2022
Annual Report

'Aha Ho'ona'auao 'Ōiwi Hawai'i

**NATIVE HAWAIIAN
EDUCATION COUNCIL**

I lāhui na'auao Hawai'i pono, I lāhui Hawai'i pono na'auao.

*There will be a culturally enlightened Hawaiian nation;
There will be a Hawaiian nation enlightened.*

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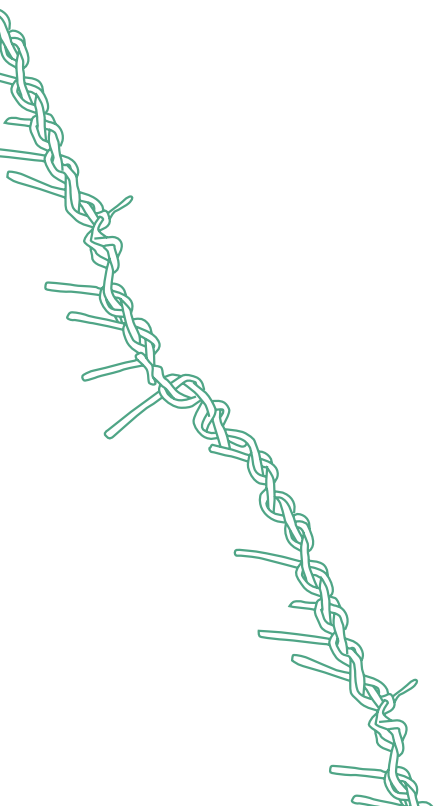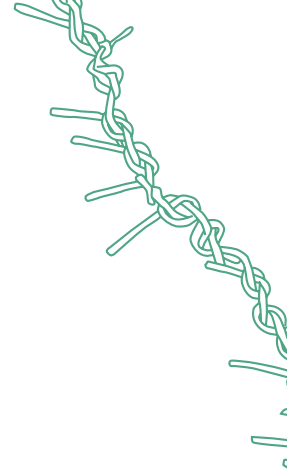There will be a Hawaiian nation enlightened.*

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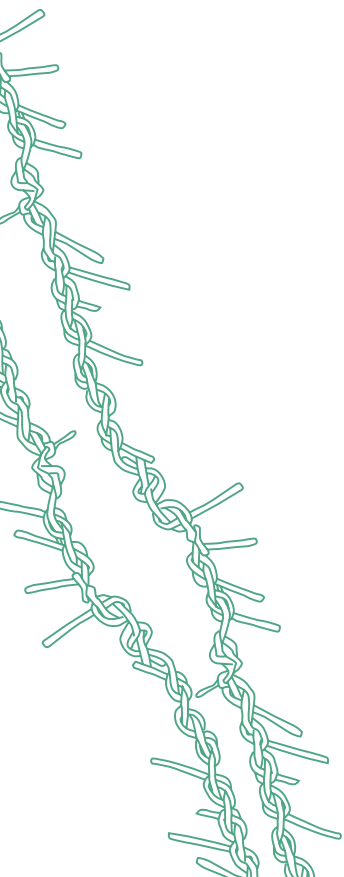# Priority Recommendations *for* Native Hawaiian Education

Priority Recommendations
for Native Hawaiian Education

Priority Funding Recommendations for Native Hawaiian Education

Assert Hawaiian language-medium instruction and culture-based education programs, frameworks, and values as principal in addressing equity, resiliency, and social-emotional well-being for increased Native Hawaiian learner outcomes and closing achievement gaps.

Expand ʻāina-based (*land-based*) programs and initiatives to address place-based inequities and increase educational opportunities.

Address mental health and social emotional well-being as essential for Native Hawaiian learner outcomes, increased academic performance, behavior, social integration, resiliency, identity, and self-efficacy.

Priority Recommendations for Native Hawaiian Education Program (NHEP) Grantee Support and Program Evaluation

Support a culture of strategic investment in project evaluation and increase technical assistance for evaluation plan development.

Include a qualified program evaluator as a key team member for all NHEP grant projects and provide budgetary guidelines.

Commit to enhance grantee evaluation work through use of culturally responsive approaches to program evaluation.

Increase technical assistance and support to NHEP grantees.

Priority Recommendations *for* Native Hawaiian Education

"The Education Council shall use funds made available through a grant under subsection (a) to [...] (6) prepare and submit to the Secretary, at the end of each calendar year, an annual report that contains [...] (D) recommendations to establish priorities for funding under this part, based on an assessment of—

(i) the educational needs of Native Hawaiians;

(ii) programs and services available to address such needs;

(iii) the effectiveness of programs in improving the educational performance of Native Hawaiian students to help such students meet challenging State academic standards under section 1111(b)(1); and

(iv) priorities for funding in specific geographic communities."

- Sec. 6204(d)(6) of the Native Hawaiian Education Act

Priority Funding Recommendations for Native Hawaiian Education

The Native Hawaiian Education Council (NHEC or the Council), in its demonstrated commitment to annual consultations with Native Hawaiian communities and ongoing impact, assesment, and learning study following the three-year funding term of the Native Hawaiian Education Program (NHEP) 2020 grantee programs, reaffirms the following priority recommendations for funding to the United States Department of Education (ED):

Assert Hawaiian language-medium instruction and culture-based education programs, frameworks, and values as principal in addressing equity, resiliency, and social-emotional well-being for increased Native Hawaiian learner outcomes and closing achievement gaps.

The ability for a stabilized learning continuum and connection for Native Hawaiian communities to engage in cultural practices in a pandemic crisis of emerging COVID variants remains critical. This is critical to life as Native Hawaiian and Pacific Islanders (NHPI) have the highest death rates from COVID-19 compared with any other racial group (Hofschneider, 2020). This is also critical to healthcare access as NHPIs have the highest rate of COVID-19 cases compared to other racial and ethnic groups (UH News, 2020).

The pandemic put a historical context of disease population decimation of Native Hawaiians due to American imperialsim and its impact on loss of cultural practices, language, and land (NHEA, 2015). Ramifications of this—directly and indirectly—adversely affects long-standing mistrust of government institutions and increased vaccination hesitancy of NHPIs in the pandemic (UH News, 2022). To address this crisis, the Native Hawaiian Pacific Islander COVID-19 Response, Recovery, and Resilience Team was formed. This

multi-agency team understood that culture-based programs and cultural belief systems and practices are powerful tools for helping Native Hawaiian communities make sense of and interpret the pandemic and its effects. For example, the team supported the creation of a Community-Based Subsistence Fishing Area to connect culturally-based practices, sustainable food systems, and public health benefits for NHPI communities (Kamaka, et al., 2021).

Native Hawaiians have strong connections to ʻāina (*land, place*), culture, and language and thus are socially and culturally impacted by the pandemic (Kaholokula, Samoa, Miyamoto, Palafox, & Daniels, 2020). Participants of NHEC's 2022 community consultations reported a strong connection to culture and language in order to be successful. "Cultural programmig, values, learning ʻōlelo Hawaiʻi, ʻāina work is all so necessary," reflected an Oʻahu participant, "and that's not what I used to say, but this pandemic has completely changed my perspective." (Native Hawaiian Education Council, 2022)

Priority funding for Hawaiian-language medium education and Hawaiian culture-based education programs in the next NHEP grant competition is paramount for supporting Native Hawaiian learner outcomes including resiliency and social-emotional well-being.

Expand ʻāina-based (land-based) programs and initiatives to address place-based inequities and increase educational opportunities.

Participants of NHEC's community consultations shared experiences of food insecurity as stressors of the pandemic, which in turn underlines the incredible importance ʻāina-based learning or "teaching and learning through ʻāina so our people, communities, and lands thrive" (Ledward, 2013). Nationally, 21% of Native Hawaiian Pacific Islanders, as compared to non-Hispanic White counterparts (8%), experience food insecurity that directly and indirectly contribute to related factors such as increased healthcare costs, limited access to resources and income, and a correlation to poor physical health (Nguyen, Pham, Jackson, Ellison, & Sinclair, 2022).

Their relational value to food, to one another, and to the environment remains a priority for Native Hawaiian communities. A participant who attended NHEC's community consultation session for "Out of School and ʻĀina" reflects on the importance of ʻāina-based programming options in the community if traditional schools did not provide resources. "[Traditional schools] don't see the rigor in ʻāina-based learning. I think that's the disconnect. I think that's why out-of-school programs are so important. It reminds our haumāna *(students)* that learning continues after the school bell rings".

ʻĀina-based learning as building relational value, connection, and identity between learners and the environment is in strong alignment with the goal of the Hawaiʻi State Aloha + Challenge: by 2030, increase school-community sites that provide ʻāina-based education and stewardship opportunities for students to learn and experience ʻāina that "can deepen their relationship with the natural environment, cultivate connections within their communities, and build critical skills that can be applied to real-world issues" (Aloha+ Challenge Collective, n.d.).

The increased value of and access to ʻāina-based learning and education programs generated greater attention on Hawaiian-focused charter schools (HFCS), which have a long-established core pedagogy on cultivating purposeful and responsible relationships between learners and culture, language, and land (Rogers, Awo Chun, Keehne, & Houglum, 2020). The impact of the pandemic jolted urgent opportunity for HFCS and ʻāina-based programs to adapt hybrid and/or virtual delivery for whole family engagement to meet the needs of ʻāina learning and feeding communities. Hawaiian culture-based education principles are values-based, place-based, and land-based (Dragon Smith, 2020). A community participant that attended NHEC's community consultation session for "K-12 and Higher Education" stated the need of ʻāina-based programming as an essential stabilizer in Native Hawaiian communities:

> "If we don't do something drastically different, we're not going to have traditional farmers and fishermen. We're going to have people who can code but not feed themselves in the next emergency. How do we create policy that supports the things that anchor our society?"

Priority funding for expansion and support of ʻāina-based programs reinforces the value of traditional wisdom in ʻāina as an educational approach to cultivate critical skills for learners, as well as an inclusive recovery approach for communities. NHEC strongly recommends ʻāina-based programming as a priority area for funding in the next NHEP grant competition.

