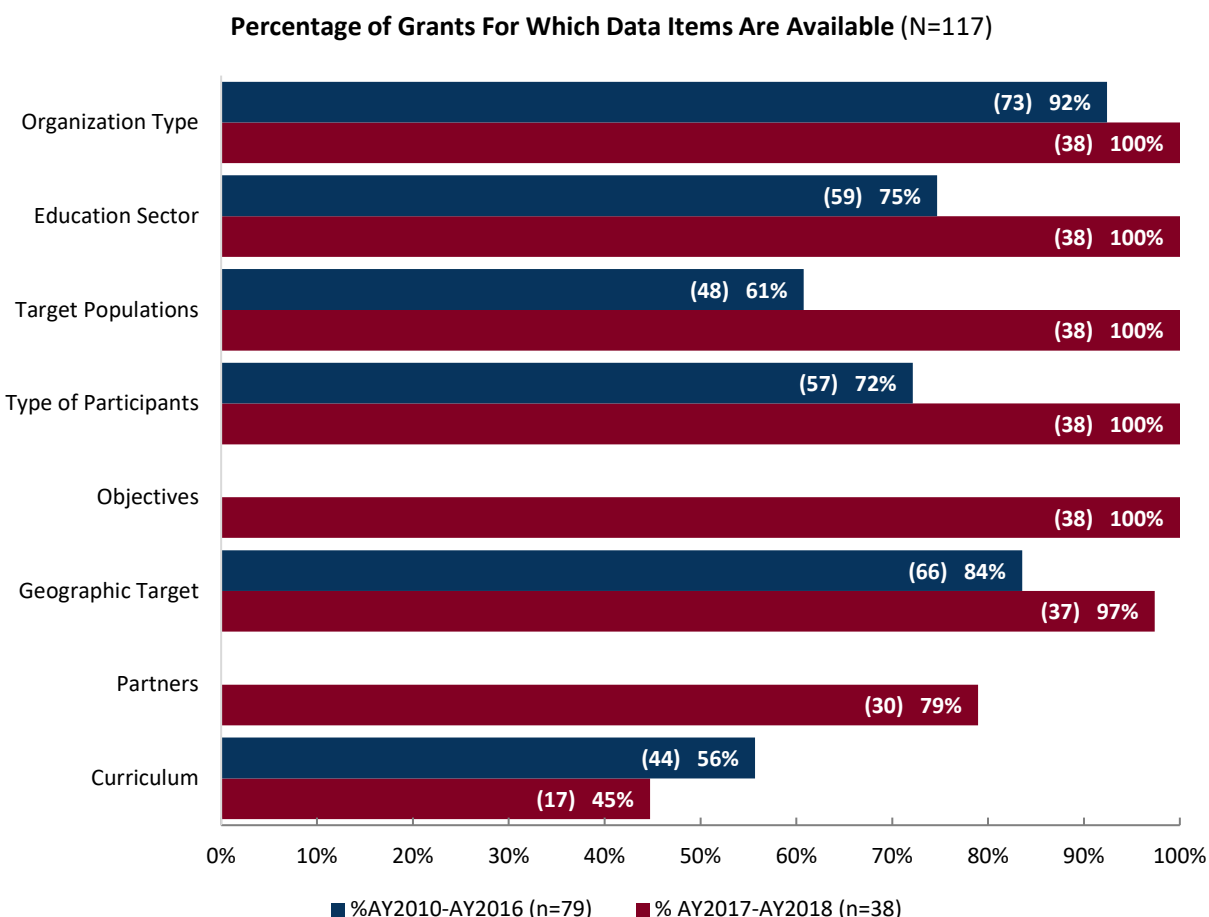
Percentage of Grants by Award Year (N=117)



As Exhibit 2.2 shows, AY2017 accounted for 21% of the NHEP grant funding allocations over the past 9 years, followed by AY2011 with 20% of the funding allocations. The remaining award years each accounted for between 7% and 16% of the NHEP funding allocations.

Before presenting descriptive information, we summarize the number of grants for which these descriptive data items are available, since data items are missing for some of the grants. Because the data are more complete for the two most recent award years (2017 and 2018), in Exhibit 2.3 we display data availability separately for the 2010-2016 award years and the 2017-2018 award years. As shown in the exhibit, descriptive data items are available for almost all of the 2017 and 2018 funding cohorts. The number describing the level of curriculum addressed is relatively small because fewer than a half of the recent grants have involved curriculum development. Data on numbers and types of partners were provided for 30 of the 38 recent grants, even though grantees were not required to report on partners.

Exhibit 2.3. To What Extent Are Descriptive Data Items Available?

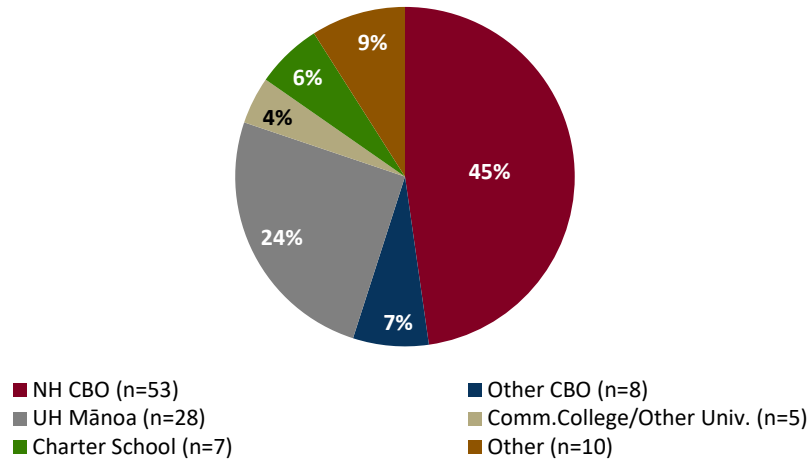


Types of Grantee Organizations

Exhibit 2.4 shows the distribution of grants by organization type. Almost half (45%) of the grants were awarded to Native Hawaiian community-based organizations and almost one fourth (24%) to the University of Hawai'i at Mānoa. The remaining grants were awarded to community colleges or other universities (4%), charter schools (6%), other community-based organizations (7%) and other types of organizations (9%). Some examples of "other CBOs" include the Boys and Girls Club, Merimed Foundation for Island Health Care Training, and Maui Family Support Services. Examples of "Other" include museums, Hawai'i Department of Education, and Waianae District Comprehensive Health and Hospital Board.

Exhibit 2.4. What Types of Organizations Received NHEP Funds?

AY2010-AY2018 Distribution of Grants by Organization Type (N=117)

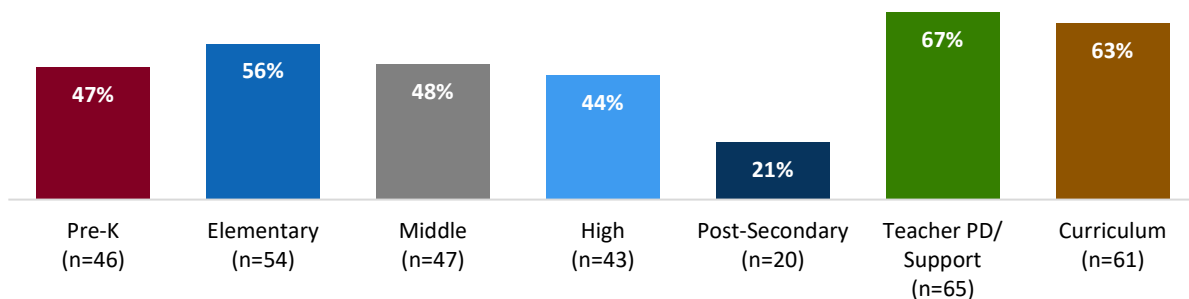


Education Sectors Addressed

Exhibit 2.5 shows the distribution of grants by education sector. As the chart shows, the largest proportion of grants were awarded for teacher professional development/support and curriculum development. Among direct services to students, elementary and middle school students have been the grade levels most frequently targeted by grants.

Exhibit 2.5. Which Education Sectors Have Grantees Been Serving?

Distribution of Grants by Education Sector AY2010-AY2018 (N=97)*

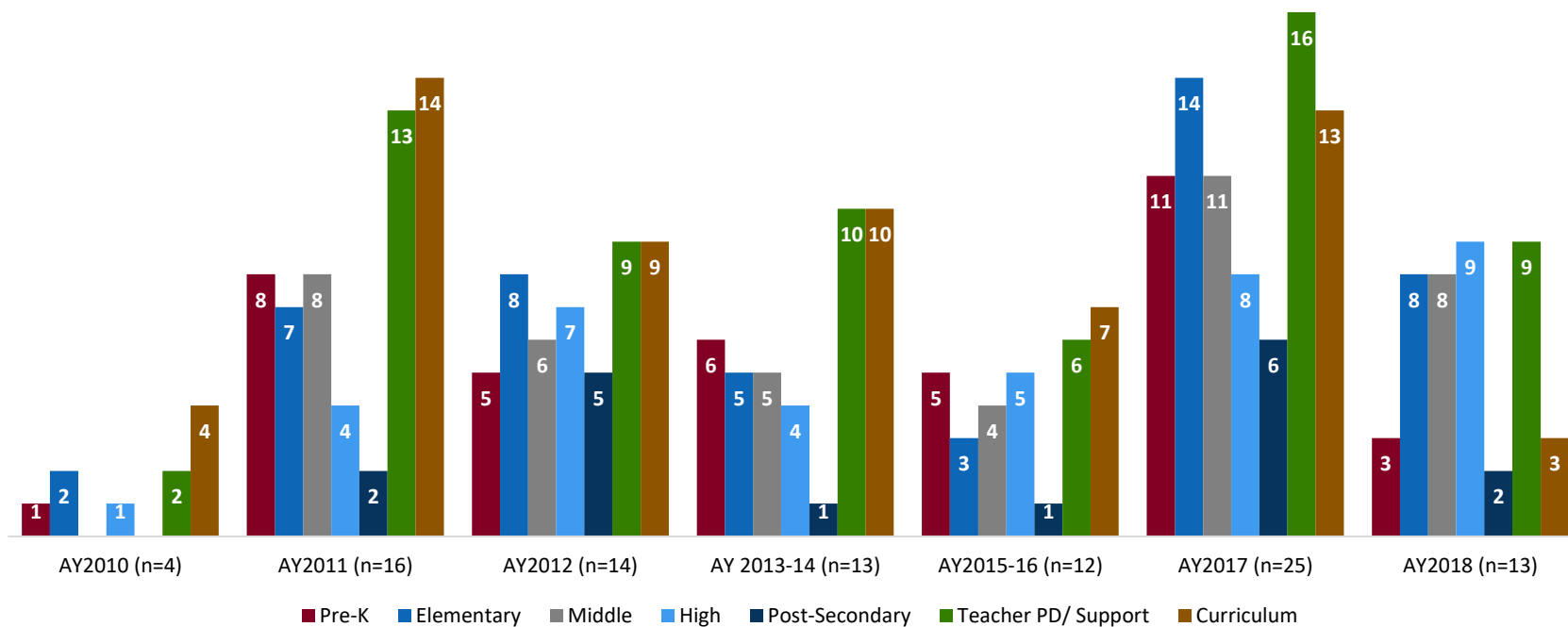


**Percentages add up to more than 100% because the number of grants for which data was available for each cohort address more than one education sector.*

Exhibit 2.6 breaks down the number of grants by education sector within each grant award year. As the exhibit shows, there was variability across funding years with regard to the number of grants awarded to each sector. It is interesting to note, for example, that in the 2018 cohort, only three grants have targeted Pre-K, and only three have targeted curriculum development, while nine have targeted high school students.

Exhibit 2.6. How Have Education Sectors Varied Across Award Years?

Number of Grants by Education Sector by Cohort (N=97)*



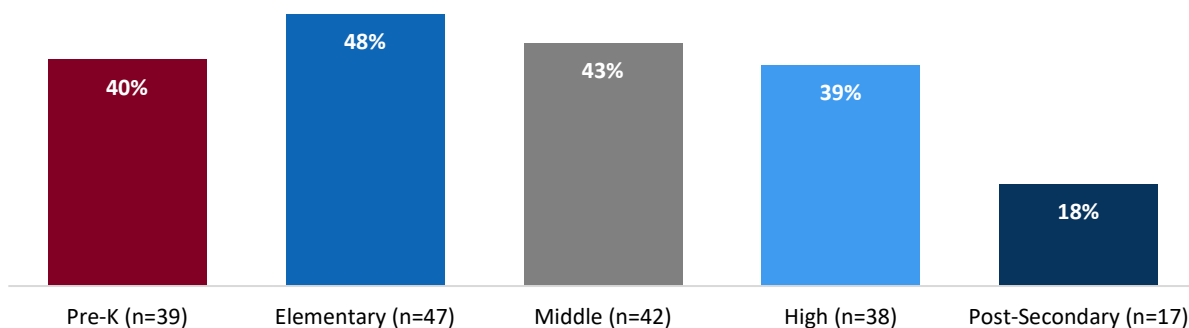
**Numbers add up to more than the number of grants for which data was available for each cohort, because many grants address more than one education sector.*

Grade Levels Addressed in Curriculum Development

Exhibit 2.7 provides a closer look at the grants involving curriculum development. The exhibit shows a relatively balanced distribution across grade levels among the 97 grants developing curriculum, ranging from 48% of grants targeting elementary curriculum to 40% targeting Pre-K. In addition, 18% of grants have targeted post-secondary education.

Exhibit 2.7. Which Grade Levels Have Grantees Been Targeting with Their Curriculum?

Distribution of Grants by Level of Curriculum AY2010-AY2018 (N=97)*

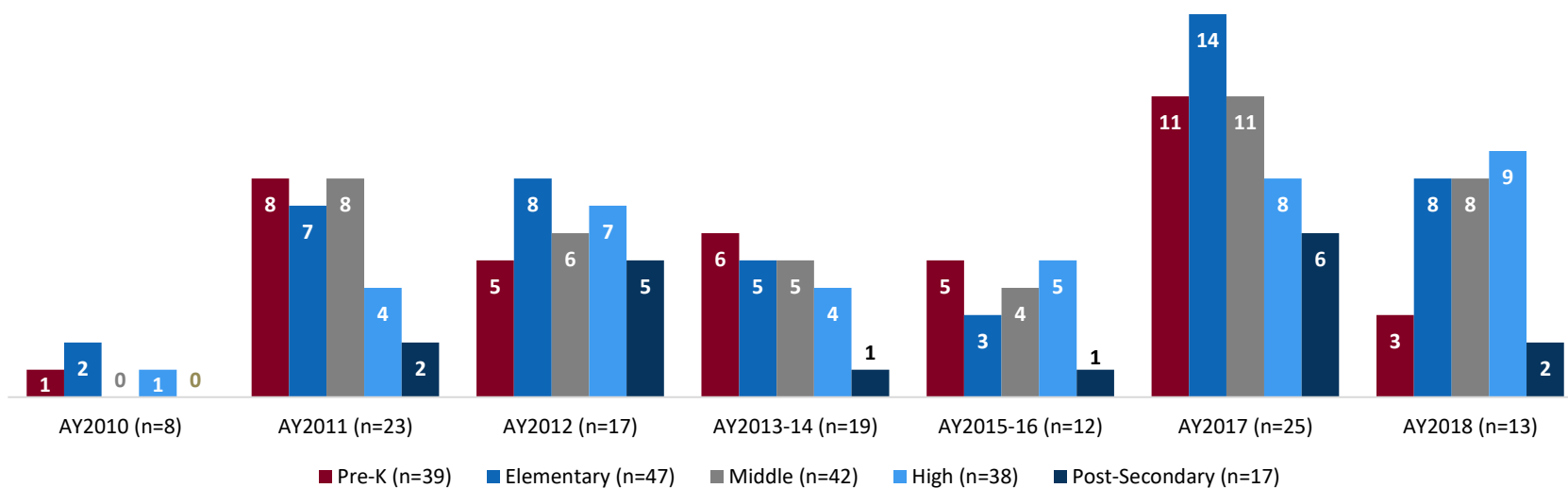


**Percentages add up to more than 100% because some grantees address more than one grade level category.*

Exhibit 2.8 below shows variation in grade levels of curriculum across different award years. The exhibit shows there was variability across funding years with regard to the number of grants awarded for curriculum addressing the different grade level categories.

Exhibit 2.8. How Has Curriculum Development for Different Grade Levels Varied Across Award Years?

Number of Grants by Level of Curriculum by Cohort (N=97)*



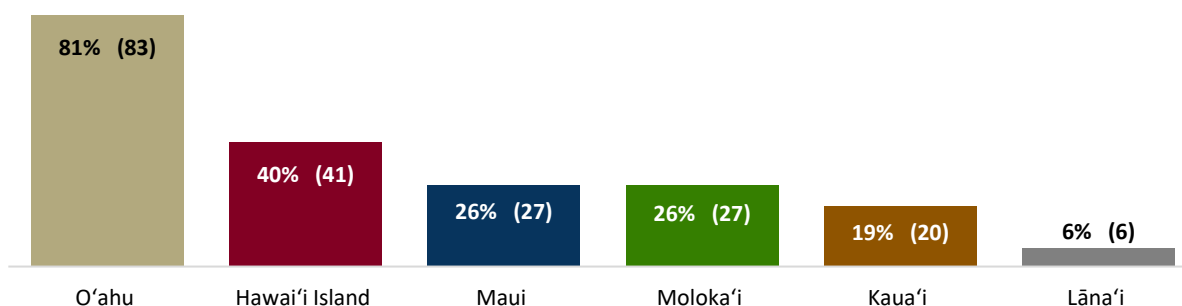
**Numbers add up to more than the number of grants for which data was available each year, because some grants include curriculum for more than one grade level category.*

Geographic Target Areas

We also looked at the distribution of the grants and funding by geographic area or island. Exhibit 2.9 displays the distribution of the grants by island and shows that 81% of the grants across all award years have targeted the island of O‘ahu. Forty percent of the grants targeted the island of Hawai‘i, 26% targeted the islands of Maui and Moloka‘i, 19% the island of Kaua‘i and 6% targeted Lāna‘i.

Exhibit 2.9. Which Islands Have Grantees Been Serving?

AY2010-AY2018 Distribution of Grants by Geographic Target Area (N=103)*

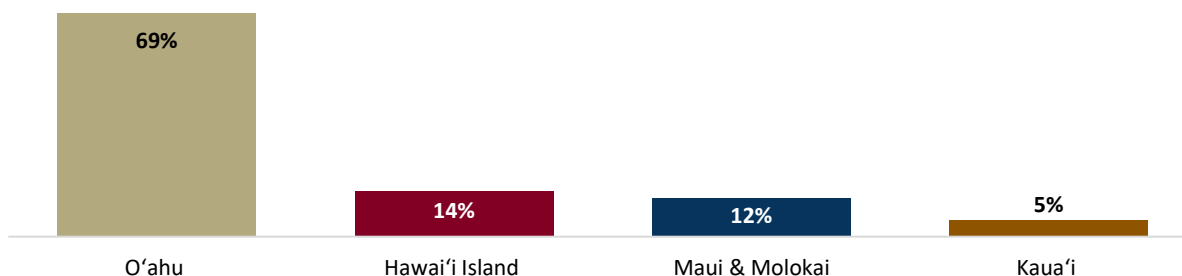


**Percentages add up to more than 100% because some grantees serve more than one island.*

It is interesting to compare these percentages with the distribution of population across counties. Exhibit 2.10 presents the proportion of the state population that resides in each county. It is important to keep in mind that many grants target multiple islands. Overall, the distribution of grants is somewhat parallel to that of the total population, but a somewhat higher proportion of grants are serving neighbor islands than their proportion of the population.

Exhibit 2.10 What Proportion of the Total Population Does Each County Represent?