"If we don't do something drastically different, we're not going to have traditional farmers and fishermen. We're going to have people who can code but not feed themselves in the next emergency. How do we create policy that supports the things that anchor our society?"

—*NHEC Community Consultation community participant for K-12 and Higher Education*

Address mental health and social emotional well-being as essential for Native Hawaiian learner outcomes, increased academic performance, behavior, social integration, resiliency, identity, and self-efficacy.

Mental health and well-being are paramount for student academic achievement and life. The COVID-19 impacts of social and physical isolation, loss of routines, increased anxiety or pessimism of an unsure future impacted youth. At the onset of the pandemic in 2020, the Center for Disease Control reported a 24% increase in children's mental-health related emergency room visits for youth ages 5-11, with a 31% increase for adolescents ages 12-17 (Leeb, et al., 2020).

The Council's engagement with community through the 2022 consultations reaffirms that mental health issues among students are an important public health concern as everyone continues to emerge from the COVID-19 pandemic. Social and Emotional Learning (SEL) competencies in relation to student well-being continues to be reinforced as a priority by community. "Staff who are well-trained, experienced, and know how to deal with traumatized kids are essential," stated a participant from a Moloka'i community consultation. In NHEC's 2017-2018 annual report, SEL

recommendations were also provided to ED to consider for adoption as a new Government Performance and Results Act (GPRA) measure: "Hawaiian values and practices have served as guiding principles for Kānaka Maoli (*term for indigenous people of Hawai'i*) for innumerable generations. Findings from this project show that the wisdom of the Hawaiian culture is expressed in values and practices that more recently have been identified as SEL competencies. This congruence between Hawaiian value systems and SEL principles reveal the possibility of identifying specific measures of student success that resonate with the Native Hawaiian community that simultaneously reflect the rigorous standards of GPRA."

Priority and funding for programming that addresses increased mental health professionals in schools and communities including trauma-informed care training for all persons in contact with learners in the next NHEP grant competition is imperative to the mental health and well-being of Native Hawaiian learners.
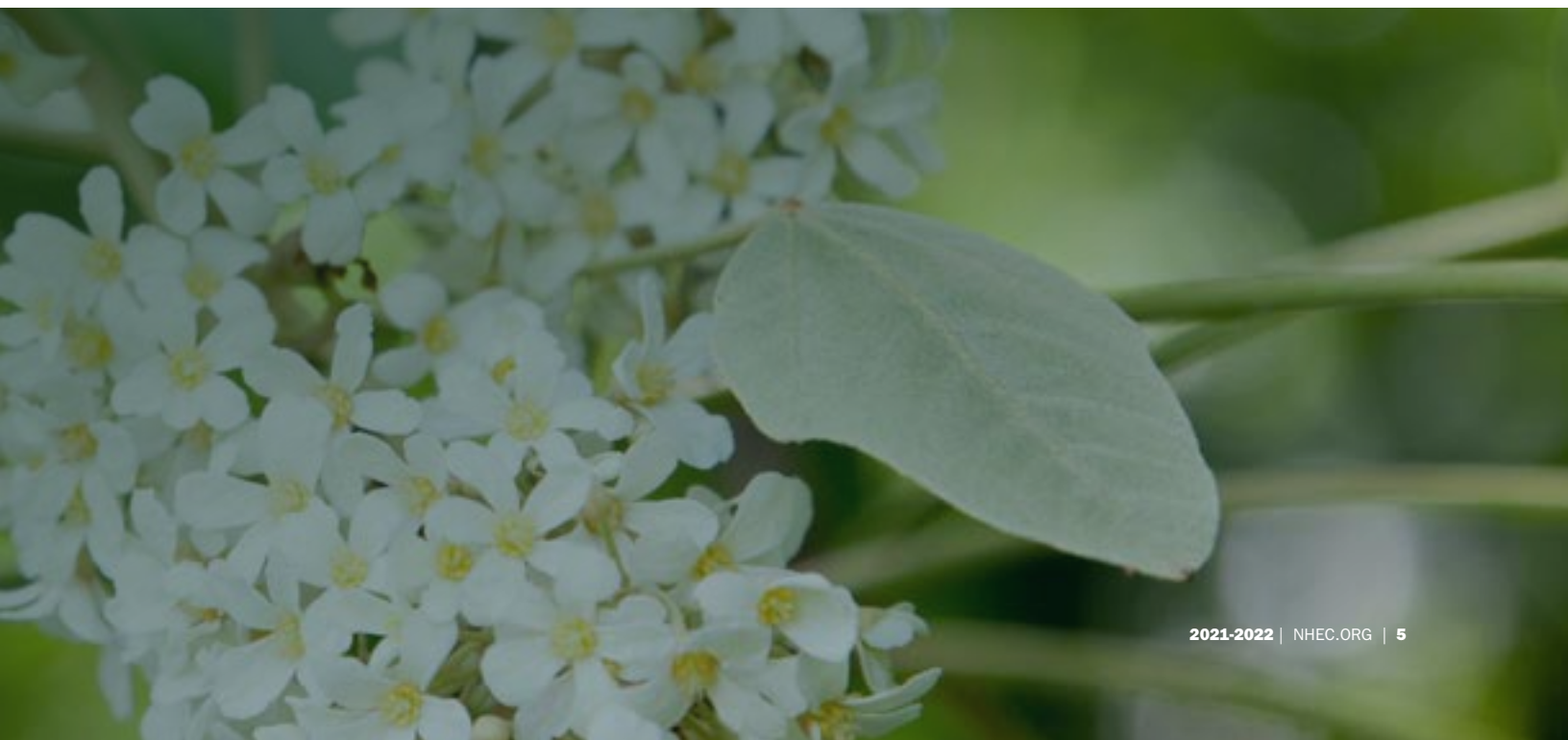
Priority Recommendations for Native Hawaiian Education Program (NHEP) Grantee Support and Program Evaluation

"The Education Council shall use funds made available through a grant under subsection (a) to carry out each of the following activities...(3) Providing direction and guidance, through the issuance of reports and recommendations, to appropriate Federal, State, and local agencies in order to focus and improve the use of resources, including resources made available under this part, relating to Native Hawaiian education and serving, where appropriate, in an advisory capacity."

- Sec. 6204(c)(3) of the Native Hawaiian Education Act

In the process of providing one on one coaching and consulting support to current NHEP grantees (see "Activities of the Council: Technical Assistance"), several observations and recommendations arose on how to provide grantees with greater support and how to improve the quality of data being collected and reported across the program overall. The Council makes the following priority recommendations for grantee support to ED:

Support a culture of strategic investment in project evaluation and increase technical assistance for evaluation plan development.

Prioritizing program evaluation funding and support goes beyond meeting grant requirements. Program evaluation is a critical and strategic investment in program management, decision-making, and ultimately, a key process for expanding services for community effectively. Although projects funded by NHEP are required to address program evaluation, the program does not have clear criteria for assessing the adequacy of evaluation plans, does not require grantees to use an independent evaluator or to submit evaluation reports, and does not provide guidance on how much grantees should invest in program evaluation.

The Council recommends that ED provide meaningful guidance and technical assitance to grant applicants/grantees on developing an evaluation plan for their program including what is expected of the evaluator/evaluation plan in alignment to the project logic model outcomes. NHEP grantees and evaluators work in diverse cultural, contextual, and complex communities—such as Native Hawaiian communities—in addressing the unique educational needs of students, parents, and teachers. As such, evaluation plans and needs may vary depending on the program design and delivery, balanced against budget and resource contraints. Setting NHEP grantees upon a solid foundation of support and resources for success ensures our collective work towards impactful change for Native Hawaiian communities and the program overall.

NHEC recognized that a kind of basic framework or guide for the evaluation of NHEP projects may be helpful, similar to the evaluation framework developed in 2011 for ED's 21st Century Community Learning Centers grant program. A copy of the framework is provided under 'Appendix A'.

Include a qualified program evaluator as a key team member for all NHEP grant projects and provide budgetary guidelines.

To better support grantees in developing stronger and more effective program evaluations, the Council recommends that NHEP grant projects include as a key member of their team a qualified program evaluator. The evaluator should have experience evaluating similar programs and be involved from the early development stages of the project to ensure that evaluation goals are built into project plans. Recognizing the value of participatory research and evaluation, NHEC recommends that the lead evaluator/researcher understands both the principles of participatory evaluation and making effective use of rigorous and objective data collection and analysis.

ED should also provide greater support and assitance to grant applicants/grantees in developing an evaluation budget to determine how much will be spent on evaluation tasks, or guidance on a minimum percentage of their program budget to devote to evaluation. In NHEC's portfolio analysis of 2010-2018 NHEP grant awards, only 22 of the 38 grants indicated evaluation as a component of their project budgets, and overall these grantees spent less than 1% of funding on program evaluation (Native Hawaiian Education Council, 2018). In 2016, it was reported that only 12% of nonprofit organizations spent 5% of their budget on evaluation due to long-standing barriers of funding and staff time (Innovation Network, 2016). Additionally, the size of the grantee organization should be considered when providing budgetary guidelines as it is associated with the likelihood of working with an external evaluator. Almost half (49%) of large nonprofit organizations work with external evaluators compared to 14% of small nonprofit organizations, which are defined by the Internal Revenue Service as tax-exempt organizations that have $500,000 or less in total assets. Due to staff size and funding, small nonprofit organizations have less access to hire external evaluators (Morariu, Athanasiades, Pankaj, & Drodzicki, 2016).

Commit to enhance grantee evaluation work through use of culturally responsive approaches to program evaluation.

In building upon the new GPRA measure requiring grantees to develop program logic models to report against program outcomes, ED and the Office of Management and Budget

holds a key opportunity in expanding culturally responsive approaches to evaluation that is respectful, equitable, and responsive to the communities impacted, while supporting improved effectiveness in cross-cultural settings for the overall program. Logic models help make connections in the work being done by the program and the desired changes the program wants to achieve, therefore culturally responsive evaluation is needed for effectively measuring success in desired change. In the aforementioned NHEP portfolio analysis, only three of the 73 grants that shared their project's evaluation design indicated use of participatory approaches that involve stakeholders in design, implementation, and interpretation of the evaluation (Native Hawaiian Education Council, 2018).

The recommendation also aligns with NHEC's 2018 study of the GPRA measures for NHEP. The study precipitated a long-stated need among NHEP grantees that GPRA standards were inadequate for measuring growth, learning, successes, and achievements of Native Hawaiian learners. The standards were largely considered culturally incongruent (Native Hawaiian Education Council, 2018). The new GPRA program logic model is a step in the right direction in identifying program-relevant outcomes, though more can be done to support and enhance measuring what matters to the Native Hawaiian community.

Increase technical assistance and support to NHEP grantees.

During the coaching and consultation sessions, grantees expressed their appreciation for receiving from ED individual review and feedback on their project logic model and for the technical assistance webinars provided this past year, and found great value in receiving individual, direct technical support through NHEC's coaching and consultation sessions. However, along with wanting greater assistance with program evaluation planning and budgeting, grantees would like ED to provide individual review and feedback on annual performance reports (e.g., are they correctly responding to reporting requirements) and additional feedback on performance measurers immediately following approval of their project's logic model.

Purpose of the Native Hawaiian Education Act and The Native Hawaiian Education Program

The political relationship between the United States and the Native Hawaiian people has been recogized and reaffirmed by the United States with the inclusion of Native Hawaiians in federal Acts including, but not limited to, the Native American Graves Protection and Repatriation Act (25 U.S.C. 3001 et. Seq.), Native American Languages Act (25 U.S.C. 2901 et seq.), the Native American Programs Act of 1974 (42 U.S.C. 2991 et seq.) and the American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act (20 U.S.C. 4401 et seq.). The eligibility for federal resources to address the needs of the Native Hawaiian people is provided through the Native Hawaiian Education Act (Every Student Succeeds Act of 2015, Title VI, Part B, Sec. 6202(12)):

"The United States has recognized and reaffirmed that—

(A) Native Hawaiians have a cultural, historic, and land-based link to the indigenous people who exercised sovereignty over the Hawaiian Islands, and that group has never relinquished its claims to sovereignty or its sovereign lands;

(B) Congress does not extend services to Native Hawaiians because of their race, but because of their unique status as the indigenous people of a once sovereign nation as to whom the United States has established a trust relationship;

(C) Congress has also delegated broad authority to administer a portion of the Federal trust responsibility to the State of Hawaii;

(D) the political status of Native Hawaiians is comparable to that of American Indians and Alaska Natives; and

(E) the aboriginal, indigenous people of the United States have—

(i) a continuing right to autonomy in their internal affairs; and

(ii) an ongoing right of self-determination and self-governance that has never been extinguished."

The purpose of the NHEP, as described under Section 6203, is to—

(1) authorize and develop innovative educational programs to assist Native Hawaiians;

(2) provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, and to provide periodic assessment and data collection;

(3) supplement and expand programs and authorities in the area of education to further the purposes of this title; and

(4) encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.

To support this purpose, the Native Hawaiian Education Act (NHEA or 'the Act') also identifies priorities for projects that are designed to address beginning reading and literacy among students in kindergarten through third grade, the needs of at-risk children and youth, needs in fields or disciplines in which Native Hawiians are underemployed, and the use of Hawaiian language in instruction.
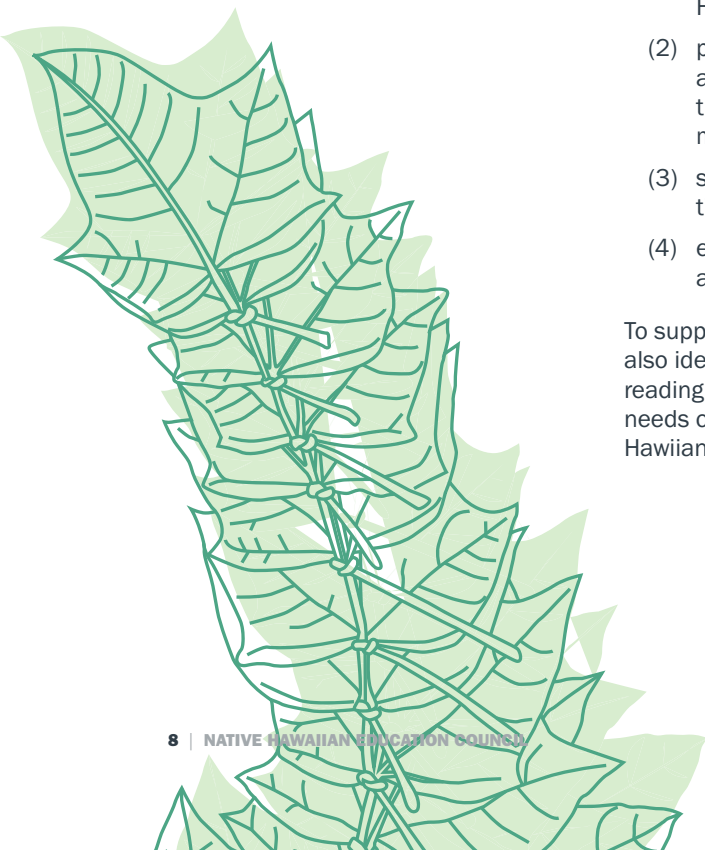
Purpose of the Native Hawaiian Education Council

Section 6204(a) of the Act establishes the NHEC "to better effectuate the purposes of [the NHEA] through the coordination of educational and related services and programs available to Native Hawaiians, including those programs that receive funding under this part." In essence, NHEC prodives leadership and guidance from the Hawaiian community to ED.

The purpose of the Council, as delineated under Section 6204 of the Act, is to 'Assess, Evaluate, Coordinate, Report & Make Recommendations' of the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians. To that end, NHEC has three statutory mandates by the Act, which includes an annual report to provide priority recommendations to ED. Therefore, this report represents the annual community consultation activities, research studies, and efforts of NHEC to address this responsibility as part of its overall statutory mandate.

Criteria for Determining Priority Recommendations

Methodology. An ad hoc committee of Council members were convened throughout the month of November 2022 and supported by NHEC staff for the purposes of reaffirming the criteria for priority recommendations for funding. The tasks outlined for the committee included: 1) review of previous Council needs assessment criteria with current data from multiple existing sources, including NHEC's FY22 community consultations analysis; and 2) determine, finalize, and agree upon new or updated data sources to support criteria.

Data Sources. Data informing the criteria was curated from multiple resources from various Native Hawaiian-serving organizations, including the Hawaiʻi Department of Education (HIDOE), the University of Hawaiʻi, the Kamehameha Schools, Office of Hawaiian Affairs, and Liliʻuokalani Trust. A list of all cited data sources is included under the "References" section of this report.

After robust discussion and review of updated data sources, the ad hoc committee reaffirmed the five criteria used to determine the 2022 priority recommendations Native Hawaiian education funding and program support to ED:

Criterion 1: The project provides evidence of innovative approaches to addressing and/or stabilizing impacts of COVID-19 in a target school or community where the proportion of Native Hawaiians meets or exceeds the average population of Native Hawaiians in the HIDOE sytem through engaging in two-way, mutually respectful collaboration with key stakeholders (including families, caretakers, students, educators, teachers, school leaders, and school staff) and community leaders from diverse and socioeconomic backgrounds, to assess and understand students' social, emotional, physical and mental health, and Hawaiian language, culture-based and place-based academic needs.

Culture, language, and ʻāina. Participants of NHEC's community consultations reported new possibilities in cultural learning—virtual or in person—and ʻāina-based learning during the pandemic. Participants stated cultural content which also imparts Hawaiian values is increasingly more important in a pandemic and post-pandemic world. The ability of Native Hawaiian communities to continue engaging in cultural practices amid pandemic closures and shelter-in-place orders was and continues to be critical. Native Hawaiians are culturally impacted by the pandemic because of their strong connection to ʻāina (Kamehameha Schools Strategy & Transformation Group, Liliʻuokalani Trust, & Office of Hawaiian Affairs, 2021).

Participants also experienced or witnessed food insecurity, which helped them to see the incredible importance ʻāina-based learning and ʻāina practices have in sustaining life. They witnessed an elevation of cultural knowledge and ʻāina practices during the pandemic and believe that this provides ripe opportunities for NHEP, not just to inform funding for academic purposes, but also ensure the long-term survival of Native Hawaiians.

Physical and mental health. Participants noted that having a strong identity in a very complex crisis, like the COVID-19 pandemic, enhances protective factors and strengthens mental health. The top two areas of concern for Native Hawaiians impacted by the pandemic are physical health (79%) and mental and emotional wellbeing (67%) (Kamehameha Schools Strategy & Transformation Group, Liliʻuokalani Trust, & Office of Hawaiian Affairs, 2021).

Criterion 2: The proportion of Native Hawaiians in the target school or community to be served meets or exceeds the average proportion of Native Hawaiian students in the HIDOE system.

Within the last 10 years, U.S. Census 2020 reports that the Native Hawaiian-Pacific Islander population grew by 28%, making NHPIs the fifth largest ethinic group with a total population of 1.6 million (Jones, Marks, Ramirez, & Ríos-Vargas, 2021). Although recent census reports that only 11% of Hawaiʻi's total population constitutes Native Hawaiians, they make up the single largest ethnic group (26%) in the HIDOE system (Office of Hawaiian Affairs, 2017). Further, schools where Native Hawaiian student enrollment exceeds 50% are concentrated in rural communities throughout the Hawaiʻi. Seventeen percent of Hawaiʻi public K-12 schools are designated as "rural" by standards of the National Center for Education Statistics, with 42% of Hawaiʻi's rural schools considered distant or remote locations that require costly air transport to connect to the nearest metropolitan center (Hawaiʻi State Department of Education, 2015).

When it comes to the 17 Hawaiian-focused charter schools across Hawaiʻi that serve more than 4,700 students, Native Hawaiian students comprise 81% of the total student population (Office of Hawaiian Affairs, n.d.). Further, in relation

to Criteria 3, based on the proportions of students participating in the free or reduced-price lunch, a larger portion (70%) of charter school students come from economically disadvantaged households compared to traditional Hawai'i public schools (Kana'iaupuni, Ledward, & Jensen, 2010). The concentration of large Native Hawaiian student populations in communities and schools of high need should drive priority funding for programs, services, and resources to address needs.