Distribution of General Population in the Hawaiian Islands

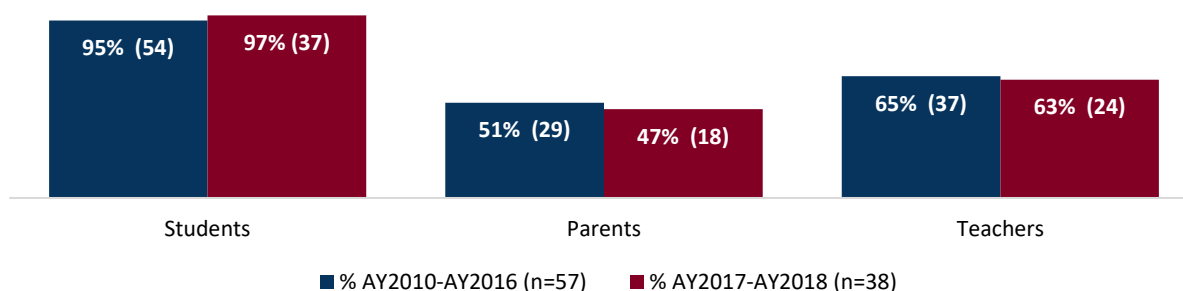


Target Populations

We looked at the populations targeted by the grants in several ways. Exhibit 2.11 shows the number of grants that served different types of participants (students, parents and teachers). Because the data for the two recent cohorts are more complete than for the earlier award years, this information is displayed separately for the combined AY2010-A2016 cohorts and the combined AY2017-AY2018 cohorts. As shown in Exhibit 2.3, target populations were available for only 57 of the 79 AY2010-AY2016 grants. Below we see that the vast majority (92-95%) of the grants for which this information is available have been targeting students. Teachers were the next most common target, with fewer grants targeting parents.

Exhibit 2.11. Which Types of Participants Have Grantees Been Serving?

Percentage of AY2010-AY2016 and AY2017-AY2018 Targeting Participant Groups
(N=95)*

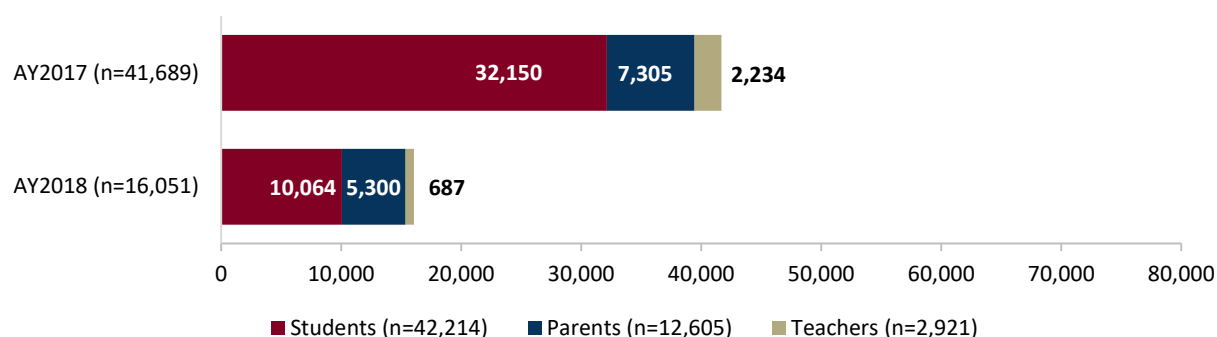


**Percentages add up to more than 100% because some grantees address more than one participant group.*

We also looked at the types of participants targeted within each of the more recent cohorts. Exhibit 2.12 shows the number of participants of each type within the AY2017 and AY2018 cohorts. (Number of participants targeted was not available for the 2010-2016 cohorts.)

Exhibit 2.12. How Many Students, Parents, and Teachers Did RECENT Grantees Plan to Serve?

Number of AY2017 and AY2018 Students, Parents, Teachers TARGETED by Cohort (N=57,740)

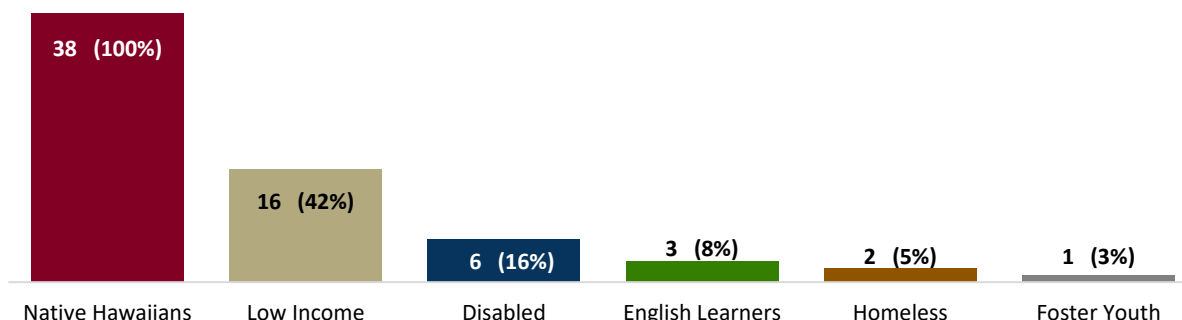


Another way of looking at the student populations targeted by recent grantees was to identify some of the key characteristics of the populations targeted. Exhibit 2.13 shows the number of Native Hawaiians targeted as well as the number of participants classified as low income, disabled, English learners, homeless and/or foster youth. The exhibit shows that 100% of grantees have been targeting Native

Hawaiians, and 42% have been targeting low income. Far fewer have been targeting other populations such as students with disabilities (6 grants), English learners (3 grants), homeless (2 grants) and foster youth (1 grant).

Exhibit 2.13. What Target Populations Did RECENT Grantees Plan to Serve?

Number of AY2017-AY2018 Grantees That Targeted Each Population (N=38)*



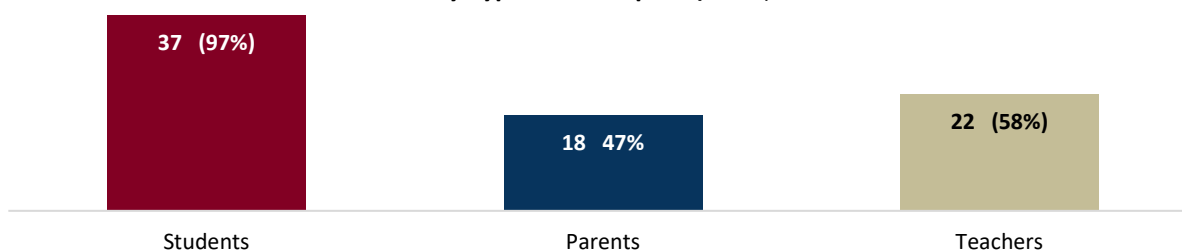
**Percentages add up to more than 100% because some grantees address more than one target population.*

Project Objectives

For the recent grantees, we were able to look at the types of objectives addressed by each grant. Exhibit 2.14 shows the number of grantees in the AY2017-AY2018 cohorts specifying at least one program objective for each type of participant (students, teachers, parents). Thirty-seven grants (97%) had at least one objective targeting students, 22 (58%) had at least one objective targeting teachers, and 18 (47%) had at least one objective targeting parents.

Exhibit 2.14. How Many RECENT Grants Specified Objectives for Different Types of Participants?

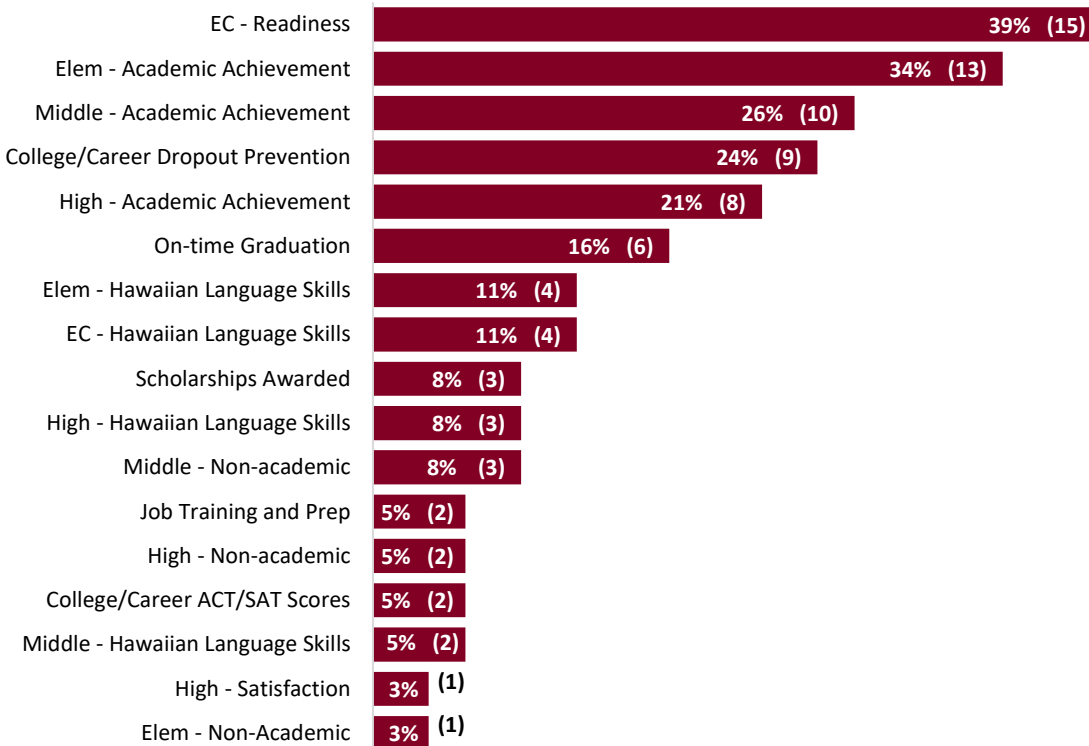
Percentage of AY2017-AY2018 Grants That Had At Least One Objective by Type of Participant (N=38)



Looking at the specific types of student level objectives of the AY2017-AY2018 grants, Exhibit 2.15 shows the most common student objective was school readiness among pre-K students (EC – Readiness), which was targeted by 15 grantees. The academic achievement of elementary and middle school students were the next most common student objectives, being addressed by 13 and 10 of the grantees, respectively. Nine of the grants addressed college/career dropout prevention (such as academic support and college planning) and 8 addressed high school academic achievement. Other student objectives addressed by recent grantees included on-time graduation from high school, Hawaiian language, scholarship awards, college and career prep for high school students and non-academic objectives such as ethnic pride, school engagement and life skills training.

Exhibit 2.15. What Kinds of Objectives Have RECENT Grantees Had for Their Students?

Percentage of AY2017-AY2018 Grantees with STUDENT Objectives (N=38)



As shown in Exhibit 2.16, among grants with objectives for serving parents, the most common objectives addressed parent involvement and increasing parent knowledge. Four grants also had objectives related to parent satisfaction with the services their students received.

Exhibit 2.16. What Kinds of Objectives Have RECENT Grantees Had for Their Parents?

Percentage of AY2017-AY2018 Grantees with PARENT Objectives (N=38)

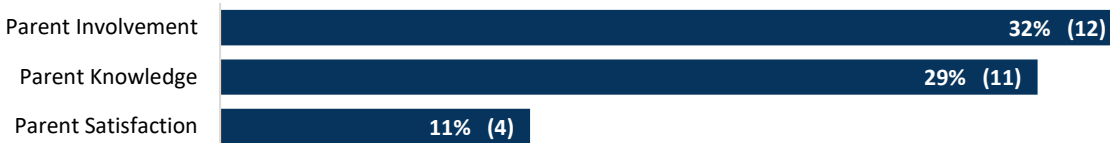
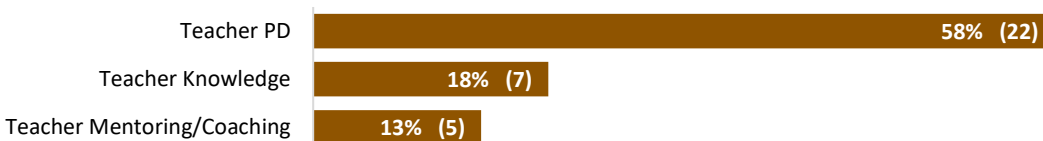


Exhibit 2.17 shows that the most common type of objective for teachers has been to provide professional development (Teacher PD), which was an objective for 58% of recent grantees. The second most common (18%) has been to increase teacher's knowledge in specific content areas. The third type of teacher objective has been to provide teachers with mentoring or coaching.

Exhibit 2.17: What Kinds of Objectives Have RECENT Grantees Had for Their Teachers?

Percentage of 2017 and 2018 Grantees with Teacher Objectives (N=38)



Partners

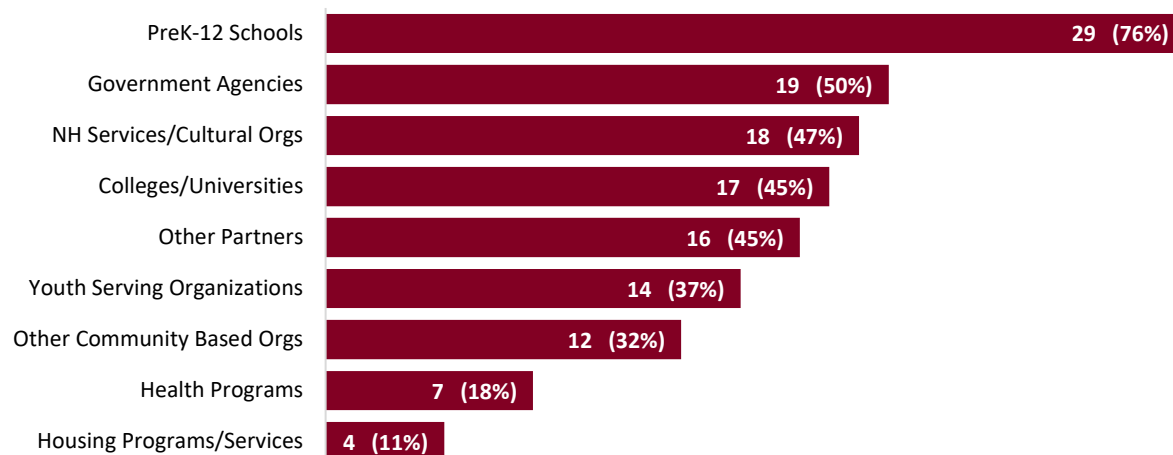
As shown earlier in Exhibit 2.3, we were able to code information about grantees' partners for 30 of the 38 recent grants. We found that the AY2017-AY2018 grantees engaged a total of 1,026 partners. This reflects an average of 31 partners per grantee.



Looking at the types of organizations with which grantees partnered, we found that 29 grantees partnered with preK-12 schools, 19 partnered with government agencies and 18 partnered with Native Hawaiian organizations (see Exhibit 2.18). Another 17 grantees partnered with colleges/universities and 14 with youth serving organizations.

Exhibit 2.18. What Types of Organizations have been RECENT Grantees' Partners?

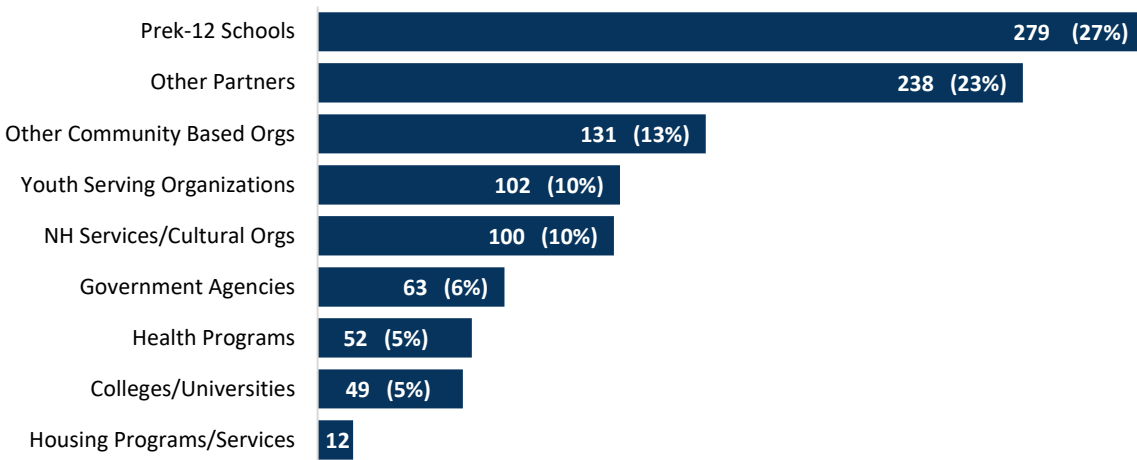
Number of AY2017-AY2018 Grantees Which Included Partners by Type (N=38)



When looking at the total number of partners by type, we see in Exhibit 2.19 that 279 (27%) of the 1,026 partners were preK-12 schools. Even though we identified the most common types of partners, the "Other" category was very large. It was also very diverse, so it might be worthwhile to review it to identify more categories for future documentation. For example, many of these partners are individuals, some include foundations such as Easter Seals or Castle Foundation, some are private sector firms such as Hawaiian Airlines, and Dolphin Quest, and others are public entities such as Volcano National Park or Dry Forest Reserve Initiative.

Exhibit 2.19. How Many Partners Have RECENT Grantees Reported?

Total Number of Partners by Type for AY2017-AY2018 (N=1,026)*



**The total number of partners here is higher than the total reported above, because some partner organizations were coded as being more than one type, such as a Native Hawaiian health organization.*

One challenge for coding this information is determining whether an entity is actually a partner or something else, such as simply a field trip destination. Clarifying the definition of partner would be important to better understanding grantee partnerships. Asking grantees to document how partners contribute to the grant could also help in understanding the role of partnerships in these grant programs.

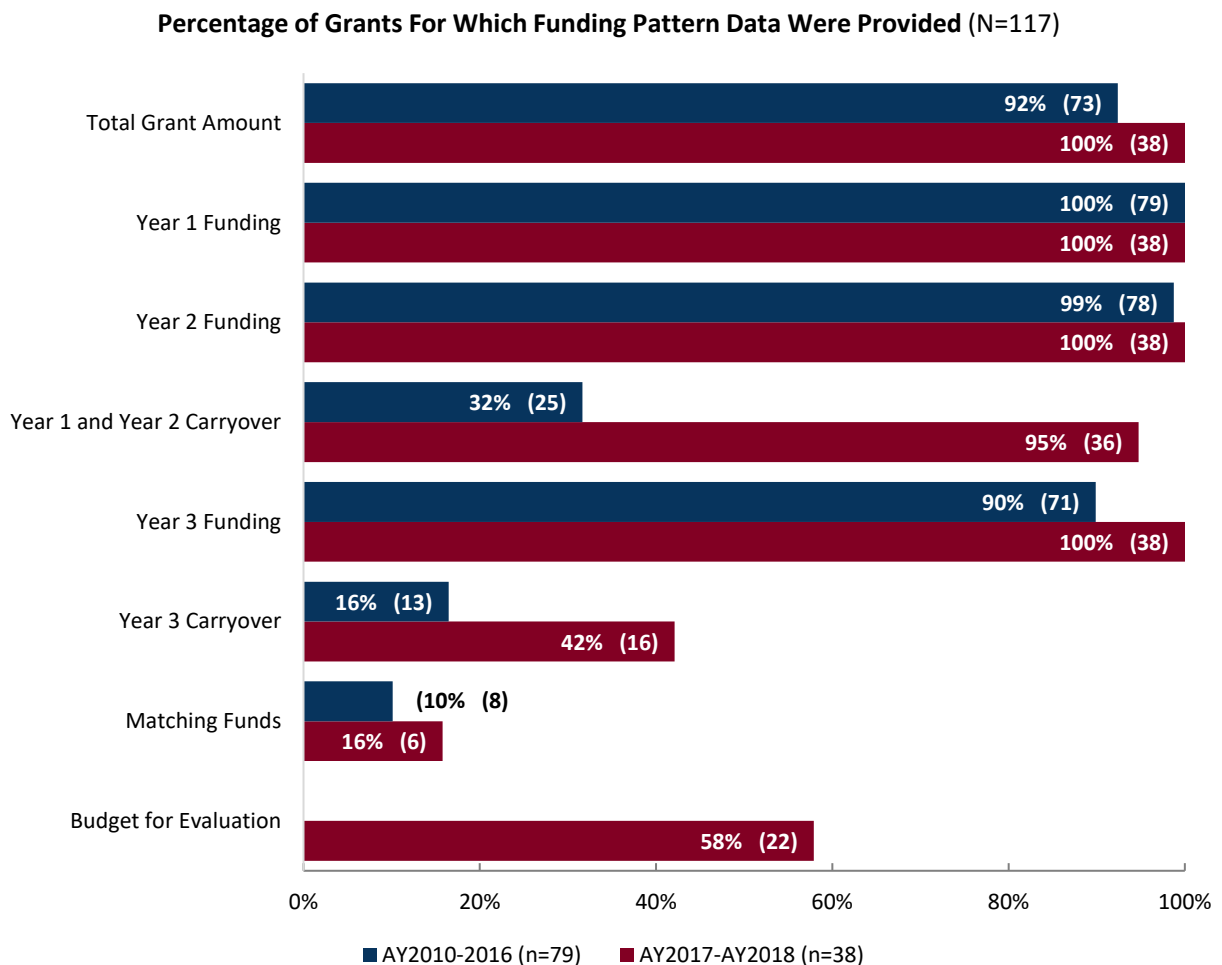
3. ANALYSIS OF FUNDING PATTERNS

Introduction

IMPAQ's overall approach to analyzing NHEP funding patterns was to examine the distribution of grant funding across different funding cohorts and grant characteristics. The key characteristics included in this analysis are the education sector targeted, type of grantee organization, and geographic target area. Here we also report the extent to which grantees carryover funds from one year to the next. Information on grantee evaluation budgets is presented in Chapter 5 of this report.