Criterion 3: The project serves Native Hawaiians in schools in which the proportion of students who are eligible for the free or reduced-price school lunch program is higher than the state average.

The National School Lunch Program is the largest federally-funded assisted meal program providing nutritionally balanced, reduced-cost or free lunches to children from low-income families in public and nonprofit private schools and residential child care institutions. The HIDOE reported for school year 2019-2020 (pre-pandemic) that 47.39% or 84,993 students, are considered economically disadvantaged (Hawai'i State Department of Education, 2021).

Eligibility for the free and reduced-cost lunch program is often used as an indicator of socio-economic status. Students whose families meet the income qualifications for the federal free/reduced-cost lunch program are often referred to as "economically disadvantaged."

Research shows that Native Hawaiians account for the highest percentage of families in poverty compared to other ethnic groups. Close to 70% of Native Hawaiian students depend on the free or reduced-cost meal program compared to 46.7% of non-Native Hawaiian students in the same program (Kamehameha Schools Strategy & Transformation Group, Lili'uokalani Trust, & Office of Hawaiian Affairs, 2021). The combination of education, employment, and income of a family's socio-economic status can affect a child's academic achievement. Limited financial resources for children from economically disadvantaged homes means less access to learning resources such as broadband, digital devices, tutoring support or even school supplies. To reduce economic inequalities and promote opportunities for academic achievement, NHEP funding should address schools and programs that serve a higher-than-average student population rate in the federally subsidized school lunch program.

Criterion 4: The project serves Native Hawaiian students in persistently low-performing schools in the Hawaiʻi Department of Education.

During school year 2012-2013, the HIDOE launched the Strive HI Performance System as the State's own accountability and school improvement system with multiple measures for student academic performance, achievement gaps, academic growth, graduation completion, and chronic absenteeism. The system aligns with the reauthoriziation of the federal Every Student Succeeds Act and connects key state education policies and initiatives by optimizing data for progress and targeting resources.

The 2021-22 Strive HI results report overall positive gains in student academic recovery impacted by the pandemic. One example supporting this criterion is Kaunakakai Elementary on Molokaʻi that reported double-digit acceleration in student academic proficiencies across English, Math, and Science. The report attributes this progress to high engagement partnerships with key stakeholders, such as parents and caregivers, which relates to Criterion 1 (Hawaiʻi State Department of Education, 2022).

In alignment with Criteria 2 and 3, the pandemic deepened the divide in educational opportunity—in access, achievement, and outcomes—with schools who were already low-performing with high populations of economically disadvantaged Native Hawaiian students prior to COVID-19 (U.S. Department of Education's Office for Civil Rights, 2021). NHEP funding is needed to expand access to learning opportunities for Native Hawaiian students and families enrolled in low-performing schools and close achievement gaps distinguishing underserved Native Hawaiian students from higher performing peers.

**Criterion 5: The project provides evidence of collaboration with the Native Hawaiian community.**

Building on the principles of community-based participatory research of equitable collaboration and mutual trust between partners is most aligned to Native Hawaiian cultural values. This approach to community participation and involvement promotes:

- **Co-learning and co-leading for change:** Building space to form strong and intentional partnership structures with shared power flow of decision-making that can lead to broader educational outcomes for both program and community.

- **Creating community ownership for sustained programming:** Involving community members most likely to utilize program services with its development and planning builds long-term trust, buy-in, and ultimately ownership of longitudinal success of educational outcomes.

- **Explores community ʻike** *(ways of knowing, understanding)* **and values for community-based solutions:** Empowering community as co-researchers and agents of change to support investigation of their own challenges and identifying solutions for collective outcomes.

To ensure that the services to be provided reflect community needs, and to make certain participatory practices of community involvement and input in the design, implementation, and evaluation of the project are incorporated, applicants for NHEP funding should document their extent of collaboration with the Native Hawaiian community in the grant application process, during implementation of project activities if funded, and in the project evaluation.

2

Activities
of the Council
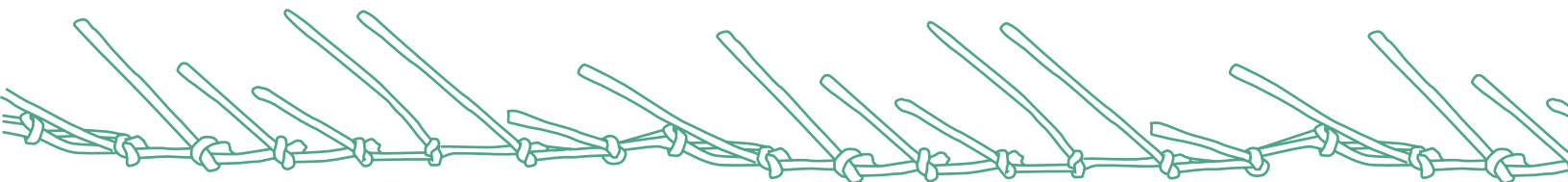
Coordination Activities

"The Education Council shall use funds made available through a grant under subsection (a) to carry out each of the following activities: (1) Providing advice about the coordination of, and serving as a clearinghouse for, the educational and related services and programs available to Native Hawaiians, including the programs assisted under this part."

- Sec. 6204(c) of the Native Hawaiian Education Act

HĪPUʻU NATIVE HAWAIIAN EDUCATION DATABASE

Background

In July 2021, The Council awarded American Institutes for Research (AIR) through a competitive bid process a contract to conduct an environmental scan and development of an online clearinghouse. Prior to this, The Council's research resources have been made available on our organization website. However, our website was not designed to support user interface needs for online searching or to categorize and house varying forms of resources such as multi-media, articles, or streaming video.

The purpose of our online database is a multifaceted approach to meet our statutory mandate, increase data access and Native Hawaiian education research resources with and within our communities, and foster evidence-based policymaking with allied partners at our local, state, and federal levels.

Methodology and Data Collection

The Council established two parts to address this mandate. The first was to conduct an environmental scan and stakeholder needs assessment that informs the design and delivery of an online database. The second part would be to utilize the stakeholder feedback to shape and inform a user-centered design of the online clearinghouse.

PART I:
Environmental Scan, Library Sciences, Database Indexing, and Recommendations

Provide an environmental scan and stakeholder needs assessment that informs the design and delivery of an online clearinghouse of data and information on Native Hawaiian education.

There were four main areas of research identified to harvest data from stakeholders for Part 1 that could inform recommendations for the design and development of the online database that included goals and objectives, types of content, content organization, and user experience (UX). Based on these four areas, four research questions were established:

1. What do we want the database to accomplish?

2. What audiences should the database serve?

3. What content should the database contain and provide access to?

4. What kind of user experience should the database strive to deliver?

To obtain the necessary quantitative and qualitative data, we first identified the stakeholder audiences for the database that included primary, secondary, and tertiary audiences. Then we used three research methods to collect data to inform our discovery research: stakeholder interviews, online surveys, and a benchmarking review.

The table below identifies the stakeholder audience and data collection method:

STAKEHOLDER AUDIENCES	DATA COLLECTION
Primary Interviewees	
Council members, former members, staff, and a current grantee organization. and staff	Interview, survey
NHEP grantees	Interview, survey
Hawaiʻi state agencies and Native Hawaiian-serving organizations	Interview, survey
Federal policymakers for the state	Interview, survey
Secondary Audience	
Educational, community-based organizations in Hawaiʻi that provide funding or direct services to Native Hawaiians	Survey
Native Hawaiian community	Survey
Tertiary Audience	
U.S. Department of Education staff	Survey
Grant funders and philanthropic organizations	Interview, survey

Part 1 data collection methods included stakeholder interviews and a survey. The interview protocols and survey questions were intentionally aligned so that we could combine data and present a cohesive view of the wants and needs related to database goals and objectives, types of content, content organization, and the user experience.

In addition to the stakeholder interviews and survey responses, a benchmarking review was also incorporated.

A benchmarking review is a type of market research that compares organizations, or in this case websites, across existing performance criteria to assess or establish performance standards in an industry, domain, or product class. Having defined standards or levels of performance within that space, organizations can identify improvements or performance targets that fit their strategic plan or their approach to continuous improvement.

Data Analysis

The interview protocol and survey data analyses involved sorting and tabulating the data in a spreadsheet and conducting qualitative analysis of the open-ended responses and interview notes. Two raters analyzed the qualitative data collaboratively for interrater reliability. When appropriate, interview and survey data were combined and analyzed together. The results were then summarized to identify key takeaways, which guided our recommendations for the clearinghouse.

Summarized Findings

The following are summarized findings organized across the four overarching research questions for Part 1.

Hīpuʻu Goals and Objectives

In interviews, the following five themes were cited most often when discussing goals for the Hīpuʻu website development, in the following ranked order:

1. Disseminate data about impact/outcomes of approaches

2. Disseminate grantee materials that have practical value

3. Preference for raw data

4. Inform policymakers

5. Inform about educational program availability

Types of Content

Potential users of the Hīpuʻu site hope that Hīpuʻu can provide access to data-driven and technical assistance materials, which often are hard to find or require a lot of work to assemble. Those expectations fall into three general categories:

- Data-rich materials to learn about program or policy outcomes, in particular datasets, curated data, or visualized data.

- Technical materials that have practical value (e.g., serving as a reference or presenting best practices).

- Materials that reflect the work and accomplishments of NHEP grantees.

Adding to user preferences for data-driven and technical materials was also stated stated for Hīpuʻu to become a one-stop shop destination for online resources, whereby it would:

- Deliver the convenience of finding everything in one site or being directed to the right location to avoid lengthy and scattered searching;

- Provide access to a wide range of materials, some of which might otherwise require special access;

- Consolidate high-value materials on key topics and in various formats/types to streamline research and learning; and

- Provide access to disaggregated data on Native Hawaiian education in a searchable database.

The content preferences expressed by participants will guide and shape priority criteria for Hīpuʻu in determining which types of content to assemble and make available. These preferences also point to a high level of need and expectations that may be difficult to meet in the short term because some types of materials may take a significant amount of time to collect, curate, and vet.