Due to the variation in the availability of data, each analysis is based only on the grants for which each of the data items used in that chart is currently available. Exhibit 3.1 shows the number of grants for which data items are available for the analysis of funding patterns.

Exhibit 3.1. To What Extent Are Funding Pattern Data Items Available?



The previous review of budget data did not include grant evaluation budgets, so that information is only available for the two recent cohorts, AY2017-AY2018.

Exhibit 3.2 summarizes the grant funding included in this analysis by award year (AY). For each award year we provide the number of grants awarded, the number of grants for which we had funding data and the total funding included in this analysis. It is important to note that for the AY 2018, the Year 3 funding data was obtained from the federal grant award notice (GAN) and could not be confirmed with budget actuals, which had not yet been submitted to USDOE at the time of our analysis.

Exhibit 3.2. Summary of Grant Funding Included in Analysis

Award Year (AY) Cohort	Number of Grants in Cohort	Number of Grants with Total Funding Amount Included in Analysis	Aggregated Total Funding Amounts Included in Analysis (N=111)
AY2010	8	8	\$ 8,758,680
AY2011	23	23	\$ 53,437,128
AY2012	17	17	\$ 42,844,432
AY2013-14	19	19	\$ 57,231,339
AY2015-16	12	6	\$ 14,434,637
AY2017	25	25	\$ 75,796,101
AY2018	13	13	\$ 24,540,112
TOTALS	117	111	\$277,042,429

The following charts summarize funding patterns by:

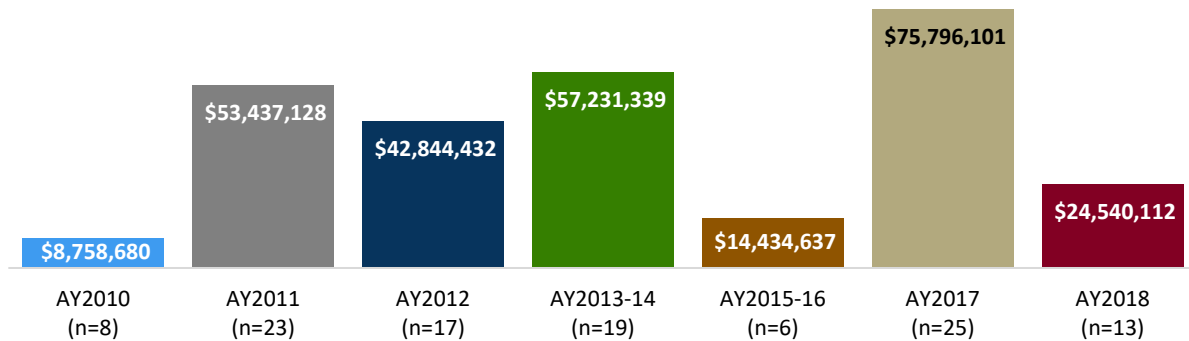
- Award Year (AY) Cohort
- Education sector (including education levels and types of activities that are not mutually exclusive, such as Pre-K, elementary, middle, high, Teacher PD/Support, curriculum development)
- Level of curriculum (e.g., the grade levels of curriculum being developed/piloted/ evaluated, i.e., Pre-K, elementary, middle, high)
- Organizational type (e.g. charter school, community college, Native Hawaiian community-based organization, other community-based organization, UH Mānoa, other university, other organization)
- Geographic target area (e.g., O‘ahu, Hawai‘i Island, Maui, Kaua‘i, Moloka‘i, and Lāna‘i)
- Carryover funding.

Funding by Award Year Cohort

Exhibit 3.3 shows the total amount of grant funding awarded each year. It is important to note that the data for AY15 is incomplete because the financial data required for this analysis was submitted by only 6 of those 12 grantees. Thus, the total funding amount for AY15 reflected in our funding comparisons is artificially low and has had an unknown effect on the percentages used for funding comparisons in other analyses in this report. As the exhibit illustrates, the total amount of funding for the program has varied dramatically from year to year, with AY2017 being the highest at almost \$76 million, and AY2010 the lowest at less than \$9 million.

Exhibit 3.3. How Much Total Funding Was Awarded Each Year?

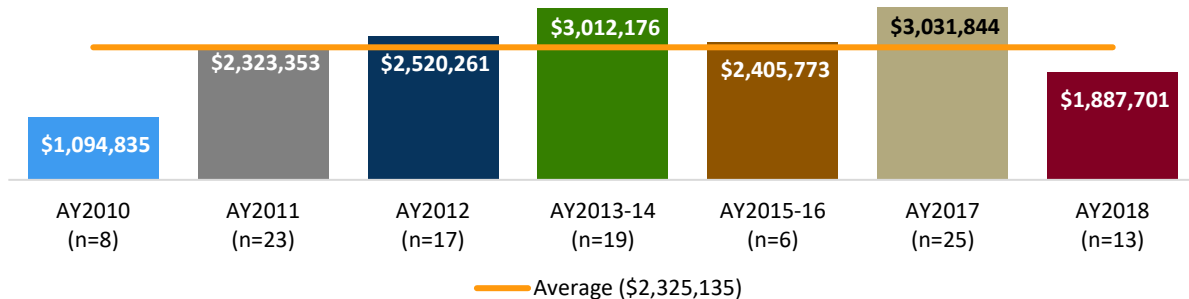
Total Funding Amount by Cohort (N=111): **\$277,042,429**



Since the number of grants awarded has also varied from year to year, it is also instructive to look at the average amount of funding awarded to each grant. Exhibit 3.4 compares the average funding per grant by award year. The annual average funding per grant has fluctuated between a low of just over \$1 million in AY2010 to a high of over \$3 million in AY2017, with the overall average being \$2,792,885 per grantee. It is interesting to note when comparing Exhibits 3.3 and 3.4, that not only did AY2017 award the largest total amount of funding with the highest number of grantees, but that year also awarded the highest average funding to each grantee as well. AY2010 not only had the lowest total amount of funding, but also awarded the lowest average funding to each grantee.

Exhibit 3.4. What was the Average Grant Amount Awarded Each Year?

Average Funding by Cohort (N=111)

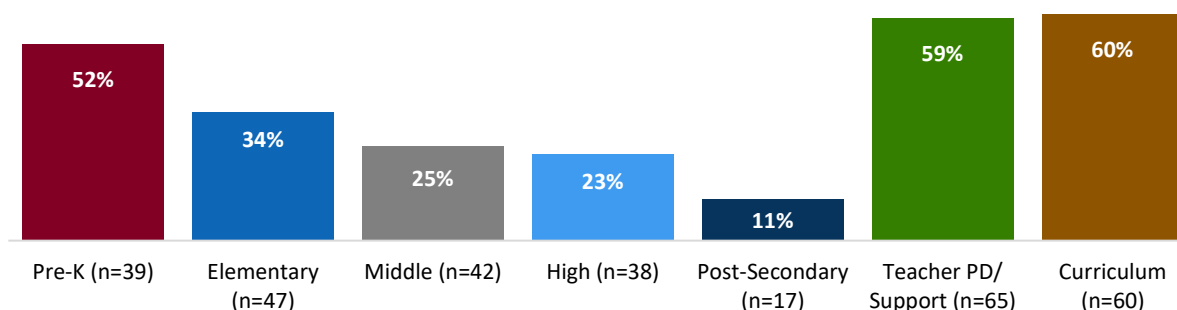


Funding by Education Sector

Exhibit 3.5 displays the percentage of total funding awarded by education sector. As with previous exhibits, the percentages for this graph add up to more than 100% because some of the grants addressed more than one sector. For the 97 grants for which we have data on both total funding and education sector, 60% of the funding went to projects that included curriculum development, 59% percent of the funding went to projects that included teacher professional development, and 52% of the funding went to projects that targeted the Pre-K level.

Exhibit 3.5. How Were Grant Funds Distributed Across Education Sectors?

AY2010-AY2018 Proportion of Total Funding by Education Sector (N=97)*:
\$277,042,429

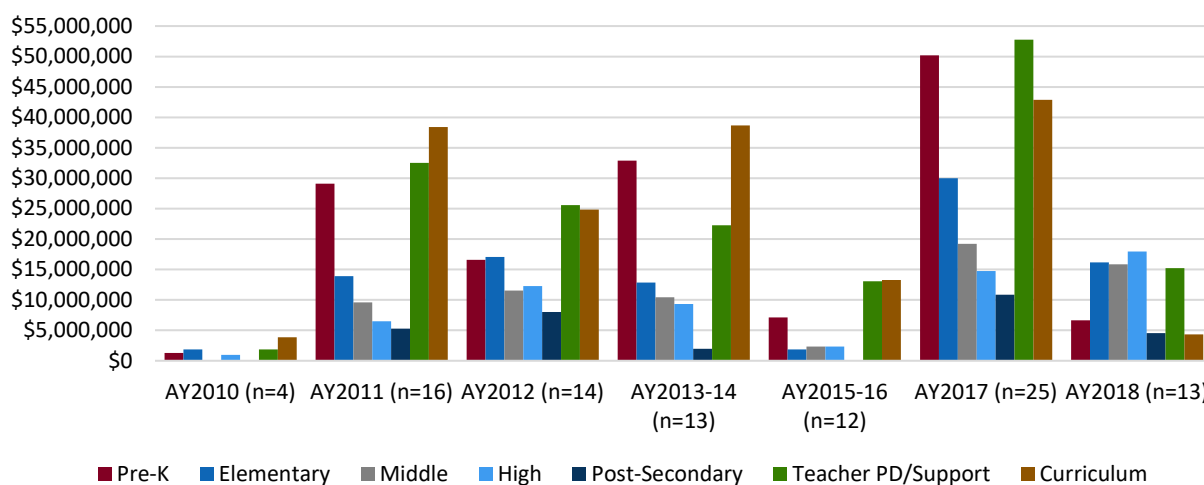


*Percentages add up to more than 100% because some grants address more than one education sector.

Exhibit 3.6 shows the distribution of funding by education sector across award years for the 97 grants for which education sector information was available. Again, this illustrates significant variation over time. One notable difference is that relatively less funding was awarded for preschool (Pre-K), teacher PD and curriculum development sectors, and more for elementary, middle and high school students in 2018 than in many of the earlier years.

Exhibit 3.6 How Has the Distribution of Funding by Education Sector Varied Across Award Years?

Total Funding by Education Sector by Award Year (N=97): \$241,202,966

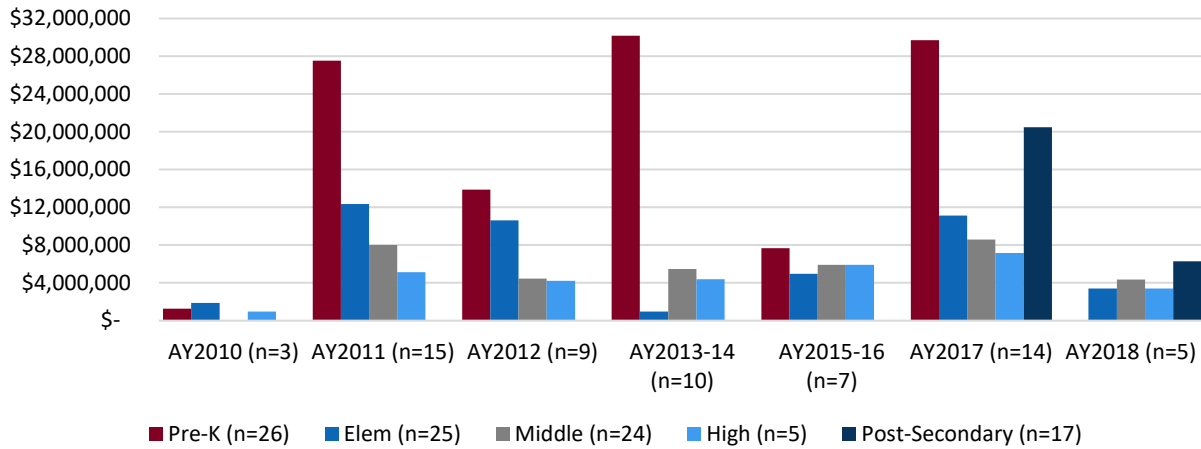


Curriculum Development

We took a closer look at the 63 grants that included a curriculum development component to see what grade levels the curriculum is targeting. When looking at individual award years, Exhibit 3.7 shows that AY2011, AY2012, and AY2017 were characterized by greater funding amounts directed toward the Pre-K and elementary grade levels. The AY2013-14 cohort is characterized by a lower amount of funding directed toward the elementary grades, while maintaining the pattern of high funding levels for Pre-K. The data for AY2018 displays a unique pattern of more even distribution across grade levels, except for Pre-K.

Exhibit 3.7. How Has Funding by Level of Curriculum Varied Across Award Years?

AY2010-AY2018 Total Funding by Level of Curriculum Created by Cohort (N=63):
\$172,239,483

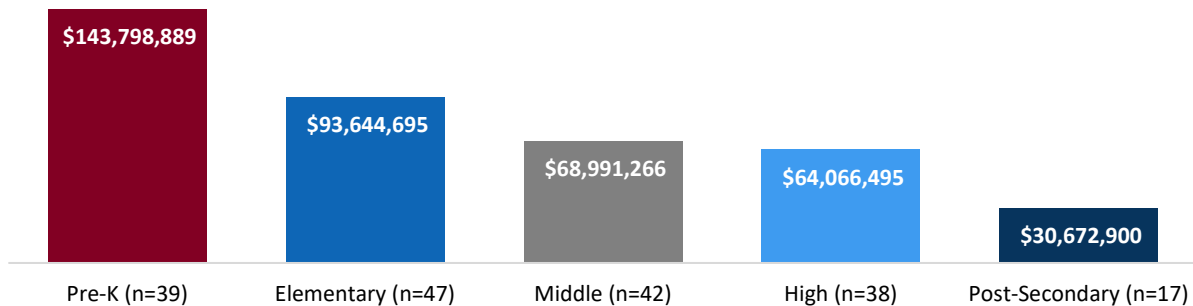


Funding by Grade Level

When looking at total grant funding allocated to services to students across all years, Exhibit 3.8 shows greater amounts of funding went to Pre-K (almost \$144 million) and elementary (almost \$94 million) grade levels. The middle and high school grade-level categories received almost \$69 million and just over \$64 million respectively, across all grant funding years, with the smallest amounts going toward post-secondary, at just under \$31 million.

Exhibit 3.8. How Has Funding Been Distributed Across Grade Levels?

AY2010-AY2018 Total Funding by Grade Level (N=111): **\$223,900,080**



Funding by Grantee Organization Type

Exhibit 3.9 displays the percentage of grant funding by organization type across all award years. Overall, 63% of the total grant funding was awarded to Native Hawaiian community-based organizations (CBO) and 19% was awarded to University of Hawai'i at Mānoa. The remaining funding was awarded to charter schools (3%), community colleges or other universities (4%), other community-based organizations (4%) and other organizations (6%).

Exhibit 3.9. How Much Funding Has Been Awarded to Different Types of Grantee Organizations?

Total Grant Funding by Organizational Type (AY2010-AY2018)

(N=111): **\$269,108,610**

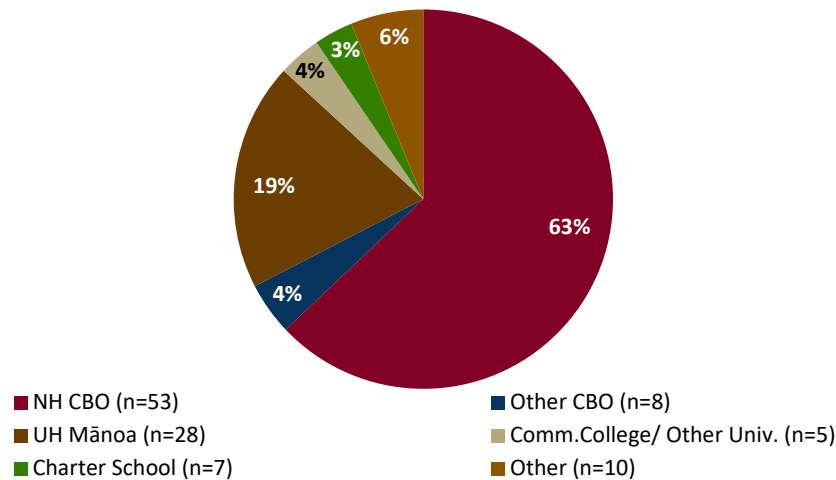
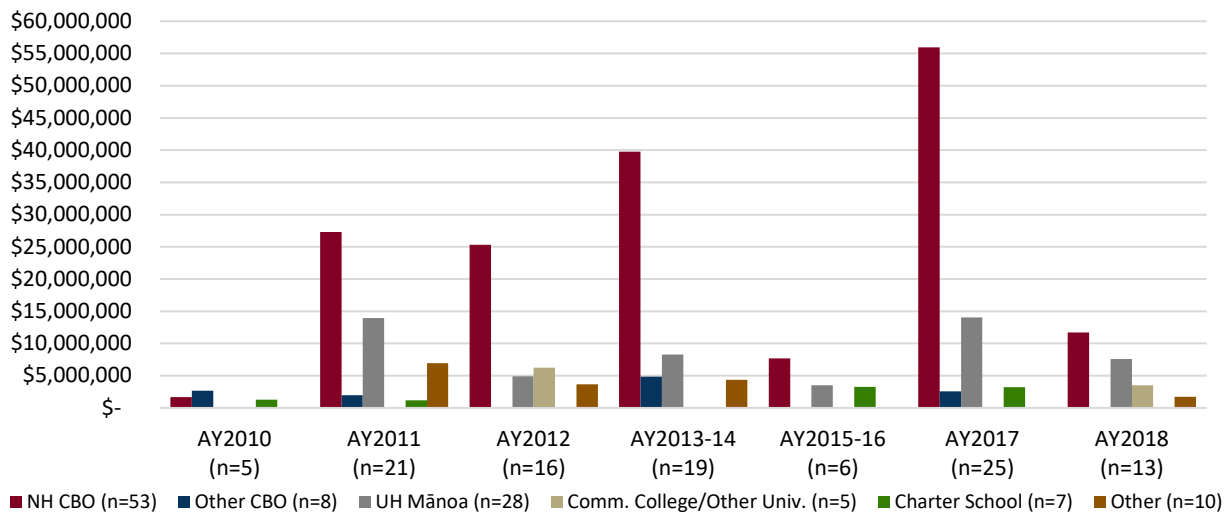


Exhibit 3.10 shows the amount of funding by type of organization for each award year. AY2013-14 and AY2017 account for the greatest proportion of the funding that went to Native Hawaiian community-based organizations. However, AY2011 and AY2012 also show a large proportion of funding going to these organizations. AY2011 and AY2017 account for the greatest proportion of funding that went to the University of Hawai‘i at Mānoa.