Therefore, the Part 1 findings suggested to approach the launch and build out of Hīpuʻu in phased releases. The purpose and scope of each release should be carefully framed prior to release to manage user expectations.

Content Organization

At the highest level of content organization, potential users of the clearinghouse would prefer to see content organized first by topic and then by age bands.

Although the topics resonating the most with potential clearinghouse users cover a very broad spectrum of issues, they center on four themes, ranked in order of preference:

1. Education programs outcomes and best practices

2. Education and well-being research, trends, and metrics

3. Socioeconomic issues impacting education policy and programs

4. Pedagogical resources and curriculum

With regard to organizing content under a Native Hawaiian well-being section, potential clearinghouse users expressed strong preferences for five subtopics, listed in ranked order:

1. Native Hawaiian cultural and spiritual practice and identity

2. Mental health and behavioral development

3. Healthcare data/outcomes

4. Physical health and behavior

5. Physical environment and safety

The second layer of organization was proposed by age group, such as the following:

• Early childhood

• Elementary

• Middle school

• High school

• Postsecondary

• Adult education

User Experience (UX)

Zoom polling, surveys, and open-ended interview question responses point to many specific UX attributes and characteristics that potential clearinghouse users prefer and from which we might extrapolate what they would like to see in the clearinghouse. Listed in ranked order, they are as follows:

1. A choice of simple search or advanced search

2. Filtering

3. Related item suggestions

4. Metadata-rich result listings

5. Quick View

6. Feed of the latest resources

In addition, for "next step" options for what users would like to do with a selected item, they ranked the following, of which the first five do not require the user to create an account:

1. Download a resource

2. See related Items

3. Bookmark a resource

4. Share a resource

5. Print the resource

6. Sign up for email updates (requires creating an account)

**PART II:
Online Clearinghouse
Development**

The goal of Part 2 is to build on the findings of Part I and develop an online database that will serve as a data repository for Native Hawaiian education that is intuitive and easy to navigate; provides powerful, fast, and flexible search capabilities; meets current needs while also providing a foundation for future growth in scale and scope; allows nontechnical users

to manage database content and resources; and is fully secure to withstand external threats (e.g., cyberattacks, viruses).

At the completion of Part 1, the summary findings and recommendations established a sound framework for the user-centered design development and project roadmap.

NHEC Part 2 Clearinghouse Project Roadmap

Phase I
- Project kickoff
- Project roadmap
- Communication plan
- Sitemap and taxonomies
- Wirefrae/prototyping
- UI template design

Phase III
- Site testing and code correction
- Content upload to UAT

Phase V
- Go live!

JAN   **FEB**   **MAR**   **APR**   **MAY**   **JUN**   **JUL**   **AUG**   **SEP**   **OCT**   **NOV**   **DEC**

2022

Phase II

Phase I

Phase III

Phase IV

Phase V

Phase VI

2022

Phase II
- Website setup
- UI CSS, other design assets
- CMS
- Website development/build
- Content creation

Phase IV
- CMS training

Phase VI
- Maintenance & support

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Figure 1. Hīpuʻu Project Roadmap for Part 2: Online Clearinghouse Development begins in February of 2022 through the end of the calendar year for the entire lifecycle of the site development, staff training of the site, and site maintenance and transition.

Part 2: Phase 1 and 2

Phases 1 and 2 of the Hīpuʻu development encompassed significant effort, dialogue, and iterative work in:

- **Sitemap & Taxonomies:** Site infrastructure in how content will be organized and how resources are categorized for search functionality based on key determining factors from Part 1 participant feedback and community-relevant language (i.e. Hawaiian-medium education vs Native Hawaiian language education)

- **Wireframes & Prototyping:** Along with site infrastructure, wireframes were established early on the development phase to visually layout content and functionality of a user journey with simple prototyping for the Council to test features.

- **Communication:** The highly iterative nature of the wireframes and prototyping development meant weekly and biweekly meetings between the Council and development team to create a constant flow of testing, feedback, and updates.

Figure 2. Hīpuʻu home landing page with a simple
search field and featured resources within the domains
of education and well-being & culture.
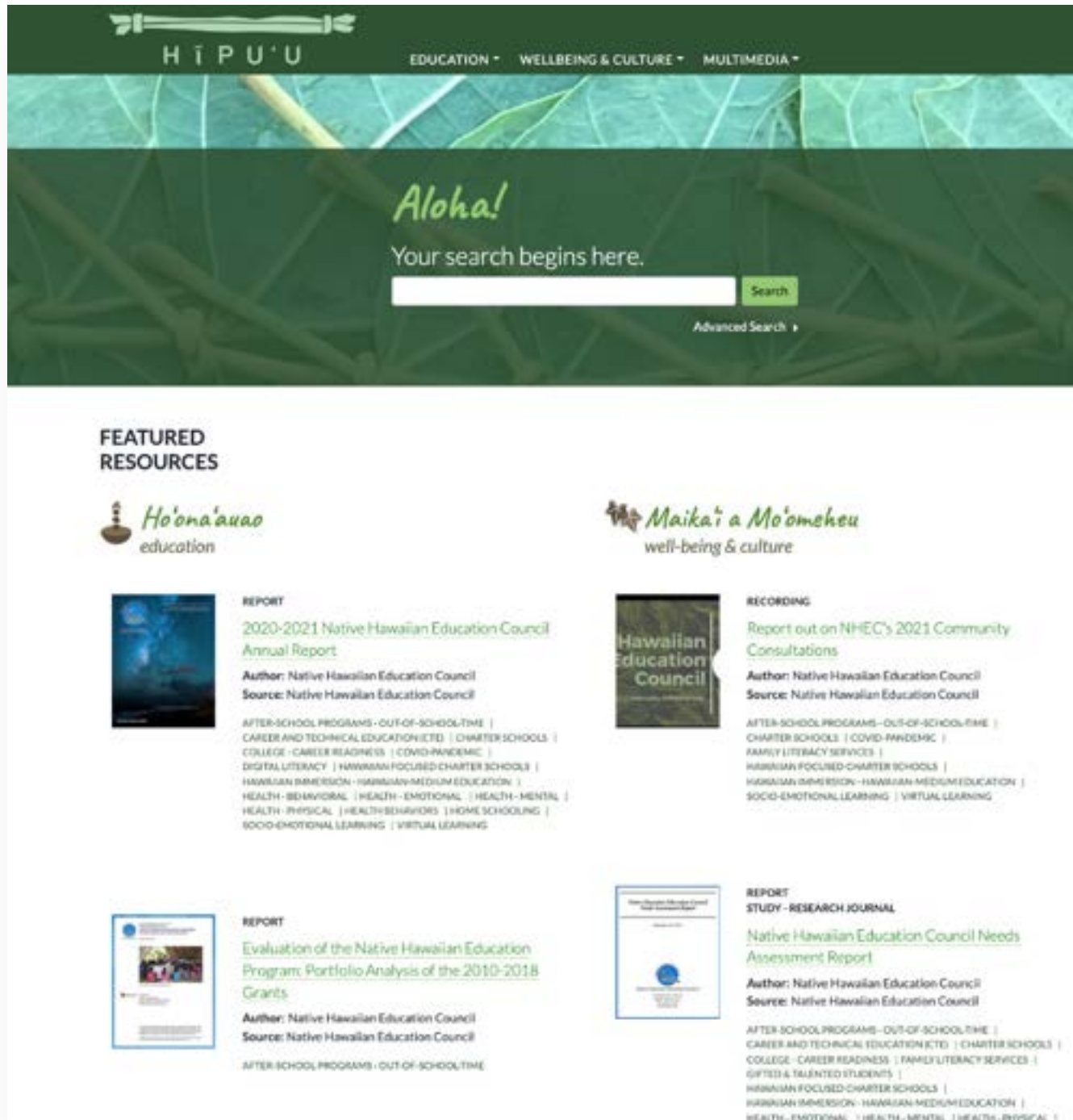
Figure 3. User search interface for Hīpuʻu.org based on domain, subject types, topic types, and further filtered by resource types, target population types, audience types, content types, and multimedia types.

Figure 4. User search interface for Hīpuʻu.org based on multimedia filter that results in resources of videos and movies.

Figure 5. Hīpuʻu resource search result that provides the content type (report), resource abstract, the source URL, download options, and related resources based on the user search criteria.

Technical Assistance

"The Education Council shall use funds made available through a grant under subsection (a) to (1) provide technical assistance to Native Hawaiian organizations that are grantees or potential grantees under this part; (2) obtain from such grantees informaiton and data regarding grants awarded under this part; [...] (5) assess and evalu-ate the individual and aggregagte impact achieved by grantees under this part in improving Native Hawaiian educational performance and meeting the goals of this part..."

- Sec. 6204(d) of the Native Hawaiian Education Act

IMPACT, ASSESSMENT AND LEARNING STUDY OF THE 2020
NHEP GRANT AWARDS – YEAR 1

In 2021, American Institutes for Research (AIR), a national policy analysis and evaluation research firm, was contracted to develop an impact, assessment, and learning study of the NHEP 2020 cohort of grant recipients to effectively measure the progress and impact of meeting the goals of the NHEP as stated in the Act includ-ing development of a logic model for the NHEP as a whole.

The purpose of this project is to assess the data collected and produced by the grantees and provide technical assistance on the coordination and collaboration among the NHEP, HIDOE, and grantees to improve access to and sharing of data to inform the administration and evaluation of the NHEP

Activities for the study are divided into five distinct phases:

1. Planning, Communication and Project Management
2. Data Collection and Management
3. Technical Assistance and Evaluative Analysis
4. Impact, Assessment, and Learning Report
5. Presentation and Dissemination

The following is a summary of Year 1 project activities and an overview of activi-ties occurring throughout Year 2.

Planning, Communication and Project Management

The study was kicked off in August 2021 with NHEC and AIR meeting to confirm the Council's vision for the study and ensure a common understanding of its scope and goals, and to discuss plans for data collection and logic model development.

Development of a Program-level Logic Model. AIR worked collaboratively with NHEC executive leadership and the project standing committee to create a draft version of the NHEP logic model. The Council created the vision statement for the logic model and generated early ideas related to long-term outcomes. This program-wide logic model is a living document that AIR continues to develop through grantee engagement activities. To date a small subset of grantees has contributed ideas related to long-term outcomes and potential measures.

Logic model development will continue during the second year of the project (September 2022-August 2023). An all-grant-ee meeting was held in September 2022, which gathered additional insights from the perspective of grantees and leverages the work they have done on their project level logic models. Community engagement events are being planned for Spring 2023 and will generate insights from the perspectives of some of the communities served by 2020 NHEP grants.

Data Collection and Management

Review of Literature and Extant Data. To increase understanding of the Native Hawaiian education context and leverage prior work accomplished by NHEC and other Native Hawaiian organizations, AIR conducted a gray literature review (evidence not published in commercial publications) on recent reports and relevant policy documents. Key topics in the summary of this review include background on the NHEP and the federal Act that created and authorizes the grant program; Native Hawaiian and other culture-based education models; and parent/family engagement frameworks. AIR continue to add to this summary as relevant documents become available and uses this internal document as a reference.

Development of a Program-level Logic Model. To inform the logic model development, data collection, and outcomes data collection tasks, AIR conducted an extant data review to create an inventory of existing data sources that potentially measure relevant outcomes related to student achievement, workforce development, and community health and wellbeing (broadly defined). The extant data inventory was completed in January 2022. AIR continues to refer to the inventory to help locate and describe available outcomes data. The focus in Year 2 will be on finalizing long-term outcomes and identifying measures that align with each outcome. In addition, The AIR team will clarify the short- and mid-term outcomes expected to contribute to those long-term outcomes and specify accompanied measures.

Grantee Engagement. The AIR team developed a grantee engagement plan and began engaging grantees in the logic model development task by asking them to identify long term outcomes and aligned outcome measures. To date, a small group of grant project directors have attended two meetings to design and facilitate an all-grantee meeting that took place in September 2022. Learnings from the September event will support the logic model development and inform the planning of future grantee and community engagement events.

Community Engagement. AIR has engaged two Hawaiʻi community-based consultants with experience working in Native Hawaiian communities to plan and facilitate community engagement events that will begin in Spring 2023. This team has developed a community engagement plan and has identified five target communities for initial engagement activities: Waimānalo, Māili, the Kaʻū -Keaʻau-Pāhoa Complex Area, Keaukaha, and Molokaʻi island. AIR will reach out to NHEP grantees serving these communities and community-based organizations for recruitment. These 2023 events will likely take place virtually, but as the COVID pandemic eases AIR will explore the possibility of conducting in-person events in one or two of the target communities.

Measurement of Outputs and Outcomes. In Year 1, AIR has progressed in this project by collecting annual grantee documents and reports and creating a database to store and code the data gleaned from these reports. To date, all Year 1 documents received from FY20 grantees have been reviewed and data entered into an Excel database. Quality control reviews are in progress and inform ongoing refinements to the database. The AIR team has also begun to collect grantee documents for Year 2 and continue to follow-up on missing documents from Year 1. These documents will be reviewed, and data extracted and entered into the grantee database.

With regard to outcomes data sources, AIR submitted a data request to the HIDOE, as confirmed when meeting with Hawaiʻi DXP to discuss data needs for the study. AIR is also looking into options for automated data scraping using R software, which would allow us to retrieve the publicly available data more efficiently in the event that HIDOE does not respond to our request in a timely fashion.

Technical Assistance and Evaluative Analysis

Data Analysis. The AIR team is utilizing Microsoft PowerBI to generate a customizable data dashboard tied to the grantee Excel database. The data visualizations on the dashboard can be displayed in reports and webpages as needed by NHEC. By end of November 2022, A draft PowerBI dashboard will be provided to the Council for review and comment on the most useful data to display visually to inform program monitoring over time.

Development of Data Collection Recommendations. AIR will begin drafting early recommendations related to data collection in 2023. These draft recommendations will be refined in Year 3.

Assistance with Articulating the Outcomes of the NHEP. AIR will begin sharing early learnings from the study with grantees and communities through engagement activities. The details of these activities will be finalized based on learnings from the initial all-grantee meeting (September 2022) and grantee engagement events (Spring 2023). AIR will work with NHEC to identify other relevant venues and forums for disseminating the cohort-level information produced through the study with Native Hawaiian communities across the state.

Impact, Assessment, and Learning Report

Preliminary Reporting and Final Report. AIR will report its preliminary findings to the Council for review and comments by June 2024. The final report is due in July 2024.

Presentation and Dissemination

Council Briefing on Project Status. AIR provided a briefing to the full Council on the Year 1 project activities on August 10, 2022, receiving useful feedback and insights from the members on grantee engagement, community engagement, and data analysis. The Year 2 briefing is scheduled for July 2023.

NHEP GRANTEE COACHING AND CONSULTING SESSIONS

In FY22, NHEC continued its partnership with researcher and evaluator Linda Toms Barker to provide one on one coaching and consultation to all current NHEP grant projects on a range of topics: program logic model support, performance measurements systems, evaluation design and criteria development, professional development strategies, evaluation use and program planning, program data collection and more.

This year, a total of 37 consultations with 24 grant projects. Seventeen of the sessions occurred from November 2021 through January 2022 as grantees were revising and finalizing their project logic models. The other 20 sessions occurred from April through July 2022 as grantees were preparing annual performance reports (APR).

Of the 24 grant projects that participated in the session, one is from the 2019 award cohort, seven from the 2020 cohort, and the majority (16) from the 2021 cohort. Most participating grantees requested only one coaching/consulting session, but ten had multiple sessions as shown in the chart.

Grantee Cohorts

Legend: 2019, 2020, 2021

Number of Grantees by Number of Sessions (N=24)

1 Session	14
2 Sessions	8
3 Sessions	1
4 Sessions	1
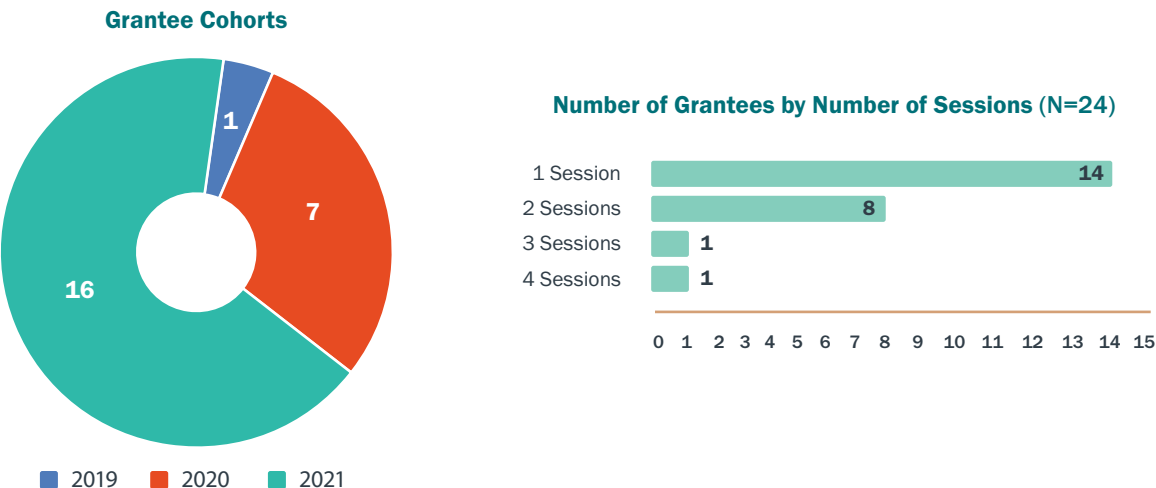
Focused on four major topics:

1. Logic model design/development issues (raised by all of the grantees coached in January 2022, and all but five of the grantees coached in the spring/summer)

2. Performance measures (raised by all but four of the grantees)

3. Clarification of instructions for completing annual performance reports (APRs) (raised by all but two of the grantees coached in the spring/summer)

4. Program evaluation issues (raised by six of the grantees)

Consultations included reviewing grantees' applications and logic models in advance of the consulting sessions, phone discussions with project managers and/or evaluators, reviewing and providing feedback on grantee draft materials, and in some cases providing example documents.

Logic Model Development

Concerns raised:

- How to identify targets and measures, given that not all approved logic models distinguished short/medium/long term outcomes.

- Confusion about whether performance measures should focus on outputs or outcomes.

- How to use the logic model to structure data collection and reporting.

Recommendations and other supports:

- Recommended simplifying overly complex logic model to make it more useful.

- Explained relationship between objectives, logic models and APRs.

- Assisted in distinguishing short-term, medium term and long-term outcomes.

- Encouraged grantees to include performance measures for critical outputs other than targets for numbers served (which are reported in a difference section of the new APR) as well as for short/medium term outcomes.

Identification of Performance Measures

Concerns raised:

- How to prioritize rather than have 20 or more performance measures.

- How to ensure that performance measures are meaningful to project managers.

- How to use logic models to identify performance measures.

Recommendations and other supports:

- Assistance in identifying performance measures.

- Recommended revisions to ensure project objectives, intended outputs and outcomes, and performance measures align.

Annual Performance Reports

Concerns raised:

- What is the correct way to respond to some of the instructions for the APR? In particular, what is the correct way to report financial data and outcomes, given that the time frame for the APR is less than

the full grant year? (These concerns were mostly voiced by 2021 grantees. Some 2020 grantees were concerned about how the APR requirements were changing.)

Recommendations and other supports:

- Used PPT slides from ED that were used with the nine pilot grantees to describe the new MAX Survey report.

- Clarified APR instructions.

- Emphasized importance of including other evaluation results in the narrative, since the APR template only specifically requires numbers served and numerical results for performance measures.

Program Evaluation

Concerns raised:

- How to find a qualified evaluator (using standard UH system did not yield qualified candidates)

- Evaluation requirements unclear – ED does not seem to prioritize evaluation, evaluation reports are not required, unclear whether/to what extent to invest in program evaluation.

- Large, somewhat overwhelming number of performance measures requiring different data collection efforts.

- How can survey instruments be improved?

- How to analyze and report the data.