Exhibit 3.10. How Has Funding by Type of Organizations Varied Across Award Years?

Total Funding by Type of Organization by Cohort (N=105): \$269,108,610

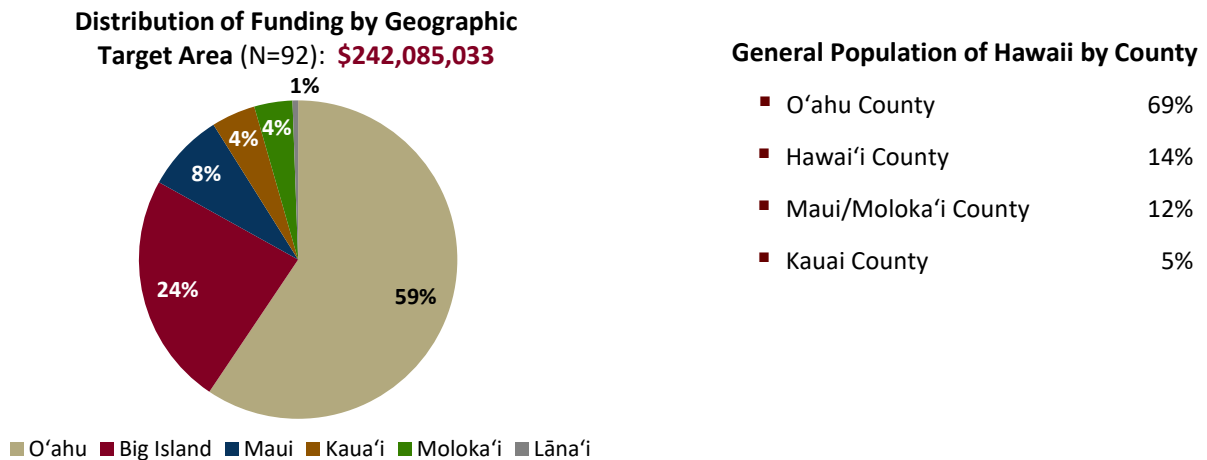


Funding by Geographic Target Area

To compute distribution of resources across islands we looked first to the number of students served, then teachers, parents and number of schools served on each island. We calculated the percentage of these served on each island. We adjusted those percentages to take into account differences from one type of participant to another or from one year to another. We used this information to estimate the

proportion of grantee resources devoted to each island. We had enough information to do this for 92 of the grants. Exhibit 3.11 displays the distribution of funding by island and shows that unsurprisingly, given its large population, the majority (59%) of the funding went to serving the island of O’ahu. Almost one fourth (24%) of the funding went to serving the island of Hawai’i, 8% to serving the island of Maui, 4% to programs serving Kaua’i and Moloka’i, and 1% to serving Lāna’i.

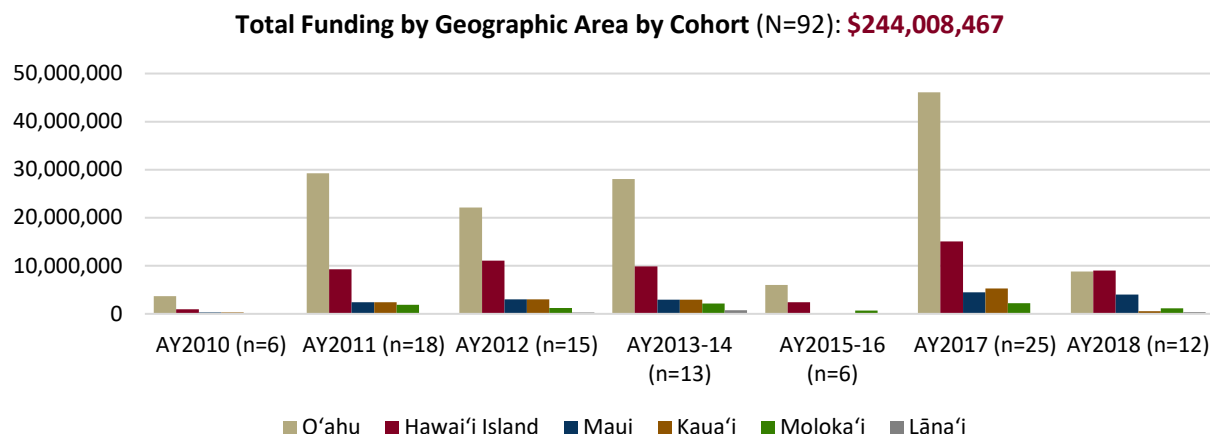
Exhibit 3.11. How Has Funding Been Distributed Geographically?



Again, it is interesting to compare these percentages with the distribution of population across counties. Whereas we found in Chapter 2 that a larger percentage of grants have been targeting O’ahu than the percentage of the statewide population located on O’ahu, here we see that among the grantees for which this information was available, a smaller percentage of funding appears to be directed toward O’ahu than the percentage of statewide population that O’ahu represents.

Exhibit 3.12 displays the amount of funding by geographic area by award year cohort. AY2017 stands out as a particularly strong funding year in which the funding to O’ahu alone exceeds the amount of funding to all islands in five of the other funding years.

Exhibit 3.12. How Has Funding by Island Varied Across Award Years?

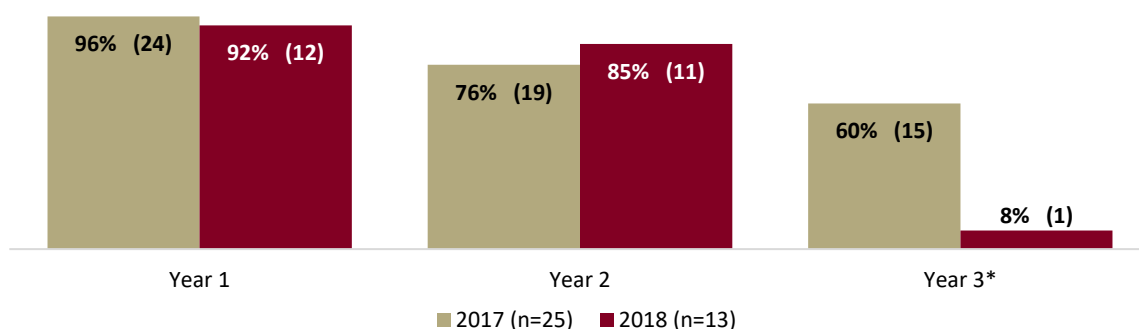


Carryover Funding

The next set of exhibits includes the data from the AY2017 and AY2018 grantees only. This is because the corresponding data for the prior funding cohorts was not available for this analysis. Exhibit 3.13 shows the percentage of grantees with a budget carry over by award year and grant year. It should be noted that the grant Year 3 data for the AY2018 cohort is incomplete because most of those grantees had not yet submitted their APR for Year 3 at the time of this analysis. Year 3 for the 2017 cohort was 2020, so we expect that most grantees will carry over funds due to the COVID-19 pandemic which suspended most program activities. As the exhibit shows, the vast majority of projects had carryovers each year ranging from over 90% in Year 1 to about 80% in Year 2.

Exhibit 3.13. What Proportion of RECENT Grants Had Funding Carryovers?

Percentage of 2017 and 2018 Grantees with Carryover by Grant Year (N=38)

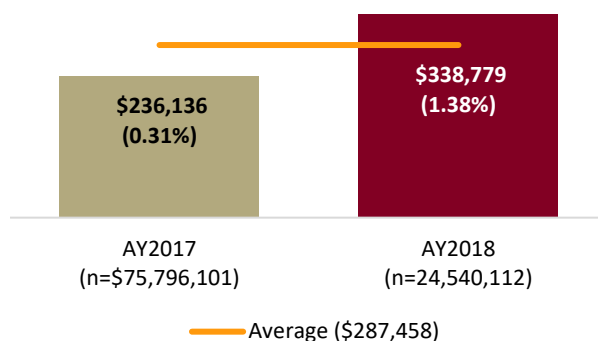


**2018 data is incomplete, as grantees were still completing their second year at the end of the reporting period.*

Exhibit 3.14 shows the average amount of carryover funds for all grantees by award year. The AY2017 grantees reported an average budget carryover of just over \$236K whereas the AY2018 grantees reported an average budget carryover of almost \$339K.

Exhibit 3.14. How Much Funding Did RECENT Grantees Carry Over?

**AY2017, AY2018 Average Amount of Carryover
(N=38)**



4. PROGRAM OUTCOMES

Introduction

This chapter provides the Council its first time look at aggregated outcomes across the program. This chapter includes only the most recent grantees, AY2017 and AY2018, as we did not attempt to code any outcome information from the earlier study. We use the term “outcomes” here very broadly. Many of the grantees’ program objectives were stated in terms of service delivery process and their outcomes were more what we would typically think of as “outputs” rather than results or outcomes for individual participants. Also, most objectives that were stated in terms of academic outcomes for students were identified as data that would be provided by the Hawai’i Department of Education and were not measured by the grantees themselves.

Populations Served

Year 3 reports for many 2017 grantees did not include their full third year, and many of them had no-cost extensions given the pandemic. The 2018 grants were just finishing their second year. Thus, the numbers of participants served shown in Exhibit 4.1 include those served so far as of the end of the reporting period (June 2019) rather than through the end of the grant period in September. As the exhibit shows, these 38 grants have served a total of 98,996 participants, including almost 78,000 students, over 18,000 parents and almost 2,800 teachers⁶.

Exhibit 4.1: How Many Participants Have Grantees Served So Far?

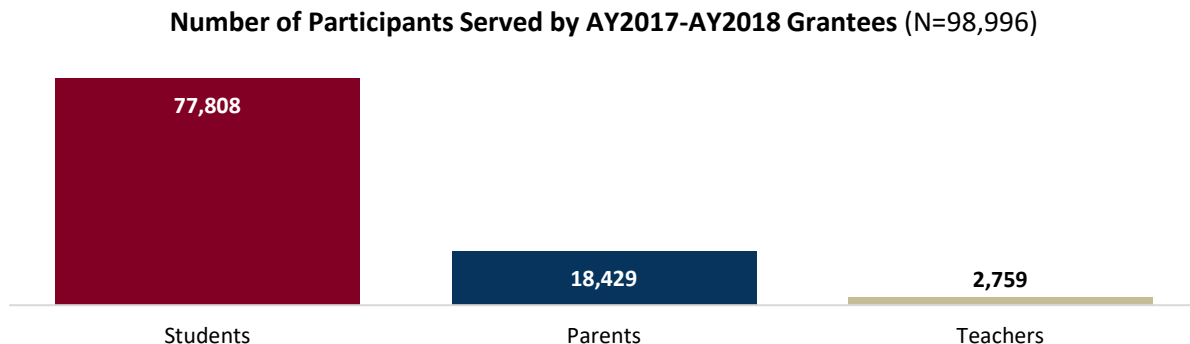
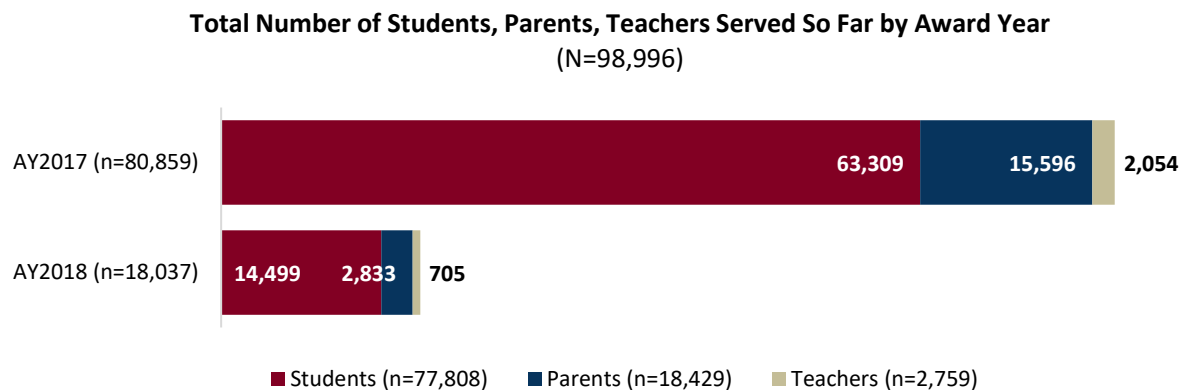


Exhibit 4.2 breaks down the number of participants served by award year. As the exhibit shows, a much larger number of participants were served by AY2017 grantees than AY2018 grantees. This reflects both the fact that the 2017 cohort had a larger number of grantees (25 vs. 13) and the fact that the 2017 grants had been operating a year longer than the 2018 cohort. (The total number of individuals served was 107,338. This number is slightly larger than the total number included in Exhibit 4.2 because several grantees reported the total number of individuals served without reporting how many were students vs. parents or teachers.)

⁶ It is important to note that these numbers include duplicated counts of participants who participated in the project more than one year. Grantees typically reported numbers served each year based on attendance data, and these numbers add them up over the three-year grant period. In a few cases these are duplicated counts if individuals participated in more than one of the project’s activities.

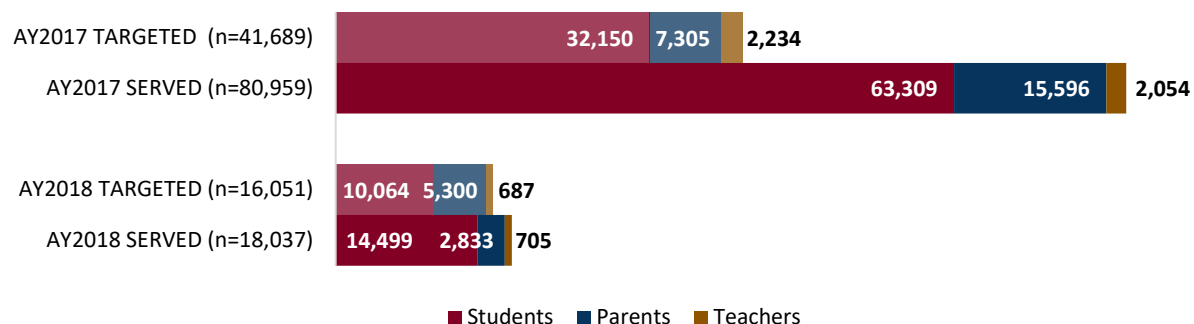
Exhibit 4.2. How Many Participants Have Each of the Two Recent Cohorts Served So Far?



In Chapter 2 we showed the number of participants that grantees planned to serve. In exhibit 4.3 below we compare the target number with the actual number served. As the exhibit shows, grantees surpassed their goal for the students served. They also came very close to meeting their targets for the number of teachers served, even though these numbers do not yet capture the full grant period. The only target not yet met was the number of parents served by the 2018 cohort. This is likely attributable to the Covid-19 pandemic and the cancellation of in-person events. Grantees were likely to find ways to continue to serve students and teachers virtually, and parent services were more likely to be delayed.

Exhibit 4.3. How Do RECENT Actual Numbers Served Compare with Grantees' Targets?

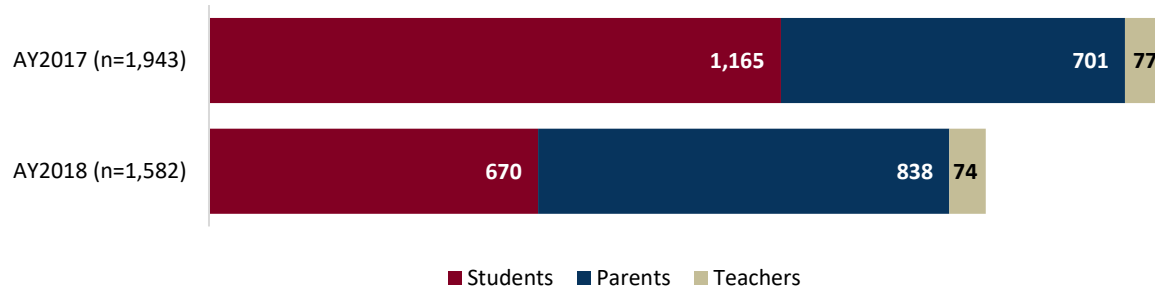
Total Number of AY2017 and AY2018 Students, Parents, Teachers Targeted and Served So Far



To shed light on the size of these programs we also looked at the average number of participants served by grantees each year. As Exhibit 4.4 shows, the average annual number of participants served by each grantee is 3,525. The 2017 cohort have been serving an average of almost twice as many students per year as the 2018 cohort, but the 2018 cohort has been serving slightly more parents and a similar average number of teachers as the 2017 cohort each year.

Exhibit 4.4. How Many Participants Have Grantees Been Serving Annually?

AVERAGE ANNUAL Number of Students, Parents, Teachers Served So Far by Award Year (N=3,525)



**2018 data is incomplete, as grantees were still completing their second year at the end of the reporting period.*

Exhibits 4.5 – 4.7 show the distribution of students, parents and teachers served so far across geographic areas. As the exhibits show, although more grantees have been serving O’ahu than other islands, the average number of students served by grantees has actually been higher on Hawai’i island than the other islands. The average number of parents and teachers served by the 2018 cohort has been highest on Maui.

Exhibit 4.5. How Many Students Have Grantees Been Serving on Different Islands?

Average Annual Number of AY2017 and AY2018 STUDENTS Served by Geographic Area (N=1330)

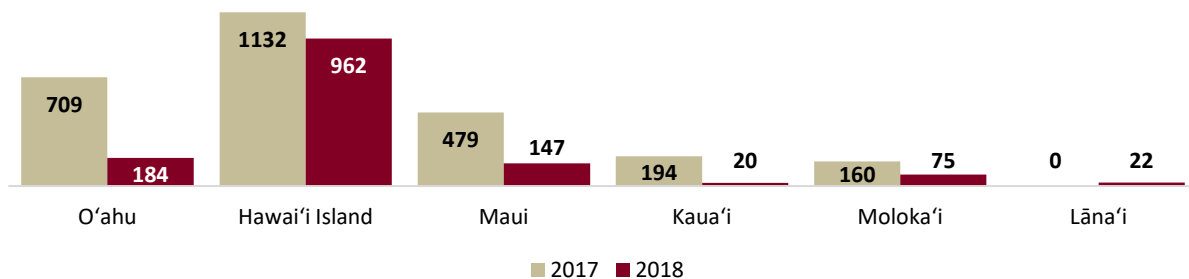


Exhibit 4.6. How Many Parents Have Grantees Been Serving on Different Islands?