Recommendations and other supports:

- Recommended posting evaluator positions with Hawai'i Pacific Evaluation Association and commercial job posting sites rather than limiting to the University of Hawai'i recruitment system.

- Recommended prioritizing data collection to focus on data most useful to the Project managers to minimize data collection burden and ensure data analysis focuses on most useful information.

- Recommended following through with evaluation plans developed during grant writing and early program implementation stages, even if not explicitly required by ED.

- Reminded grantees that while ED prioritizes numerical data, it is the qualitative data that provides insights into how to improve the numbers.

- Recommended evaluating why participants drop out by collecting data from non-completers.

- Recommended labeling scales (e.g., strongly agree, etc.) rather than just using the numbers.

- Provided suggestions for how to analyze and report pre-post data, addressing percentage targets vs numerical targets, how to report on annual vs 3-year targets, and other analysis and reporting issues specific to individual projects.

Community Consultations

"The Education Council shall use funds made available through the grant under subsection (a) to hold not less than 1 community consultation each year on each of the islands of Hawaii, Maui, Molokai, Lanai, Oahu, and Kauai, at which [...] (2) the Education Council shall gather community input regarding [...] (B) priorities and needs of Native Hawaiians; and (C) other Native Hawaiian education issues; and (3) the Education Council shall report to the community on the outcomes of the activities supported by grants awarded under this part."

- Sec. 6204(e) of the Native Hawaiian Education Act

FY22 COMMUNITY CONSULTATIONS

For fiscal year 2022, 'A'ali'i Alliance LLC (A'A) was contracted to plan, convene, and facilitate regional community members that may also include students, student families, and community employers connected to Native Hawaiian education and workforce in Hawai'i; monitor and report to the Council of consultation activities; and evaluate the results of the community consultation activities and responses gathered to inform future priority funding in relation to:

- Public awareness and engagement with current NHEP-funded programs and services;

- Gathering community reflections on immediate and emerging educational intervention, bright spots or promising practices, as well as needs and challenges;

- Understanding student, 'ohana (*family*), and workforce demands for educational resources and programming; and

- Improving the consultation process and data with community guidance and insights to trends as they relate to specific educational trends in the distinct geographical regions of Hawai'i.

Using these goals, the consultant and NHEC staff designed a consultation process that included the following components:

- A succinct and easy to understand set of guiding questions;

- A flexible schedule to include both virtual consultations and in-person consultations;

- Trained and prepared facilitators and Council members to inspire positive engagement during consultations; and

- Both island-specific consultations and affinity group consultations to attract a more diverse set of stakeholders in Native Hawaiian education.

2022 Community Consultation Schedule

January 20 – K-12 and Higher Ed
January 22 – Student, Teachers, Parents
January 27 – Out of School and 'Āina
February 3 – Early Childhood
February 19 – Windward Community College (in person)
March 3 – Waimānalo, O'ahu
March 10 – Hilo, Hawai'i
March 10 – Waimea, Hawai'i
March 12 – Central Maui
March 14 – Lāna'i
March 15 – Moloka'i
March 30 – open to anyone
March 31 – Hawai'i
April 5 – Moloka'i
April 8 – Maui
April 9 – Wai'anae, O'ahu (in person)
April 13 – Anahola, Kaua'i (in person)
April 14 – Līhu'e, Kaua'i (in person)
April 14 –Kekaha, Kaua'i (in person)
April 21 – Lāna'i
April 23 – Ko'olauloa, O'ahu
April 26 – open to anyone

The 2021 consultations focused on moʻolelo (*story*) of strength and bright spots in Native Hawaiian education during the pandemic. In 2022, the focus shifted slightly to build upon moʻolelo of strength and ask which programs, components, people, or services are absolutely essential to Native Hawaiian education. An appreciative inquiry approach was employed in 2022 to seek positive and uplifting stories to draw out creative problem solving and critical analysis. Participants were asked to share their moʻolelo about the essential programs and services they would like to see prioritized.

The guiding questions for the consultations were:

- **Based on what we learned during COVID-19, what education programs proved to be essential? What characteristics of programs or specific programs can you not live without?**

- **How did the community meet essential needs?**

- **What gaps in Native Hawaiian education remain? Why do these gaps persist?**

The first question sought specific references to programs and services. The second question asked how community deployed these essential programs during such challenging circumstances, and the final question asked participants to think about what gaps remain in Native Hawaiian educa-tion—particularly if these gaps prevent essential programs and services from flourishing—and why the gaps persist if they are essential.

A total of 22 consultations were scheduled from January through April 2022. A total of 17 virtual consultations were planned and facilitators were able to host five consultations in-person after COVID-19 safety restrictions were lifted across the state. Originally, the schedule included 13 in-person consultations, but due to the Omicron surge, many of these consultations were moved to virtual meetings

for safety or under recommendation by community members that participation would be better online. Given the uncertainty of the pandemic and recommendations that community members preferred virtual meetings in some cases, 17 consultations stayed in the virtual meeting format for 2022.

A total of 68 unduplicated community members participated in the community consultations from of which 79% were female and 32% were male. The largest age group consisted of participants ages 41-64 (51%), followed by participants age 25-40 (22%), and ages 19-24 (13%). The largest cluster of participants from a single zip code were from Kāneʻohe, Oʻahu (14%), Hauʻula, Oʻahu (8%), and Hilo, Hawaiʻi (8%). Oʻahu had the most participants (59%), followed by Hawaiʻi Island (19%), Kauaʻi, Maui, Molokaʻi, and Lānaʻi. All islands were represented in the 2022 consultation process.

In regards to the "educational role" of participants (i.e., current student, teacher at any type of school, at any level of education pre-K through post-high, etc), a full 45% of participants identified as current students, 42% identified as current teachers, and 13 participants or 19% identified as both a teacher and student.

This year, more challenges related to attendance at consultation. Participants noted feeling more fatigue with online meetings, wariness toward the safety of in-person meetings, community frustration with tourism that made some in-person meetings contentious, and a struggle to balance rapidly opening in-person activities—like youth sports—with meetings. The pandemic made clear there is no perfect option: each participant comes with preference for either in-person or online engagement and a busy schedule. Given this, the moʻolelo reflected in this report only represent those who were able to juggle schedules successfully and make time to attend. This has important implications in that busy individuals may be missing from the conversation.

Responses to each question were captured and coded. Several themes were prominent across the three questions and are interconnected.

Responses to question 1: Based on what we learned during COVID-19, what education programs proved to be essential? What characteristics of programs or specific programs can you not live without?
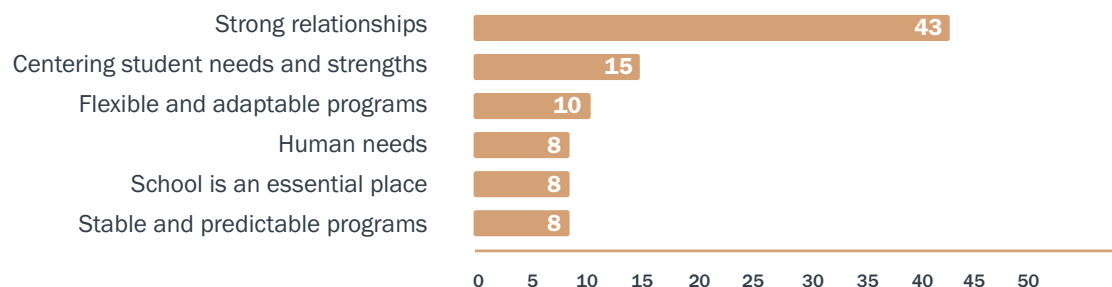
Strong relationships (connections, strong ties across educational stakeholders) were the most mentioned essential characteristic Native Hawaiian education. Other essential characteristics included stu-dent-centered education, flexible and adaptable programs, programs caring for human needs, school itself as an essential place, and stable and predictable programs. Participants talked about how important it is for students to have strong connections with their schools, teachers, administrators, counselors, mental health professionals, peers, and a strong connection to culture in order to be successful. Participants also talked about the essential connections between families and schools and other community resources.

Participants also said that putting student needs, strengths, talents, and interests at the center of the educational experience is essential. Not only do participants believe children need to be approached as individuals
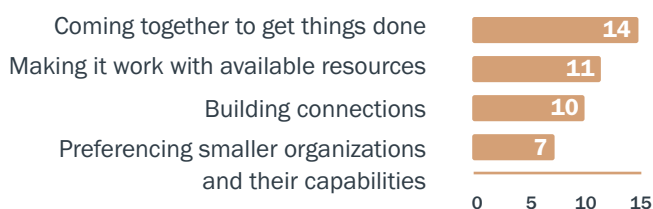
in the learning environment, but also as people who are unique and sometimes have difficult home environments.

Participants also mentioned that flexible and adaptable programs are essential. Flexible programs are those quickly able to change to meet emerging needs, especially pandemic-related issues.

Interestingly, the next most essential program characteristic after flexibility was a notion that programs or schools that provided a sense of stability, predictability, and structure proved essential. Participants did not mean to say that programs that refused to change did well, but rather, those who adapted while also providing a sense of stability—like predictable scheduling even if the program time of day changed—were most helpful.

It is also important to emphasize that schools themselves are essential. School helps to organize society: it is a predictable place where students go and where the services provided therein are relatively helpful and positive. Schools are essential places because of the human needs to which they attend. Taken together, these two categories of essential pieces of Native Hawaiian education show that both the physical space of schools is essential as well as the services provided at school.

Responses to question 2: How did the community meet essential needs?

Coming together to get things done	14
Making it work with available resources	11
Building connections	10
Preferencing smaller organizations and their capabilities	7

(axis: 0 5 10 15)

Facilitators tried to get participants to focus on the essential programs they had just mentioned in the first question and on how the need for essential services were met. Gaps were filled by community coming together and getting things done, making things work with available resources, by building connections, and having preference for smaller organizations and their capabilities.

Community also tried to get creative with the resources available to make essential programs possible. Some participants said they used the resources of their communities, and others were able to find success accessing institutional resources. What is clear is that communities have more tools and resources than maybe gets acknowledged.

Participants also mentioned that filling the essential needs in Native Hawaiian education was accomplished through relationship building. This comes as no surprise given the important role relationships play in Native Hawaiian education in general and as shown in the previous question.