Average Annual Number of AY2017 and AY2018 PARENTS Served by Geographic Cohort (N=18,429)

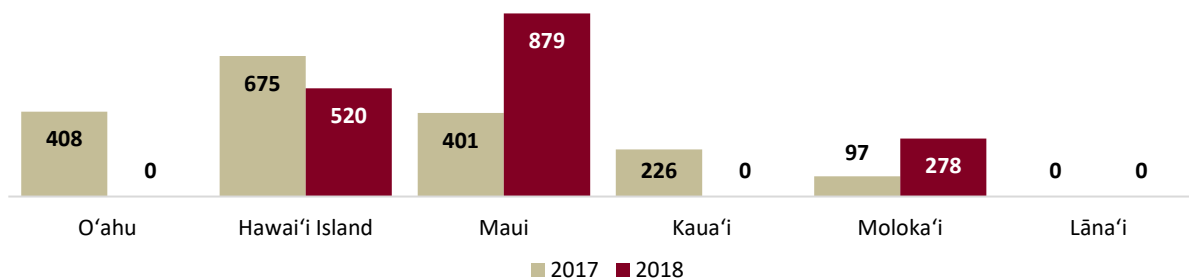
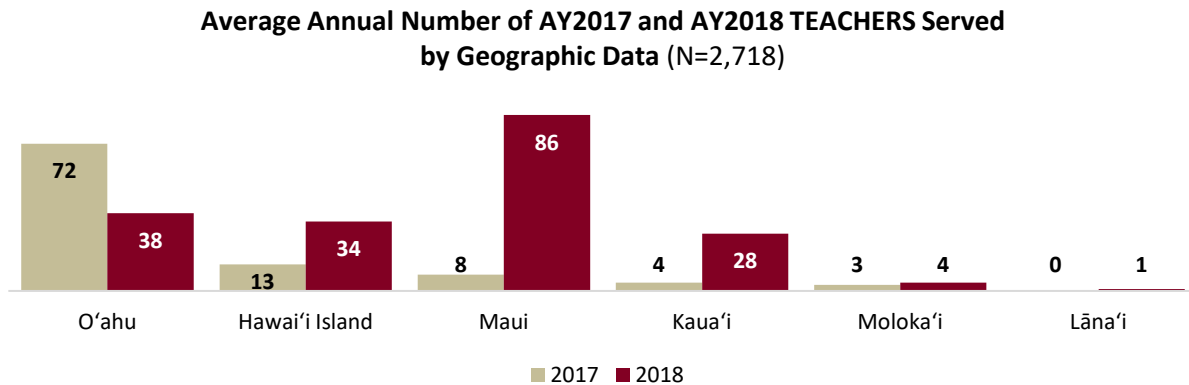


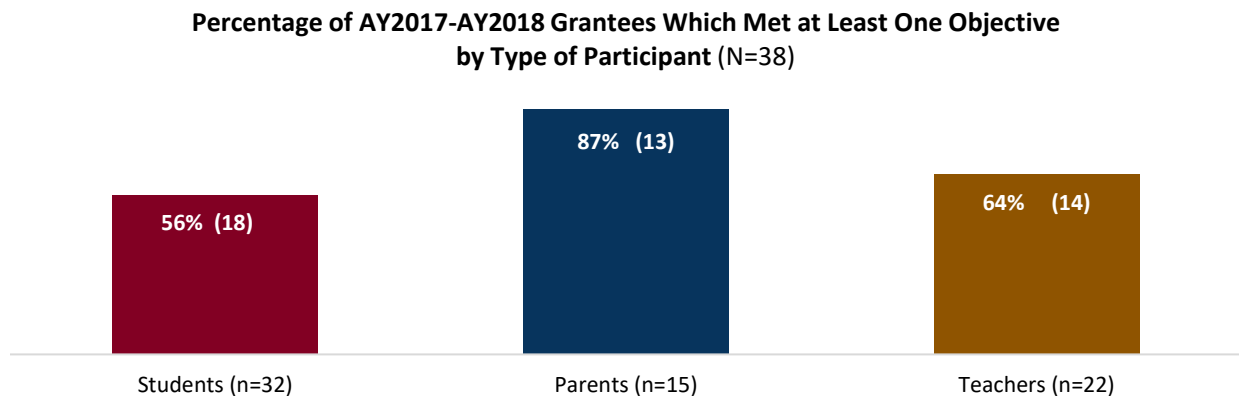
Exhibit 4.7. How Many Teachers Have Grantees Been Serving on Different Islands?



Achievement of Project Objectives

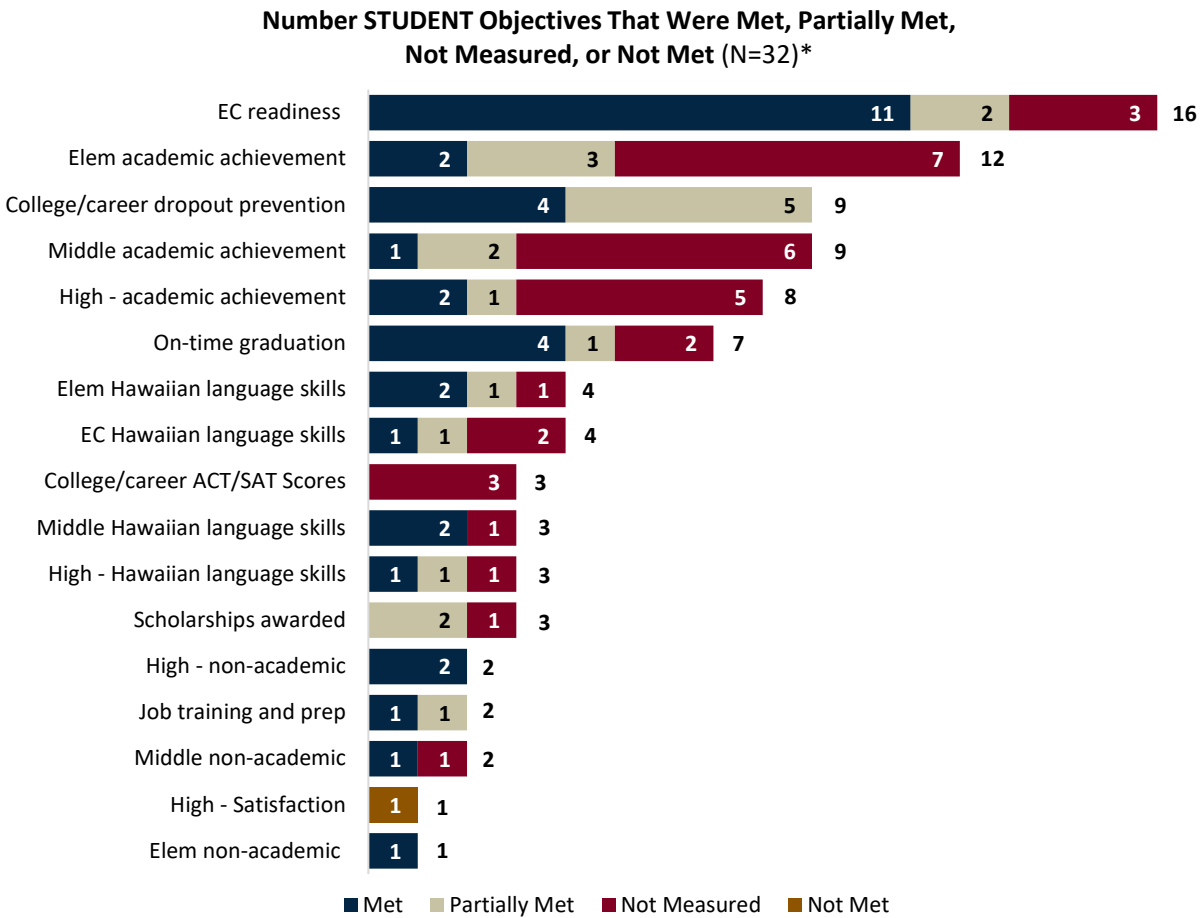
Exhibit 4.8 summarizes the achievement of objectives for each type of program participant so far. Objective achievement was coded as Met, Partially Met, Not Met, or Not Measured. Some grantees stated an objective in terms of a three-year outcome and other grantees stated objectives for each year. For each of the three types of participants, the exhibit displays the number and proportion of grantees that had and met at least one objective. The highest proportion of grantees meeting at least one objective was among those with objectives targeting parents. As the exhibit shows, the vast majority of grantees with objectives for a specific type of participant have met at least one of those objectives so far. In fact, all 22 grantees with teacher objectives met at least one.

Exhibit 4.8. How Many Objectives Have Been Met So Far for Each Type of Participant?



Below we show the extent to which different types of objectives were met for each type of participant. As Exhibit 4.9 shows, early childhood (EC readiness) was the most common type of student objective and a large majority (11 of 16) were met. The next most common type of student objective was elementary academic achievement, but very few of those were met within the reporting period. It was common for academic achievement objectives not to have been measured, as USDOEd anticipated obtaining the data directly from the HIDOE.

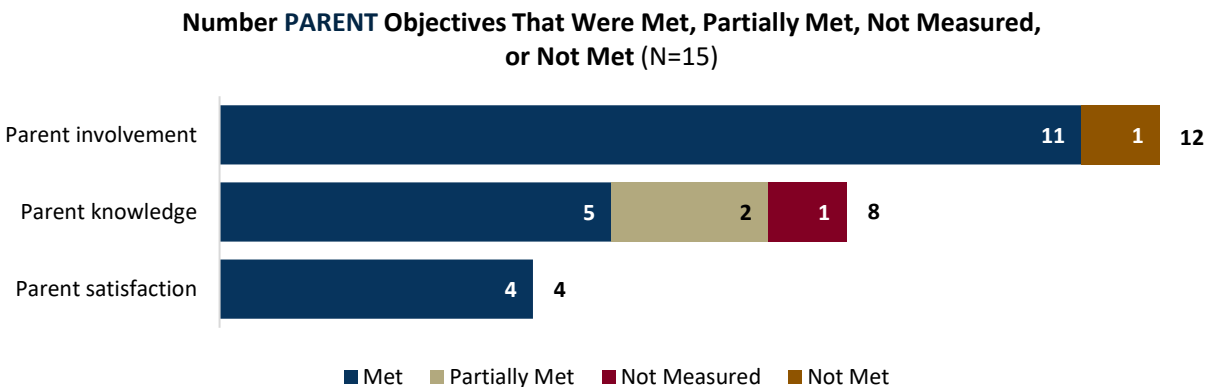
Exhibit 4.9. How Many Student Objectives Have Been Met So Far?



** A relatively high proportion of student objectives were not measured because USDOEd planned to obtain the data directly from HIDOE, and standardized testing was suspended due to the Covid-19 pandemic.*

Of the 15 grants that had at least one parent objective, Exhibit 4.10 shows the number meeting each type of objective so far. Parent involvement was the most common parent objective and almost all were met (11 of 12).

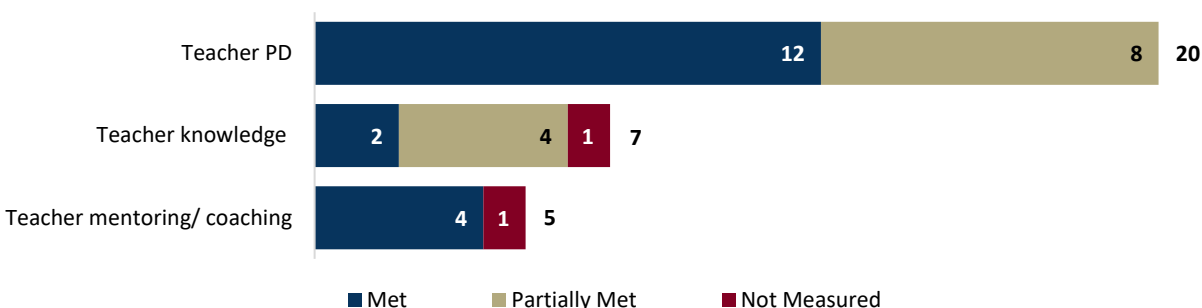
Exhibit 4.10. How Many Parent Objectives Have Been Met So Far?



Of the 22 grantees that had at least one teacher objective, Exhibit 4.11 shows the number meeting each type of objective so far. Teacher professional development was the most common type of teacher objective and all have been either met or partially met.

Exhibit 4.11. How Many Teacher Objectives Have Been Met So Far?

Number TEACHER Objectives That Were Met, Partially Met, or Not Measured (N=22)



Examples of Other Outcomes Grantees Have Achieved

Not all of grantees' activities and outcomes were addressed in their objectives. Here we offer some examples of other types of outcomes that did not fit our coding categories. These nicely illustrate the challenge of aggregating data across grantees with such different goals and objectives.

- Fully implemented an online learning platform for both teachers and students.
- Delivered 4,500 sets of books to Hawaiian immersion schools and UH on various islands.
- 89% of students rated "strongly agree" in wanting to attend future events/programs.
- Parent participation increased from 7% in Year 1 to 33% in Year 2, exceeding the goal by 20%.
- The program served 1,341 students in the first year, 596 of whom were Native Hawaiian.

This last example begs the question of how to capture information about characteristics of students served by the program. Although we have described the characteristics of grantees' *target* population in Chapter 2, it was not possible to capture the characteristics of students served. The Council may want to consider the feasibility of having grantees consistently provide this kind of data, especially regarding the number of Native Hawaiian students served, given the focus of the grant program.

Examples of Challenges Grantees Have Been Experiencing

Grantees have not been required to report challenges they experience, and we did not attempt to analyze and code the types of challenges we encountered through our review of their reports. However, we did note some examples of challenges:

- One unforeseen challenge was that some schools have summer learning obligations for their high school students, which meant some grantees' original plans for recruitment and internships conflicted with summer school commitments.

- Several grantees reported their students were making progress in Hawaiian language but had not developed sufficient proficiency to merit administration of the standardized Hawaiian language assessments. Therefore, they were unable to provide Hawaiian language outcome data.
- Of course, the Covid-19 pandemic affected every grant project. This resulted in:
 - Some programming being suspended until next year
 - Some programming being partially shifted to virtual programming
 - Major limitations in data collection efforts for grantees, including statewide suspension of standardized testing.

What Are Some Examples of Promising Practices?

Grantees have not been asked to report on promising practices. However, as we reviewed their reports, we noted a few practices that seemed worth further exploration. Promising practices may need to be further defined if the Council wants to continue to look for these in the future.

- One grantee used a fairly extensive needs assessment (which included site visits, focus groups, educational coach reports, participant assessment of support needs) to refine their teaching/coaching model.
- Another grantee collaborated with other service providers on a Community Empowerment Zone Strategic Plan to create continuum of education services working toward common community goals.
- One grantee described collaborating with their evaluator to share evaluation results with teachers to inform teaching practices.
- Another used grant activity to develop higher visibility in the community as a trusted partner and educational provider, increasing their ability to reach out to their target population.
- One grantee described incorporating art strategies to enhance literacy lessons – for example, examining and discussing two artworks involving King Kamehameha before writing compare/contrast essays. Teachers found that when they used this approach, students’ writing was stronger and had more detail after spending time in class observing and making inferences.
- New early childhood professional development (PD) courses developed by one grantee:
 - Build into teacher PD courses some deeper examination of child development from a Hawaiian perspective
 - Examine the concept of ‘ohana as it relates to Hawaiian education
 - Study the pedagogy of indigenous language in early childhood education.

5. SUMMARY OF GRANTEE EVALUATION PRACTICES

Introduction

Like the previous analysis, due to the variation in the availability of data, each of the analyses included in the summary of grantee evaluation practices is based only on the grants for which each of the data items used in that chart is currently available. The following charts summarize key characteristics of grant evaluations including:

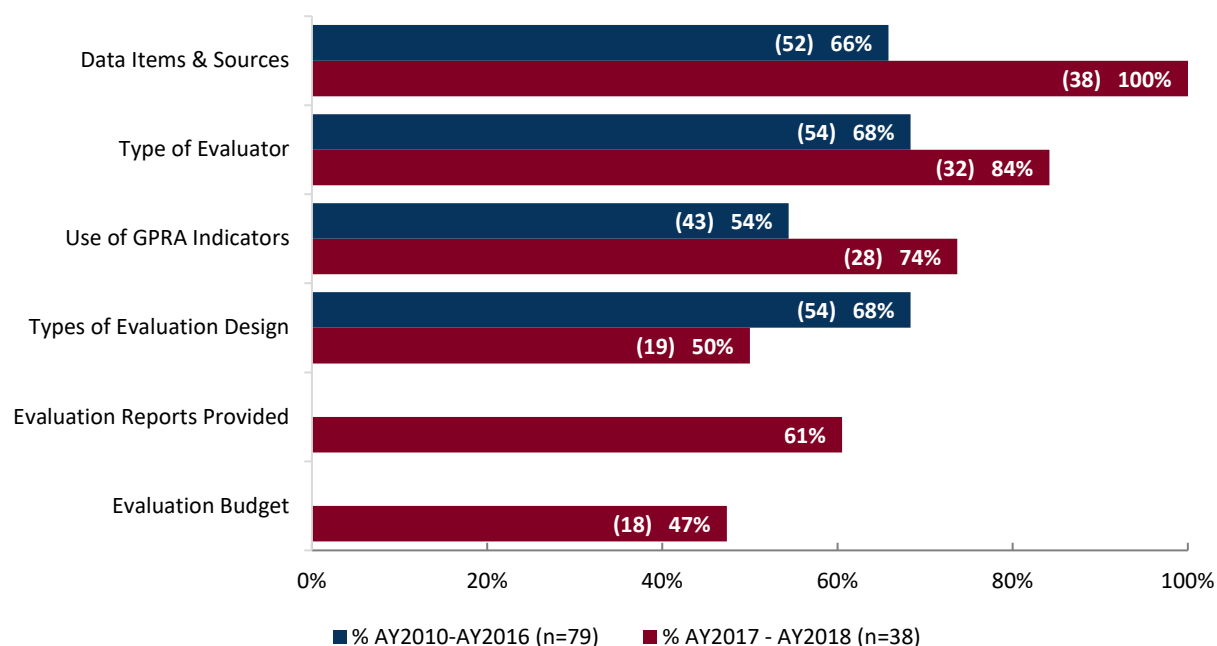
- Type of evaluator (e.g., internal to grantee, external evaluation organization, independent consultant, university)
- Use of Government Performance and Results Act (GPRA) Indicators
- Types of data collected (e.g., program attendance, standardized student assessment, parent, school, teacher perceptions)
- Types of evaluation designs used (e.g. formative, summative, participatory, pre/post)
- Whether the evaluation budget was specified.

The number of grants included in each chart is indicated in the title of the chart. The number of grants included in each of the categories of grants is included in the data labels.

Exhibit 5.1 shows the number of grants for which data items are available for this summary of grantee evaluation practices. The AY2017 and AY2018 grantees are displayed in a separate bar because of the additional data available on evaluation budgets and whether evaluation reports were provided for those grantees.

Exhibit 5.1 What Types of Evaluation Information Did Grantees Provide?

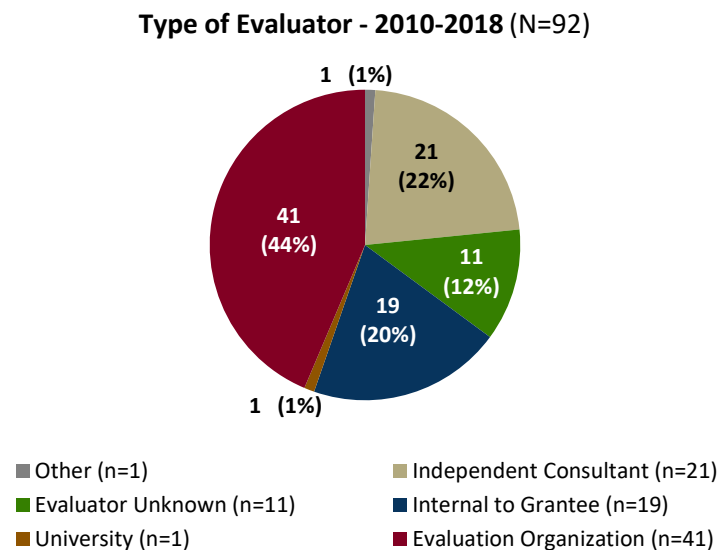
**Percentage of AY2017-AY2018 and AY2010-AY2016 Grants
for Which Evaluation Information is Provided (N=117)**



Types of Evaluators Used

Although evaluation reports were not available for many of the grants, data on the type of evaluators used was often discernable from other grant documents (i.e., grant applications or APRs). Exhibit 5.2 shows the type of evaluator used by grantees across funding cohorts. Ninety-two grantees reported using an evaluator. Of those, 41 contracted with an evaluation organization, 21 contracted with an independent consultant, 19 used an internal evaluator, 11 did not specify the type of evaluator, one used a university evaluator and one used another type of evaluator. It is interesting to note that seven of the internal evaluators were for grants to universities.

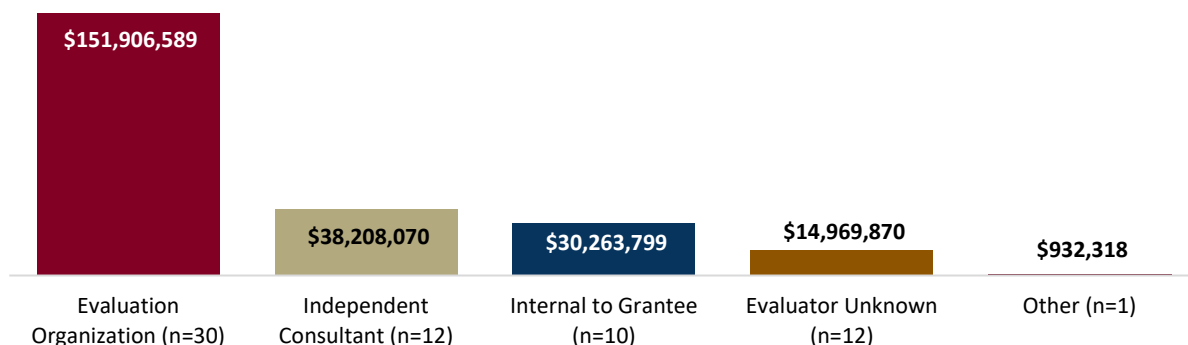
Exhibit 5.2. What Types of Evaluators Have Grantees Been Using?



Not surprisingly, larger grants were more likely to allocate more of their budgets to evaluation. As shown on Exhibit 5.3 those grants contracting with evaluation organizations to conduct their evaluations represent the largest proportion of total grant funding.

Exhibit 5.3. How Did the Overall Grant Budgets Vary by Type of Evaluator?

Total Funding by Type of Evaluator AY2010-AY2018 (N=88): \$236,280,646



Evaluation Reporting

Exhibit 5.4 shows the number and proportion of grantees who provided evaluation reports by the type of evaluator. We can see that grantees that used an outside evaluator (independent evaluation consultant or evaluation organization) were more likely to include evaluation reports.

Exhibit 5.4. How Did Evaluation Reporting Vary by Type of Evaluator?

**Number of AY2017-AY2018 Grantees Who Provided Evaluation Reports
by Type of Evaluator (N=38)**

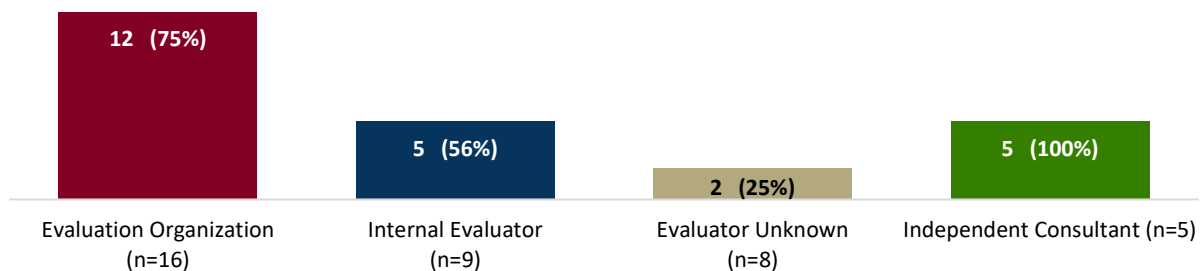
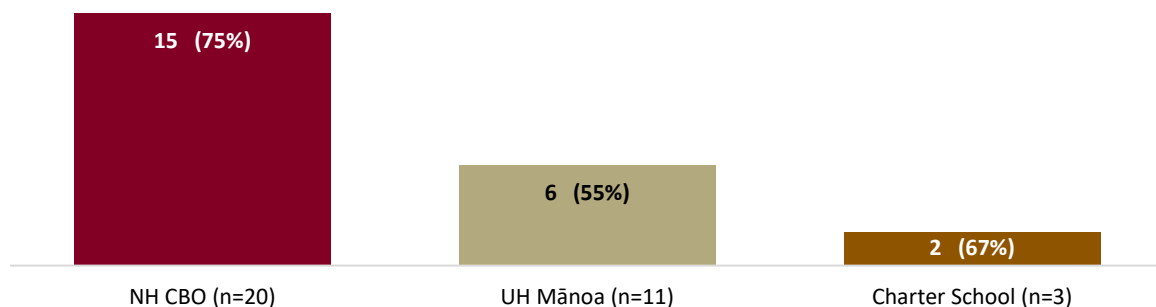


Exhibit 5.5 looks at the number and proportion of evaluation reports by type of grantee organization. We see that Native Hawaiian community-based organizations and charter schools were the most likely to include evaluation reports.

Exhibit 5.5. Did Evaluation Reporting Vary by Type of Organization?

Number and Percentage of AY2017-AY2018 Grantees Which Provided Evaluation Reports

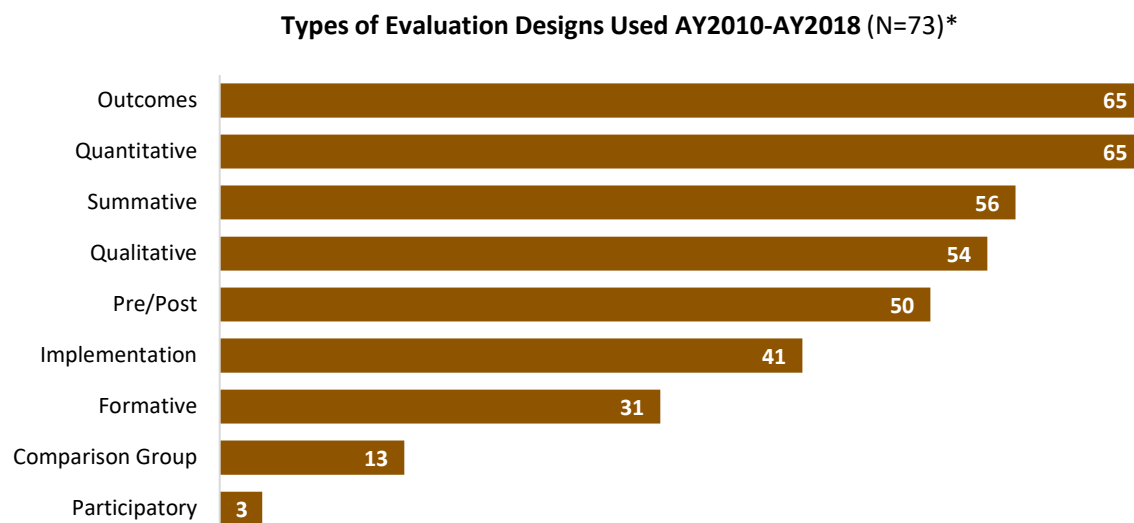


Evaluation Designs

The evaluation design was not always clearly described in grant documents and as such, our analysis includes inferences we made about the research design based on the data sources identified. As indicated in Exhibit 5.6, most grants used more than one type of evaluation design. For example, most evaluations included both quantitative and qualitative elements (e.g., student interviews and surveys). 'Quantitative' refers to evaluations that involved some analysis of numerical data. Usually, these analyses were descriptive (e.g., presentations of pre- and post-program data) and not highly rigorous (i.e. did not use experimental or quasi-experimental impact designs). Most evaluations had a summative component; the studies presented conclusions about whether the program likely produced an outcome.

Evaluations that included outcomes analysis usually describe how student or teacher outcomes may have changed after the program was implemented. ‘Qualitative’ refers to evaluations that involve thematic analysis of narrative data from interviews/focus groups, open-ended written responses or observation field notes. These analyses are descriptive and focus on participant experiences of the programs, rather than outcomes. For more information on each category, see the database Codebook in Appendix A.

Exhibit 5.6. What Types of Evaluation Designs Did Grantees Use?



**Most evaluations involve more than one type of evaluation design.*

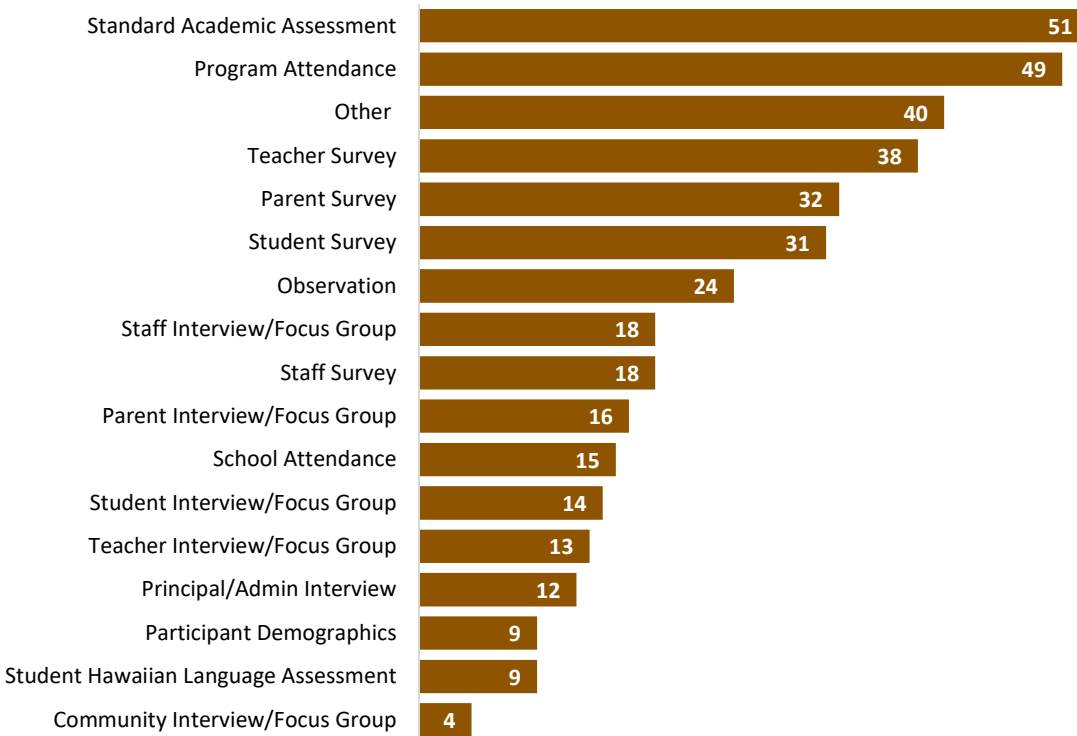
We found it interesting that only three out of the 73 grantees for which evaluation design information was available mentioned using participatory approaches to evaluation⁷. Participatory approaches involve stakeholders in design, implementation and interpretation of the evaluation. They are often used as one way to ensure that the evaluation is culturally relevant and useful to the communities served. It may be that more than three grantees incorporated participatory elements into the evaluation but did not mention that in the grant documents to which we had access.

Exhibit 5.7 shows the types of data included in the grant evaluations. The data sources most often used in the grant evaluations were standardized assessments of student academic achievement, program attendance and student surveys. Parent and teacher surveys were also frequently used.

⁷ Center for Community Health and Development. (n.d.). *Chapter 36, Section 6: Participatory Evaluation*. University of Kansas. Retrieved January 2, 2021, from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main>.

Exhibit 5.7. What Information on Data Sources Did Grantees Provide?

Number of AY2010-AY2018 Grantees Providing Data Sources (N=90)



**The numbers add up to more than 90 because most evaluations collected more than one type of data.*

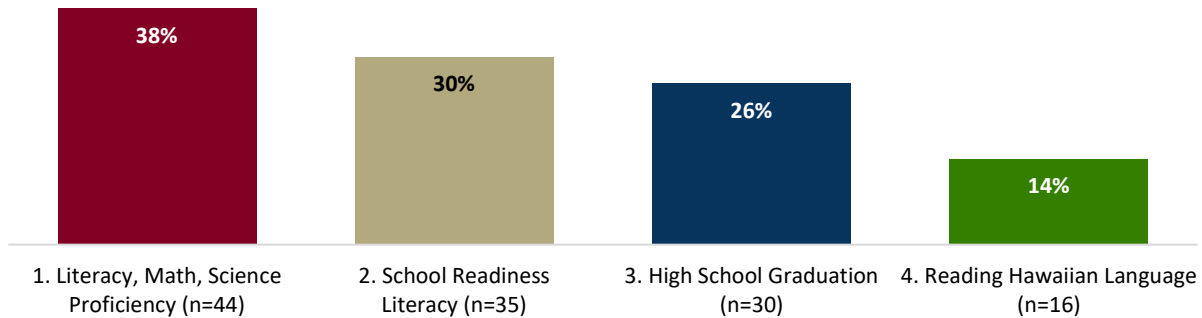
We looked at whether grantees specified GPRA indicators as measures progress toward their student objectives. At the time these grants were awarded, the Government Performance Results Act (GPRA) had required the following four performance indicators for NHEP-funded programs:

1. The percentage of Native Hawaiian students in schools served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments
2. The percentage of Native Hawaiian children participating in early education programs who consistently demonstrate school readiness in literacy as measured by the Hawaii School Readiness Assessment (HSRA)
3. The percentage of students in schools served by the program who graduate from high school with a high school diploma in four years
4. The percentage of students participating in a Hawaiian language program conducted under the Native Hawaiian Education Program who meet or exceed proficiency standards in reading on a test of the Hawaiian language

Exhibit 5.8 shows the percentage of recent grantees that specified each type of GPRA indicator. As the exhibit shows, 38% addressed the core academic indicators of proficiency in literacy, math and/or science, 30% addressed school readiness in literacy, 26% high school graduation and 14% reading in the Hawaiian language. Some grantees reported that the GPRA indicators were not applicable for their program, because their program addresses professional development or curriculum development and does not directly provide student instruction.

Exhibit 5.8 Which GPRA Indicators Did Grantees Address?

Percent of AY2010-AY2018 Evaluations that Include GPRA Indicators (N=117)*



*Percentages add up to more than 100% because some evaluations address more than one GPRA indicator.

USDOEd guidance to grantees on the use of GPRA indicators changed over the time period covered by this analysis. Grantees are no longer responsible for reporting student academic outcomes, on the assumption that the Hawai'i Department of Education would be providing that information. From the above data it is clear that the majority of grantees did not specify GPRA indicators. This is likely because those indicators did not serve as good measures of the grant objectives. Even those grantees directly providing student instruction may not have been directly addressing one of the GPRA Indicators. This is one reason why the USDOEd has revised those indicators⁸.

Evaluation Budgets

As part of our analysis of evaluation practices, we looked at the amount and proportion of funding that AY2017-AY2018 grantees spent on evaluation. Evaluation budget data was not included in the coding of the data for prior cohorts. Grantees did not receive clear guidance on how to account for evaluation in their grant budgets, so we need to interpret the available data with caution. Overall, among the 18 grants that included evaluation budget amounts, less than 1% of grant funding was budgeted for evaluation.

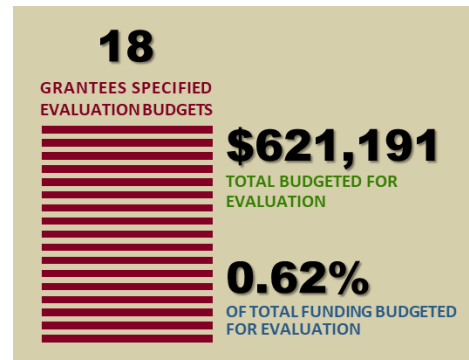
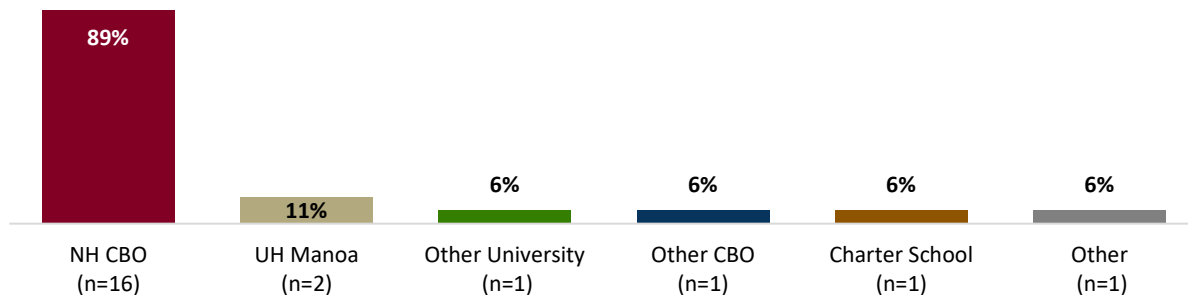


Exhibit 5.9 shows the proportion of recent grantees that specified their evaluation budget by type of organization. Eighty percent (89%) of Native Hawaiian community-based organizations included evaluation in their grant budget information, as did 11% of the grants to University of Hawai'i at Mānoa. The numbers of grants awarded to other types of organizations are very small, so overall percentages should be interpreted with caution.

⁸ For new grants (AY2020) these GPRA indicators have been replaced by “The percentage of program participants who demonstrated substantial progress on outcomes outlined in a grantee-developed, Department-approved Logic Model. (Logic Model Measure) <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/native-hawaiian-education/performance-10/>

Exhibit 5.9. How Did Specifying Evaluation Budgets Vary by Type of Organization?

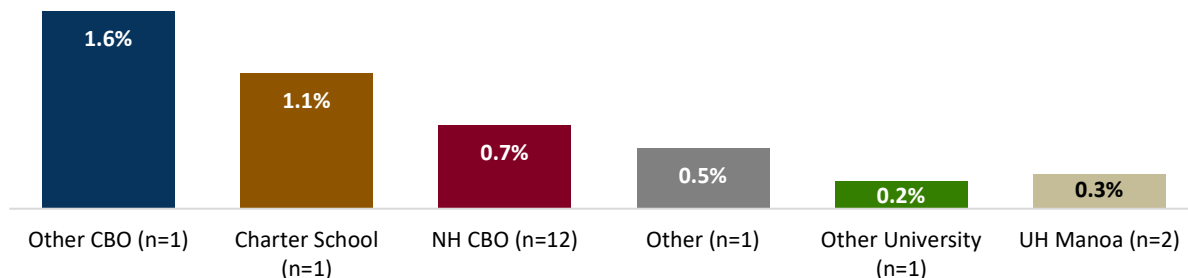
**Percent of 2017-2018 Grantees Which Specified Evaluation in Budget
by Organization Type (N=18)**



We looked at the proportion of the evaluation funds spent on evaluation by type of grantee organization. Exhibit 5.10 shows that while “Other CBOs” spent the largest proportion of their grant budgets on evaluation, that proportion was 1.6%, a small fraction of the overall budget. We need to be cautious about interpreting this data, because grantees were not provided clear guidance on whether or how to account for evaluation in the grant budget, so it is unlikely they used a common approach for calculating and reporting this cost. However, based on the available data it appears that on average grantees spent less than 2% of their grant budgets on evaluation.

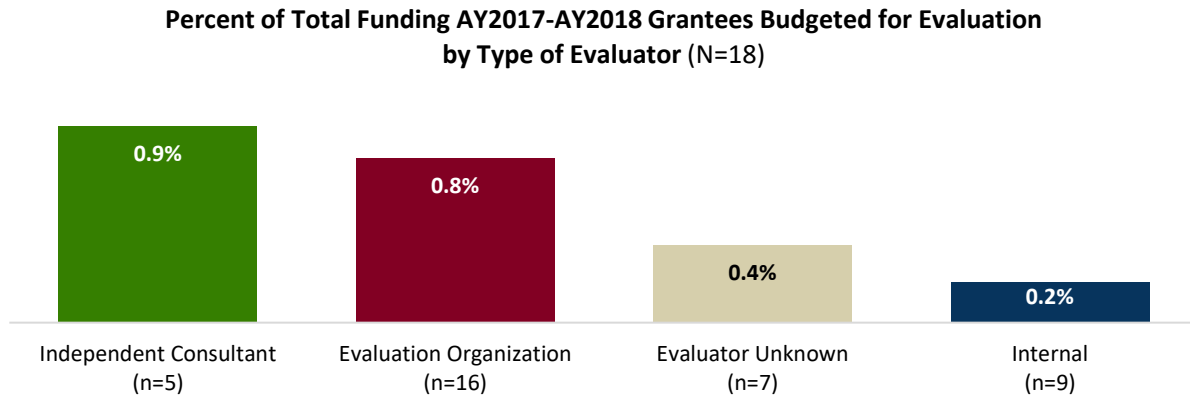
Exhibit 5.10. How Did the Proportion of Funds Spent on Evaluation Vary by Type of Organization?

**Percent of Funding AY2017-AY2018 Grantees Spent on Evaluation
Across Different Types of Organizations (N=18)**



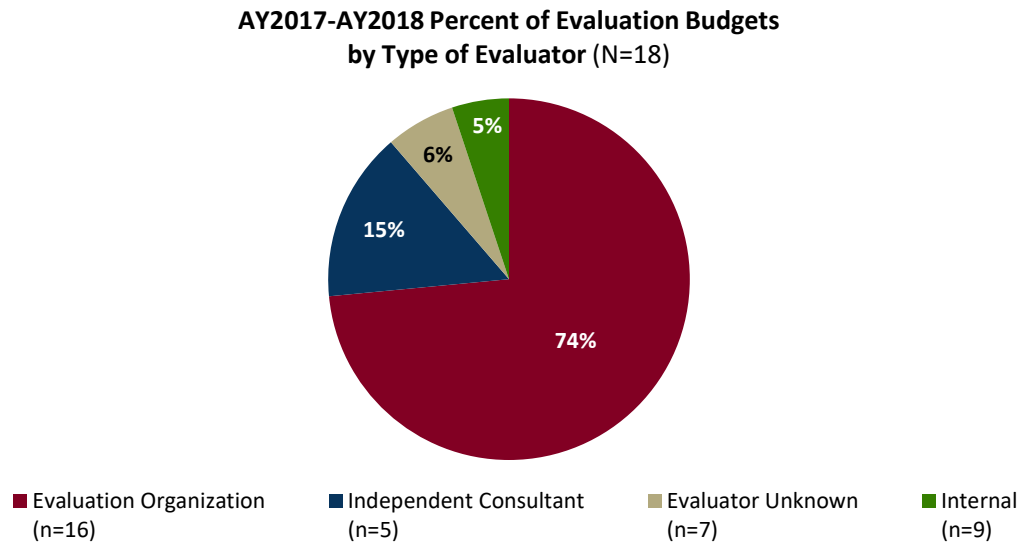
When looking at the evaluation budget data by type of evaluator in Exhibit 5.11, we see that regardless of the type of evaluator they worked with grantees budgeted a very small proportion of the budget on evaluation.

Exhibit 5.11. How Did the Proportion of Funds Budgeted for Evaluation Vary by Type of Evaluator?



Evaluation budgets allocated to evaluation firms and independent consultants accounted for the large majority of the total funds budgeted for evaluation across the 18 grants for which evaluation budget amounts were provided. As shown in Exhibit 5.12, almost three-fourths of the total evaluation funds were budgeted for evaluation firms and another 19% to independent consultants. This reflects the fact that organizations doing their own evaluations typically included their evaluation costs as part of their personnel and did not specify the amount allocated to evaluation.

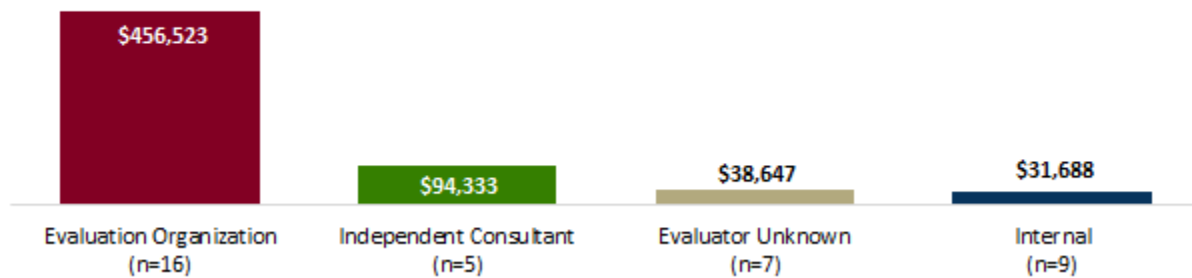
Exhibit 5.12. What Proportion of Total Evaluation Funds Were Allocated to Different Types of Evaluators?



When looking at the total amount of funding spent on evaluation, Exhibit 5.13 again shows that the majority of evaluation funds went to evaluation organizations. This is likely because the grantees with the largest budgets tended to select such organizations to evaluate their grants.

Exhibit 5.13. How Much Did RECENT Evaluation Budgets Vary by Type of Evaluator?

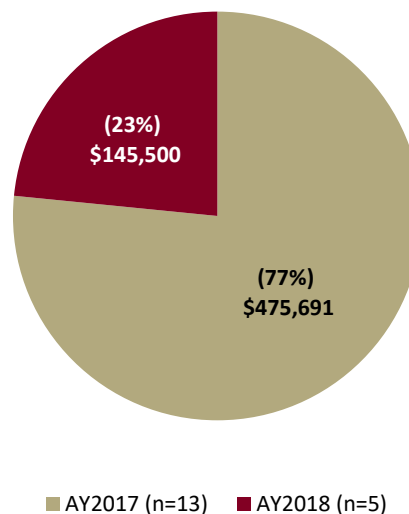
AY2017-AY2018 Total Evaluation Budgets by Type of Evaluator (N=18): \$621,195



Looking more closely at the recent cohorts, Exhibit 5.14 shows that over three-fourths of the evaluation spending was accounted for by AY2017 grantees. This is not surprising, given that AY2017 represents 72% of the total dollars spent on evaluation across those two award years.

Exhibit 5.14. How Has Evaluation Spending Differed Across RECENT Cohorts?

**AY2017, AY2018 Evaluation Budgets
(N=18): \$621,191**



In reviewing this information on grantee evaluation practices, it is important to keep in mind that grantees were not provided with guidance on evaluation design, implementation, analysis, reporting or budgeting. The USDOEd's new emphasis on program logic models and the alignment of program measures to those models provides an opportunity to increase the consistency of performance reporting. To improve the quality and consistency of program evaluation practices, grantees need additional guidance and training.

6. SUMMARY AND RECOMMENDATIONS

Summary of Key Findings

Building the database of the 117 grants funded through the Native Hawaiian Education Program that were awarded during AY2010 through AY2018 allowed us to extract data about grant funding, target populations, project objectives, program partners, education sectors targeted, participants served and achievement of project objectives. In addition, we reviewed and summarized grantee evaluation practices. Highlights of our findings are below.

Program Description

- The annual average funding per grantee has ranged from a low of \$1,094,835 for AY2010 grants to a high of \$3,031,844 in AY2017, with the overall average being \$2,792,885 in total funding per grantee.
- 100% of grantees have targeting services to Native Hawaiians and 42% have targeted low-income individuals. Far fewer have been targeting other populations such as disabled, English learners, homeless and foster youth.
- Almost half (45%) of the grants and almost two thirds (63%) of the total funding were awarded to Native Hawaiian community-based organizations, and almost a quarter (24%) of the grants and a fifth (19%) of the funding were awarded to the University of Hawai'i at Mānoa. The remaining grants were awarded to community colleges or other universities, charter schools, and a range of other types of organizations.
- The education sectors addressed by the majority of the 97 grants for which this information is available were teacher PD/support (67%) and curriculum development (62%). These are followed by elementary education (48%), middle school education (43%), early childhood education (40%) and high school (39%). In addition, 18% of these grants addressed post-secondary education.
- In projects that include curriculum development, the largest number of grants and the largest amount of funding are focused on the pre-K level.
- Although most grants (81%) target schools or programs on O'ahu, the neighbor islands, including Hawai'i, Maui, Kaua'i, Moloka'i and Lāna'i have been included to varying extents.
- The vast majority of grants have targeted students, with teachers being the next most common target, and far fewer grants targeting parents. Almost all (97%) of the AY2017-AY2018 grants had at least one project objective targeting students, over half (58%) had at least one objective targeting teachers, and almost half had at least one objective targeting parents.
- The most common student objective was school readiness among preschool students, followed by academic achievement of elementary and middle school students. The most common teacher objective was increasing knowledge through professional development, and the most common parent objective was parent involvement.
- The AY2017-AY2018 grantees have engaged a total of 699 partners, reflecting an average of 23 partners per grantee.

Funding Analysis

- The total amount of funding for the program has varied dramatically from year to year, with AY2017 being the highest at almost \$76 million, and AY2010 the lowest at less than \$9 million.
- For the 97 grants for which we have data on both total funding and education sector, 60% of funds went to projects that included curriculum development, 59% of the funding went to projects that included teacher professional development, and 52% of the funding went to projects that targeted the Pre-K level.
- Unsurprisingly, given its relatively large population, the majority (59%) of the funding went to serving the island of O'ahu. Almost one fourth (24%) of the funding went to serving the island of Hawai'i, and 8% or less to the other neighbor islands.
- The vast majority of AY2017-AY2018 projects had carryovers each year ranging from over 90% in Year 1 to about 80% in Year 2. The AY2017 grantees reported an average budget carryover of just over \$236,000 whereas the AY2018 grantees reported an average budget carryover of almost \$339,000. While data on carryovers was limited for the AY2010-AY2016 grantees, it appears that a larger proportion of AY2017-AY2018 grantees had carryovers than in prior years. This was likely largely due to the impact of the Covid-19 pandemic.

Program Outcomes

- The 38 AY2017-AY2018 grants have served a total of total of 95,458 participants, including almost 75,000 students, over 18,000 parents, and more than 2,700 teachers⁹.
- Of the 32 grants with student objectives, 84% of them have met at least one of those objectives.
- Of the 15 grants with parent objectives, 87% have met at least one of those objectives.
- 100% of the 22 grants with teacher objectives met at least one of those objectives.

Evaluation Practices

- The evaluation design was often not clearly described in grant documents, so for many we made inferences about the design based on the data sources identified.
- Most grants used more than one type of evaluation design. Most evaluations were largely descriptive (e.g., presentations of pre- and post-program data) and not highly rigorous (i.e. did not use experimental or quasi-experimental impact designs). Most evaluations had a summative component, presenting conclusions about whether the program likely produced an outcome.
- 92 grantees reported using an evaluator. Of those, 41 contracted with an evaluation organization, 21 contracted with an independent consultant, 19 used an internal evaluator, 11 did not specify the type of evaluator, one used a university evaluator and one used another type of evaluator. (Seven of the 19 internal evaluators were for grants to universities.)
- Only three out of the 73 grants for which evaluation design information is available mentioned using participatory approaches that involve stakeholders in design, implementation and interpretation of the evaluation. Participatory evaluation can help to ensure that the evaluation is culturally relevant and useful to the communities served.

⁹ It is important to note that these numbers include duplicated counts of participants who participated in the project more than one year. Grantees typically reported numbers served each year based on attendance data, and these numbers add them up over the three-year grant period.

- The data sources most often used in the grant evaluations were standardized assessments of student academic achievement, program attendance and student surveys. Parent and teacher surveys were also frequently used.
- 22 of the 38 AY2017-18 grants specified evaluation as a component of their project budgets. Overall, these grantees spent less than 1% of their funding on program evaluation.

Recommendations

IMPAQ provides the following recommendations to NHEC for strengthening NHEP grant reporting, analysis and evaluation.

Grantee Reporting

- Require applicants and grantees to provide specific objectives, with targets (quantitative and qualitative), for their grants, which will allow the Council to see whether funds are being used to accomplish intended targets.
- Clarify that both applicants and grantees should report specifically on items of interest to the Council, such as the proportion of resources being targeted to different geographic areas, target populations and education sectors.
- Require that grantees report on whether the program reached its targets. This information will allow the Council to assess the association between level of spending and ability of the grantee to meet program objectives.
- Provide grantees with guidelines for consistent reporting of expenditure and carryover information.
- Encourage USDOEd to have the APR submission schedule match the funding years so that it is possible to interpret results for the appropriate time period.
- Clarify requirements and expectations for Evaluation Reports. Since the authorizing regulations for this grant program include an evaluation requirement, it makes sense to ask grantees to report their budget for evaluation as well as provide evaluation reports describing their evaluation activities and findings.

Grantee Program Evaluation

IMPAQ recommends that NHEC coordinate with the USDOEd's NHEP program office to provide guidance to better support grantees in developing stronger and more effective program evaluations. Such guidance might include encouraging grantees to do the following:

1. Select and work with a qualified program evaluator, preferably external to the project. The evaluator should have experience evaluating similar programs and be involved from the early stages of development of the project, to ensure that evaluation goals are built into the program plans. Recognizing the value of participatory research/evaluation, be sure that the lead evaluator/ researcher understands both the principles of participatory evaluation and making effective use of rigorous and objective data collection and analysis.

2. Assist grantees to develop project logic models that are useful to guide program evaluation and program improvement efforts. Include outcome measures and depict how evaluation findings will feed into program improvement.
3. Consider providing provide budgetary guidelines for evaluation, such as “Grantees should spend approximately 5 to 8 % of grant funds on evaluation.” Evaluation budgets should specify how much will be spent on each task or phase, what is expected of the evaluator/evaluation and when including specific deliverables and due dates. Incorporating the evaluation budget into the timeline should help keep evaluation tasks on time and within budget.
4. Encourage grantees and their evaluators to use culturally responsive approaches to program evaluation, such as participatory approaches that involve stakeholders in design, implementation and interpretation of the evaluation.
5. Require applicants/grantees to develop an evaluation plan with specific evaluation questions and the and data sources that will be used to address them, taking into consideration:
 - Who/what will change?
 - When will the change(s) take place?
 - How much change is expected?
 - How will change be measured, recorded, or documented?

Evaluation plans should include clear goals and measurable objectives, implementation and outcome measures, data collection plans, instruments, and plans for analysis, and should explain how evaluation results will be used for program improvement.

Data Coding

The database developed under this contract includes a large number of data fields. To the maximum extent feasible, the IMPAQ team used coding categories that could be aggregated. However, for some types of data, the database currently includes open-ended fields. Some of these are data items that NHEC might want to pursue further, now that preliminary data is available illustrating the types of data available. Below are several examples of types of data that NHEC might want to refine and/or establish coding categories for.

1. **Numbers of partners.** The database currently includes a field for number # of partners and a set of coding categories summarizing the types of partner organizations. These were taken primarily from APRs and evaluation reports, although in some cases the only available information about partners was from the grant applications. Although the coding categories represent the most frequently reported types of partners, a relatively large proportion of partners were coded as “other.” Depending on how useful this information might be, NHEC might want to consider refining the coding scheme to identify additional coding categories to reduce the number of partners coded as “other.”
2. **Definition of “partner”.** One challenge for coding partner information was determining whether an entity is actually a “partner” or something else, such as simply a field trip destination. Clarifying the definition of partner would be important to better understanding grantee partnerships.
3. **Partner roles.** To gain a deeper understanding of the importance of partners in delivering NHEP services, it might also be valuable to consider adding a variable that codes the types of roles that

partners play, such as raising funds, providing volunteer staffing, providing programming/activity related services, etc.

4. **Grade levels.** The database currently identifies the grade levels of students targeted as an open-ended field and includes coding categories for Pre-K, elementary, middle, high and post-secondary. NHEC might consider whether it would be valuable to code some other kinds of information by grade level, such as program outcomes.
5. **Other characteristics of students served.** Although we have described the characteristics of grantees' target population, it was not possible to capture the numbers of students served with these characteristics. The Council may want to consider the feasibility of having grantees consistently provide data on the characteristics of students served, at least regarding the number of Native Hawaiian students served.
6. **Promising practices.** For this portfolio analysis the IMPAQ team noted several examples of practices that seemed interesting and potentially worth sharing among grantees. The Council may want to provide guidance for the next document review about the kinds of practices it would be valuable to look out for. We have also found it useful when evaluating other grant programs to ask the grantees themselves to identify practices they consider promising, interesting, innovative or otherwise worth sharing with other grantees.

National Program Evaluation

IMPAQ recommends the Council consider embarking on an evaluation planning process similar to what they are recommending to the grantees for the program as a whole, starting with a logic model, then specifying evaluation questions and evaluation plan, then providing grantees with assistance improving the quality of the data that can be aggregated at the national level. Also, our review of documents from 117 different grants has made very clear the substantial variation across grantees in the quality of their grant applications, the completeness of their Annual Progress Reports and the quality of their evaluation efforts. Sharing of expertise among grantees could go a long way to improving these efforts – even just identifying a few good examples grantees might be willing to share. A community of practice could be valuable for sharing many other kinds of expertise and resources as well.

We offer the Council the following suggestions for activities to support a strong national program evaluation effort:

- Develop a logic model for the Native Hawaiian Education Program as a whole
- Develop national-level evaluation questions and an evaluation plan to address them
- Develop guidance materials for grantees and provide both webinars and on-demand technical assistance in applying the guidance to individual grant programs
- Develop evaluation planning guidance for grant applicants to strengthen their program planning process
- Develop a web-based clearinghouse where grantees access guidance and examples of completed reports
- Develop a Community of Practice where grantees can share information and expertise with each other.

APPENDIX A: NATIVE HAWAIIAN EDUCATION PROGRAM GRANT DATABASE CODEBOOK

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Descriptive Info	Grantee No.	Also referred to as award #.	S362A110012
	Grantee Name	The organization that received the grant.	University of Hawai'i Systems
	Project Name	Project title.	Hawai'i Preschool Positive Engagement Project (HPPEP)
	Type of Grantee	Use drop-down menu.	NH CBO - Organization serving Native Hawaiians Other CBO - other community organization Charter School District/Complex Area - Local education agency University - or community college
	Grant Period	The years covered under the grant.	2017-2020
	Cohort	AY2017 or AY2018	AY2017
	Website	Not required - website of specific project is preferable, but grantee website is also OK.	https://www.hawaii.edu/cop/manawa-kupono/
	Project Description	Short paragraph describing the program to be funded.	He Kuleana No 'Ane'i (HKNA) will increase the Hawaiian language fluency, academic proficiency, and college readiness of Native Hawaiian students in grades 7-12 through curricular and extra-curricular activities that integrate students with the college environment and with older peer groups of Hawaiian speakers.
	Document(s) Reviewed	Brief description or name of report or document.	APR 1, APR 2, Eval 1

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Funding	Total Grant Funding	Total Grant amount for 3 years - can be computed by summing the 3 years, if total is not reported. Is not reported if funding data is not available for all 3 years.	\$x,xxx,xxx
	Year 1 Funding	Year 1 funding	\$xxx,xxx
	Year 2 Funding	Year 2 funding.	\$xxx,xxx
	Year 3 Funding	Year 3 funding.	\$xxx,xxx
	Matching Funds	Also called "Cost Share" or "Cost Sharing."	\$xx,xxx
	Year 1 Carryover*	What is the carryover of funds from Year 1 to Year 2?	\$xx,xxx
	Year 2 Carryover*	What is the carryover of funds from Year 2 to Year 3?.	\$xx,xxx
	No cost extension/Year 3 carryover	What is the carryover of funds from Year 3 to the following year?.	\$xx,xxx
	Total Budget for Evaluation*	Dollar amount spent on evaluation.	\$xx,xxx
	Budget for evaluation?	Do they provide a budget for evaluation?	1 for yes, or amount
	Students - Grade Levels*	Describe the grade levels of the targeted students.	K-3

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Grant Targets	Pre-K*	Does the program targets Pre-K students?	Yes or No (0 or 1)
	K-12*	Does the program target K-12 students?	Yes or No (0 or 1)
	Elementary*	Does the program target elementary students?	Yes or No (0 or 1)
	Middle*	Does the program target middle school students?	Yes or No (0 or 1)
	High*	Does the program target high school students?	Yes or No (0 or 1)
	Post-Secondary*	Does the program target post-secondary students?	Yes or No (0 or 1)
	Native Hawaiians*	Does the program target Native Hawaiian students?	Yes or No (0 or 1)
	Homeless*	Does the program target homeless students?	Yes or No (0 or 1)
	Foster Youth*	Does the program target students in foster care?	Yes or No (0 or 1)
	Low-Income*	Does the program target low-income students?	Yes or No (0 or 1)
	English Learners*	Does the program target English Learner students?	Yes or No (0 or 1)
	Disabled*	Does the program target disabled school students?	Yes or No (0 or 1)
	Other*	Does the program target other students?	Yes or No (0 or 1)
	Total # Students to Be Served	Target number of students to be served by the grant.	1350
	Annual # students to Be Served	Target number of students to be served annually.	450
	Total # Students Actually Served*	Actual number of students served by the grant.	1111
	Annual # Students Actually Served*	Actual number of students served annually	370
	Teacher Grade Levels	Grade levels of the teachers involved in the project.	e.g. "3-6" or "preK-12"
	Total # Teachers to Be Served	Target number of teachers projected to be involved in the project.	1350
	Annual # Teachers To Be Served	Target number of teachers projected to be involved annually.	450
	Total # Teachers Actually Served*	Total number of teachers actually involved in the project.	1111
	Annual # Teachers Actually Served*	Annual number of teachers actually involved in the project.	370
	Families to be Served?	Whether services are extended to students' families.	Yes or No (0 or 1)

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Grant Targets	Total # Adults/Families to Be Served	Target number of parents/caregivers/families to be served by the project.	1350
	Annual # Adults/Families to Be Served	Annual target number of parents/caregivers/families projected to be served.	450
	Total # Adults/Families Actually Served	Total number of parents/caregivers/families actually served by the project.	1111
	Annual # Adults/Families Actually Served*	Annual number of parents actually served by the project.	370
	Total # Individuals to Be Served	Total target number of individuals to be served by the project.	1350
	Annual # Individuals to Be Served	Annual target number of individuals to be served by the project.	450
	Total # Individuals Actually Served	Total number of individuals actually served by the project.	1111
	Annual # Individuals Actually Served*	Annual number of individuals actually served by the project.	370
	# Partners to Be Involved	Total number of partners involved in the project.	25
	# Partners Actually involved*	Target number of partners involved in the project.	Count each university campus only once, even if there are different departments involved.
	State/Local government agencies*	Number of government agency partners	Count # of partners of each type. Double count if an organization is more than one type, such as Native Hawaiian health organization.
	PreK-12 Schools*	Number of PreK-12 school partners.	Count # of partners of each type. Double count if an organization is more than one type, such as Native Hawaiian health organization.
	Colleges and Universities*	Number of college/university partners	Count # of different university campuses involved (not number of different departments)

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Grant Targets	Children/Youth Serving Organizations*	Number of children/youth service organization partners.	Count # of partners of each type. Double count if an organization is more than one type, such as Native Hawaiian health organization.
	Native Hawaiian Services/Cultural Organizations*	Number of Native Hawaiian services/cultural organization partners.	Count # of partners of each type. Double count if an organization is more than one type, such as Native Hawaiian health organization.
	Health Programs*	Number of health program partners.	Count # of partners of each type. Double count if an organization is more than one type, such as Native Hawaiian health organization.
	Housing Programs/Services*	Number of housing programs or partners providing housing services.	Count # of partners of each type. Double count if an organization is more than one type, such as Native Hawaiian health organization.
	Other Community-Based Organizations*	Number of other CBO partners.	Count # of partners of each type. Double count if an organization is more than one type, such as Native Hawaiian health organization.
	Other Partners*	Number of partners who do not fall under previous classifications.	Count # of partners that do not fit other categories.
	Other Partners (Specify)	List Other Partners, if no more than 20.	List names of other partners.
	Target Population*	General description of who the project is designed to serve.	"foster youth", "early childhood educators", and "NH 3-5 year olds in 11 Hawaiian immersion preschools across 5 islands"
	Geographic Target?	Does the project have a geographic target?	Yes or No (0 or 1)
	Geographic Target	Brief description of geographic target area, if other than a specific island or islands.	Honolulu, O'ahu
	O'ahu, Big Island, Maui, Kaua'i, Moloka'i, Lāna'i	Does the project target populations on these islands?	Yes or No (0 or 1)
	O'ahu, Big Island, Maui, Kaua'i, Moloka'i, Lāna'i - Percentage	Percentage of funds devoted to each island. If grant serves only 1 island, enter 100%. If grant serves multiple islands, allocate according to numbers served.	If there is more than one group of participants served (e.g. students and teachers), choose the primary target, or if primary target is unclear, average them. See Geography Worksheet tab for examples.

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Student-Focused Activities	Student Instruction: Literacy	Instruction refers to formal teaching of knowledge and skills. A "literacy program" does not count as Student Instruction in literacy if it consists solely of tutoring.	Yes or No (0 or 1)
	Student Instruction: Numeracy	Instruction refers to formal teaching of knowledge and skills. A "numeracy program" does not count as Student Instruction in literacy if it consists solely of tutoring.	Yes or No (0 or 1)
	Student Instruction: College/Career Prep	Instruction specifically refers to preparing for college or career after high school.	Yes or No (0 or 1)
	Student Instruction: Hawaiian Language/Culture	Explicit instruction in Hawaiian language and/or culture. (Most or all of these programs have some element of Hawaiian Language/Culture throughout their programs, given their NHEP funding, so this item should be limited to explicitly addressing Hawaiian language and culture through student instruction.	Yes or No (0 or 1)
	Academic Tutoring	Tutoring or other types of academic support (e.g. use of technology/online tools) focused on improving academic performance.	Yes or No (0 or 1)
	STEM/STEAM	Science, Technology, Engineering and Math. Math instruction alone belongs with Student Instruction. STEM programs typically combine two or more of the STEM components and usually go beyond regular classroom instruction.	Yes or No (0 or 1)
	Curriculum?	Does the program include developing a curriculum?	Yes or No (0 or 1)
	Curriculum: Pre-K	Involves developing student curriculum as one of the activities and outcomes of the project.	Yes or No (0 or 1)
	Curriculum: Elementary	Involves developing student curriculum as one of the activities and outcomes of the project.	Yes or No (0 or 1)
	Curriculum: Middle	Involves developing student curriculum as one of the activities and outcomes of the project.	Yes or No (0 or 1)
	Curriculum: High	Involves developing student curriculum as one of the activities and outcomes of the project.	Yes or No (0 or 1) Example: Early college courses in Hawaiian language grammar.
	Curriculum: Post-Secondary	Involves developing student curriculum as one of the activities and outcomes of the project.	Yes or No (0 or 1)

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Student-Focused Activities	Assessment or Evaluation	Involves using a specific type of assessment tool as part of the intervention. Assessment tools used only for program evaluation do not belong here.	Yes or No (0 or 1)
	Other Student-Focused Activity	Specify any other kind of student-focused activity that is neither instruction, tutoring or curriculum development.	Yes or No (0 or 1) Example: students making a video, students given responsibility for taking care of the aquaponics facilities.
Adult-Focused Activities	Teacher/Admin PD and Support	Includes teacher training and professional development, principal/admin training and professional development, and other types of support for educators. Can also include developing professional development curriculum.	Yes or No (0 or 1)
	Parent Support	Includes classes and workshops for parents as well as other kinds of parent supports.	Yes or No (0 or 1)
	Community Support or involvement	Whether the project involved or supported the community.	Yes or No (0 or 1)
	Parent Education*	Whether the program offers education to parents.	Yes or No (0 or 1)
Objectives	Goals/Objectives 1-10*	Classify goals/objectives	Choose from list of 27 categories of goals/objectives.
	Goals/Objectives Met 1-10*	Whether the goal/objective has been met.	Met; Partially Met; Not Met; No Longer an Objective
	Other Objectives (specify)	Specify any other objective that is not included in coding categories	Increase the project's impact and reach via partnerships with agencies and community organizations, and by providing entry points/referrals for needed health and social services.

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Type of Evaluator	Internal	Evaluator is part of program staff, or part of organization or unit within organization that is implementing grant program.	Evaluator comes from same unit within UH that is implementing the program.
	University	Evaluator is a college, university, or center/unit from a college or university.	A community agency contracts with UH to evaluate their grant, or a UH grantee uses a different unit of the university as evaluator.
	Evaluation Org	Independent/ third party evaluation or research organization.	Baker Evaluation Research & Consulting (BERC) Group
	Independent Consultant	Usually an individual hired specifically to evaluate the program.	Name of consultant
	Other	Evaluator does not fit into above categories.	Short explanation
	Evaluator Unknown	Indicate a "1" if unknown rather than leaving it blank.	Yes or No (0 or 1)
	Other- Specify	Specify the evaluator or type of evaluator, if possible.	Short explanation

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Evaluation Design	Evaluation Design?	Did the proposed project include an explicit evaluation design?	Yes or No (0 or 1)
	Formative	Evaluation designed and used to improve a program, especially when it is still being developed.	Evaluator collects data throughout the year to inform program improvements and modifications. Does not wait until the end of the year or the grant to provide information.
	Summative	Evaluation designed to present conclusions about the merit or worth of an object and recommendations about whether it should be retained, altered, or eliminated.	Most evaluations will be summative, e.g. year-end reports. A truly Summative report would be done at the end of the grant period.
	Qualitative	Non-numerical data collected and analyzed for evaluative purposes	Interviews, focus groups, observations, narratives, student portfolios
	Quantitative	Numerical data collected and analyzed for evaluative purposes.	Student grades, attendance rates, student test scores
	Implementation	Evaluation examines characteristics of the program, how it is carried out, who is involved, what the promising practices and/or challenges might be.	Evaluation describes tutoring program, what types of activities are delivered, how many students per class, how staff are trained, what students do during program. Evaluation assesses what is working well and what is not working well from the perspective of teachers.
	Outcomes	Evaluation examines the end result of the program - focus is on student, teacher (or other stakeholder) outcomes such as: academic performance, high school graduation rates.	The evaluation reports on student grades before and after participating in tutoring program. (Students grades = outcome measures).
	Participatory	Stakeholders are involved in planning and design of evaluation, data collection, and/or analysis; Participants play major role in evaluation; like "action research."	An integral part of a project is for participating teachers to review survey results every quarter and use that information to refine both the intervention and the evaluation design.
	Pre/Post	Research design that involves assessing program participants before and after they participate in program.	6th graders take math test before program participation, and take the same test after participation; scores are compared

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Comparison Group	Comparison Group?	Does the evaluation design include a comparison group?	Yes or No (0 or 1)
	Non-participants	Outcomes for program/treatment group are compared with outcomes of similar group of individuals who did not participate in the program.	Reading scores for the 50 fourth graders at XX Elementary School participating in the grant program are compared with reading scores for the other 150 fourth graders at the same school that did not participate in the grant program.
	Averages (district, state, etc.)	Outcomes for program/treatment group are compared with average outcomes for similar students in the district/ state/ nation	The program students' math scores increased by 10 percentage points after participating in the one-year long grant program during their 8th grade year; on average Hawaiian students see an increase of 5 percentage points on this same math test from 7th - 8th grade.
	Historical data	Outcomes for program/treatment group are compared with past performance.	Historical trends are presented for program group and for district average or other comparison group.
	Other	Another type of comparison group design is used, not covered in the above categories	Outcomes are compared to those of a similar group of schools that are not served by the program.
	Other Specify	Brief description of other type of comparison group.	Students are randomly placed in the program (treatment group) and a control group. This would be a true experimental study design (randomized controlled trial).

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Data Sources	Data Sources?	Does the evaluation design include data sources?	Yes or No (0 or 1)
	School Attendance	Attendance at school - during the regular school day - is collected and analyzed; could also include attendance-related data such as early warning data or drop out data.	Yes or No (0 or 1)
	Program Attendance	Program attendance is collected and analyzed.	Participation in after-school program funded by grant is presented over multiple months, semesters, or years.
	Participant Demographics	Indicate "yes" if the project collects data on demographics other than Native Hawaiian status.	Yes or No (0 or 1)
	Std. Acad. Assess.	Standardized academic assessments.	Smarter Balanced Assessment; ACT exam
	Student Hawaiian Language Assessment	Hawaiian Language test	KĀ'EO in Language Arts; or other language test specifically measuring knowledge and skills in the Hawaiian language.
	Student surveys	Any questionnaire that students complete as part of the evaluation.	Program satisfaction survey, student engagement survey, school climate survey, etc.
	Specify student surveys	Specify, if possible, which surveys were used.	Career Knowledge Survey
	Parent surveys	Any questionnaire that parents complete as part of the evaluation.	Yes or No (0 or 1)
	Teacher surveys	Any questionnaire that teachers complete as part of the evaluation.	Yes or No (0 or 1)
	Community surveys	Any questionnaire that community members complete as part of the evaluation.	Yes or No (0 or 1)
	Staff Surveys	Any questionnaire that program staff complete as part of the evaluation.	After school tutor survey
	S. Interview or FG	Interviews or focus groups with students.	Yes or No (0 or 1)
	P. Interview or FG	Interviews or focus groups with parents.	Yes or No (0 or 1)
	T. Interview or FG	Interviews or focus groups with teachers.	Yes or No (0 or 1)
	Staff Interview or FG	Interviews or focus groups with program staff.	Yes or No (0 or 1)
	Principal/Admin Interviews	Interviews of focus groups with principals or school/district administrators.	Yes or No (0 or 1)
	C. Interview or FG	Interviews or focus groups with community members.	Yes or No (0 or 1)
	Observations	Observations of program activities are conducted as part of the evaluation.	Yes or No (0 or 1)

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
	Other	Other evaluation measure is used, not covered in above categories.	Youth Program Quality Assessment/rubric
	Other Specify	Specify other type of instrument or measure.	Number of books/units produced

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Outcomes Measures	GPRA?*	Does the evaluation design include GPRA measures?	Yes or No (0 or 1)
	GPRA 1 - Core academic	GPRA measure #1 -- (The percentage of Native Hawaiian students in schools served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments) is addressed in the report or evaluation. Reading or math standardized test scores are used to measure program performance	Yes or No (0 or 1)
	GPRA 2 - School readiness literacy (HSRA)	GPRA measure #2 (The percentage of Native Hawaiian children participating in early education programs who consistently demonstrate school readiness in literacy as measured by the Hawai'i School Readiness Assessment [HSRA]) is addressed in the report or evaluation. This would apply to early childhood education programs.	Yes or No (0 or 1)
	GPRA 3 - HS graduation	GPRA measure #3 (The percentage of students in schools served by the program who graduate from high school with a high school diploma in four years) is addressed in the report or evaluation. This would apply to programs serving HS students.	Yes or No (0 or 1)
	GPRA 4 - Reading HI language	GPRA measure #4 (The percentage of students participating in a Hawaiian language program conducted under the Native Hawaiian Education Program who meet or exceed proficiency standards in reading on a test of the Hawaiian language) is addressed in the report or evaluation. Performance or evaluation would include HI language test for students.	Yes or No (0 or 1)
	Other Eval Outcomes	Other evaluation outcomes that are addressed in the evaluation or annual performance report. Student motivation, school attendance, or other outcome addressed through the grant program and reported on in the evaluation.	Yes or No (0 or 1)
	Other Eval Outcomes, specify	Specify what the other outcomes are and how they are measured.	Percentage of students completing early college Hawaiian course with a C or higher; Percentage of students completing early college course who progress from Intermediate levels to Advanced levels in Hawaiian language.

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Numerical Outcomes*	1. Early childhood school readiness*	Describe any numerical outcomes for early childhood school readiness.	33% of Pre-K students tested as school ready on the HSRA.
	2. Early childhood Hawaiian language skills*	Describe any numerical outcomes for early childhood Hawaiian language skills.	27% of Native Hawaiian children who completed their final year at Punana Leo will meet or exceed proficiency standards in reading in the Hawaiian language on the CBM Heluhelu (reading) GPRA measure 4.
	3. Elementary academic achievement*	Describe any numerical outcomes for elementary academic achievement. (If outcomes are not broken out by grade level, include in Other)	90% of K-3 students showed significant improvement on PPVT and STAR Early Literacy Reading Assessment.
	4. Elementary Hawaiian language skills*	Describe any numerical outcomes for elementary Hawaiian language skills.	94% of students and staff attended Hawaiian cultural workshops
	5. Elementary non-academic*	Describe any numerical outcomes for elementary non-academic.	Children also completed a survey and 94.2% agreed or strongly agreed that they were proud of their race/ethnicity at the end of the program.
	6. Elementary satisfaction*	Describe any numerical outcomes for elementary program satisfaction.	53% liked going to the program. 40% reported that the program was fun. 93% had friends in the program.
	7. Middle academic achievement*	Describe any numerical outcomes for middle academic achievement.	% of NH students in schools served by the program who met/exceeded proficiency standards for reading, math, and science on state assessments.
	8. Middle Hawaiian language skills*	Describe any numerical outcomes for middle Hawaiian language skills.	94% of students and staff attended Hawaiian cultural workshops.
	9. Middle non-academic*	Describe any numerical outcomes for middle non-academic.	85% reported learning healthy habits. 90% reported learning about Hawaiian Culture.
	10. Middle program satisfaction*	Describe any numerical outcomes for middle program satisfaction	40% of students agreed they liked going to the program. 55% reported that the program was fun. 85% had friends in the program. 45% felt supported by staff.
	11. High - academic achievement*	Describe any numerical outcomes for high school academic achievement.	47% reported that the program helped them do better in school. 67% improved GPA.
	12. High - Hawaiian language skills*	Describe any numerical outcomes for high school Hawaiian language skills.	94% of students and staff attended Hawaiian cultural workshops
	13. High - non-academic*	Describe any numerical outcomes for high - non-academic.	80% reported learning healthy habits. 93% reported learning about Hawaiian Culture.
	14. High - program satisfaction*	Describe any numerical outcomes for High school program satisfaction.	53% liked going to the program. 40% reported that the program was fun. 93% had friends in the program. 47% felt supported by staff.

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Numerical Outcomes*	15. On-time graduation*	Describe any numerical outcomes for on-time graduation.	90% graduated on time.
	16. College/career dropout prevention*	Describe any numerical outcomes for college/career/dropout prevention.	78 (target=21)Ed majors participating in STEM research, internships or major academic projects by Y2. 90% NH college students in good academic standing.
	17. College/career/ACT/SAT Scores*	Describe any numerical outcomes for college/career/ACT/SAT scores.	College readiness activities delivered to 27/18 (150%). 30 students participated in on-campus scholar-to-scholar day.
	18. College student or job training*	Describe any numerical outcomes for college student or job training.	255 participants recruited into program
	19. Scholarships awarded*	Describe any numerical outcomes for scholarships awarded.	Year 1: 86 scholarships. Year 2: 64 scholarships Year 3: 105 scholarships .
	20. Teacher change in knowledge*	Describe any numerical outcomes for teacher change in knowledge.	12 (100%) of teachers demonstrated an increase in literacy instruction through arts integration knowledge and ELA/arts standards.
	21. Teacher PD*	Describe any numerical outcomes for teacher PD.	80% of teachers participated in at least 2 school-sponsored PD opportunities per month throughout SY217-18.
	22. Teacher mentoring/coaching*	Describe any numerical outcomes for teacher mentoring/coaching.	100% of teachers developed a plan for improvement as result of PD.
	23. teacher program satisfaction*	Describe any numerical outcomes for teacher program satisfaction	Of 22 educators surveyed, 100% reported satisfaction with DM trainings; Of 26 educators surveyed, "most" reported satisfaction with TFT training.
	24. Parent involvement*	Describe any numerical outcomes for parent involvement.	74% of caregivers reported having Positive or Very Positive interactions that increased to 82% at the 3-month.
	25. Parent knowledge*	Describe any numerical outcomes for parent knowledge.	Y2 13/33 (40%) parents reached basic or full proficiency in Hawaiian Language.
	26. Parent program satisfaction*	Describe any numerical outcomes for parent program satisfaction.	On a scale of 1 to 4, with 4 being the most positive, participants reported a total average (mean) score of 3.80, suggesting very high level of satisfaction with the Adult Education Classes.
	27. Other*	Describe any numerical outcomes for other.	The project developed 32 informational readers, 8 big idea texts, along with 32 'ohana Hawaiian language books and resources comprise a total of 72 texts and other literacy and oral HL resources.

CATEGORY	CODE	DEFINITION/EXPLANATION	EXAMPLE
Key Findings	Summary of Key Findings	Briefly summarize a few key results of the evaluation here. (Add link to source document.)	For participants in the grant program, reading scores increased from Y1 to Y2. Students who participated in the program showed greater motivation and engagement with school and learning at the end of the year than the comparison group.
	Challenges/Barriers*	Describe challenges or barriers faced, or reasons for not achieving or changing objectives or targets	Covid-19 required shift to virtual programming; summer institutes cancelled. Students and families who live in rural areas on Lanai and Molokai had limited access to technology and the internet.
	Promising Practices*	Describe any promising practices or creative/innovative ways grantee has addressed challenges that other grantees might learn from.	Examining and discussing artworks before writing compare/contrast essays, teachers found that when they used this approach, students' writing was stronger and had more detail after spending time in class observing and making inferences.
Notes	Notes	Anything that is important for the team to know about data coding issues.	The only outcome data included in Eval1 is survey responses from 50 families (out of 768 reaching back to 1996) - the report is mostly a program description. Eval2 is not a report - just a few charts showing pre-post test results with no mention of what kind of test. Eval3 is just a note that data collection was delayed.

* Represents a change from the previous codebook.