The responses show that community was able to meet the essential needs of Native Hawaiian education by taking ownership to problem solve, work together, practice resourcefulness, and keep the scale of the work manageable. These are all critical approaches to successful community work, so it comes as no surprise that these elements are mentioned most. Programs looking to be successful in the future would do well employing similar approaches.

Responses to question 3: What gaps in Native Hawaiian education remain? Why do these gaps persist?

Use a holistic approach to education	22
Eliminate the obstacles to NH education	18
Focus on Native Hawaiian well-being	17
Develop more teachers and administrators in NH education	16
Use 'aina-based education as a vehicle	14

0   5   10   15   20   25
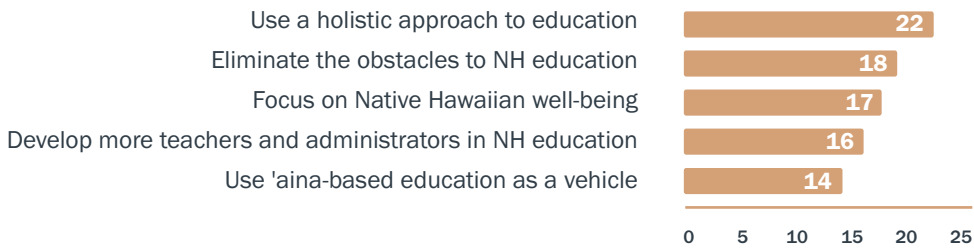
The final question was an attempt to direct participants with concerns about Native Hawaiian education toward sharing what they believe to be the root cause of any gaps or problems. Not all participants were able to think through the gaps in Native Hawaiian education and why the gaps persist during the time allotted; others came with professional experiences in education to share why gaps persist. Once participants were able to voice root causes, facilitators were able to probe for solutions to these root causes. It was found that potential points of leverage that the Native Hawaiian education system can use to solve some of its most challenging and persistent gaps. The most common idea is to create a more holistic education system, followed by eliminating obstacles to Native Hawaiian education, and focusing on Native Hawaiian well-being.

Participants talked most about the failures of the current educational system—both Native Hawaiian education and otherwise—as siloed, piecemeal, and unable to understand the holistic wellbeing of learners. Participants said that if education were constructed in ways that address total wellbeing, used processes that supported student success, and had an organizational culture that preferenced learning, Native Hawaiian children and all children could be more successful.

In addition to the larger, foundational pieces of education needing to operate as a healthier system, there are also many barriers on the micro level to wellbeing. It is important to note that one online meeting consisted of participants from the Native Hawaiian hearing impaired and deaf community. These individuals expressed intersectional issues as people with disabilities and as Native Hawaiians. In addition to this specific issue from the deaf community, others expressed general concerns not being able to access Native Hawaiian education, not knowing about programs, their challenges with special needs in general, and the lack of willingness among school administrators to address barriers to learning.

Many participants brought up the conflicts between Western and indigenous wellbeing as the reason why gaps in education persist. Also, many brought up the lack of mental, emotional, or spiritual health resources as the reason why student achievement remains low. More approaches to holistic well-being could help address some of the persistent gaps in Native Hawaiian education, but this will not be easy work.

Across many consultations, participants wanted to raise a red flag that there is a critical shortage in teachers, particularly Hawaiian immersion and Hawaiian medium education teachers. Facilitators heard anecdotes about the number of open teaching positions at schools, students staying in the cafeteria most of the day for study hall due to a lack of teachers and substitutes, and the lack of fully

credentialed teachers. Additional follow up from NHEC and other important state-wide advocates is needed to confirm the true level of teacher shortages and also improve the flow of certified teachers to the classroom.

'Āina (*land, place*) continues to be an important vehicle not just for better educational outcomes, but potentially greases the wheel that could bring resolution to other challenges in Native Hawaiian education. For example, 'āina is a vehicle for building student understanding of connection and relationships was an essential component of Native Hawaiian education in Question 1 mana'o. It also is a vehicle for spirituality, mana, and social emotional learning that does not have to be loaded with religious connotation as was talked about in the paragraphs above. There are also barriers to 'āina-based education that prevent 'āina from becoming the solution to many Native Hawaiian educational issues.

Responses to the third question of the consultation process shows the numerous challenges in Native Hawaiian education as well as the tremendous amount of work that could be done to make more progress. Using a holistic approach that creates a more comprehensive educational process, eliminating all the micro-level obstacles, focusing on what Native Hawaiian well-being means, making sure there are enough qualified teachers who can also 'ōlelo Hawai'i (*speak the Hawaiian language*), and using 'āina-based education as a vehicle to champion Native Hawaiian education causes is extensive work. The next sections will reflect on the overall mana'o from the consultation process in an attempt to find practical and manageable steps to realizing the vision of NHEC.

Conclusion

When using a wide perspective, Native Hawaiians have much to be proud of in terms of the achievements and progress in Native Hawaiian education. Native Hawaiian education has expanded, innovated, and elevated cultural values, practices, and language for decades. The participants in the 2022 consultations shared that now is not the time to be complacent--there is much work to do for current learners and future generations. The hope is for the COVID-19 pandemic and its effects on Native Hawaiians to be an unusual and small instance in a much longer history of a growing movement. In order for the pandemic to leave no scar, participants suggest the work lies in recreating a system of services that take care of the whole learner, and many participants continue to put their effort and dreams in reaching this goal.

About NHEC

Nuʻukia – *Vision*

I lāhui naʻauao Hawaiʻi pono.
I lāhui Hawaiʻi pono naʻauao.

There will be a culturally enlightened Hawaiian nation.
There will be a Hawaiian nation enlightened.

Ala Nuʻukia – *Mission*

Ma ka ʻuhane aloha o ke Akua e koi ʻia ka ʻAha Hoʻonaʻauao ʻŌiwi Hawaiʻi
e hoʻolaukaʻi, e ana loiloi, e hōʻike manaʻo
a e hoʻomau i ka ʻike poʻokela o ka hoʻonaʻauao ʻōiwi Hawaiʻi.

In the spirit of Aloha Ke Akua, the Native Hawaiian Education Council
will coordinate, assess and make recommendations
to perpetuate excellence in Native Hawaiian education.

Logo

NHEC's logo depicts our place in navigating the connection between
Western education systems and Hawaiian ways of learning/knowing through
guidance by NHEC's vision.

Storymap

Using visual moʻolelo, NHEC's storymap distills the unique complexities
of our work and the role we serve within the Native Hawaiian education
ecosystem (see pp.38-39).

2021-2022 NHEC Composition

APPOINTEE	CURRENT	DESIGNEE TO NHEC *(if applicable)*
The President of the University of Hawaiʻi	David Lassner	**Tracie Kuʻuipo Losch**, *Leeward Community College* → Chair
The Governor of the State of Hawaiʻi	David Ige	**Benjamin Naki, III**, *Parents And Children Together/ Governor's Early Learning Board* → Treasurer
The Superintendent of the State of Hawaiʻi Department of Education	Keith Hayashi	*pending*
The Chairperson of the Office of Hawaiian Affairs	Carmen Hulu Lindsey	*pending*
The Executive Director of the Hawaiʻi Public Charter School Network	**Sione Thompson**	
The Chief Executive Officer of the Kamehameha Schools	Jack Wong	**Shelli Kim** *KS Nā Kula Kamaliʻi*
The Chief Executive Officer of the Liliʻuokalani Trust (formerly Queen Liliʻuokalani Trust)	Dawn Harflinger	**Leialoha Benson, Ed.D.**, *LT Program Design* → Secretary
An individual representing one or more private grant-making entities	**Keahi Makaimoku**, *Hauʻoli Mau Loa* → Vice Chair	
The Mayor of the County of Hawaiʻi	Mitch Roth	**Leilani Lindsey-Kaʻapuni**, *Ka Haka ʻUla o Keʻelikōlani College of Hawaiian Language*
The Mayor of the County of Maui	Mike Victorino	**Cody Pueo Pata** (from 7/2022), *Office of the Mayor*
The Mayor of the County of Kauaʻi	Derek Kawakami	**Coty "Buffy" Trugillo**, *KS Dean of Community and ʻOhana Engagement for Residential Life*
A representative from the island of Molokaʻi or the island of Lānaʻi	**Kainoa Pali**, *Molokaʻi Middle School*	
The Mayor of the City and County of Honolulu	Rick Blangiardi	**Carly Makanani Sala**, *Mayor's Office of Culture and the Arts*
The Chairperson of the Hawaiian Homes Commission	William Aila	**Niniau Kawaihae**, *HHC Office of the Chairman*
The Chairperson of the Hawaiʻi Workforce Development Council	Alan Hayashi	**Dion Dizon** (from 6/2022), *Hawaiʻi State AFL-CIO/Hawaiʻi Workforce Development Council*

Native Hawaiian Education Council Staff

Elena Farden	Executive Director
Erika Vincent	Director of Operations

History

1988
Native Hawaiian Education Act (NHEA)

To address the findings of the 1983 assessment, Congress enacted the NHEA fund supplemental programs to benefit Native Hawaiians in five distinct areas:
- Family-based early childhood education
- Elementary curriculum development
- Higher education assistance
- Gifted and talented
- Special education

1983
Native Hawaiian Education Assessment Report

Congress called for a comprehensive assessment on the educational needs of Native Hawaiians, which found that Hawaiians scored below parity in national standardized test; were disproportionately represented in special education and gifted and talented programs; have educational needs related to their cultural situation.

1994
NHEA Reauthorization

Under the Improving America's Schools Act of 1994, the NHEA was amended to:
- Extend funding to curriculum development for secondary education and teacher training/recruitment and for establishing community-based education learning centers;
- Establish the Native Hawaiian Education Council composed of 25 NHEA grant recipients, Native Hawaiian-serving organizations, and island reps to provide guidance and direction of Native Hawaiian education resources to government agencies; and
- Establish five island councils of parents, students, and other community members to ensure island/community interest were represented within the Council.

2001
NHEA Reauthorization

Under the No Child Left Behind Act of 2001, the NHEA was amended to:
- Give awarding priority to projects addressing beginning reading/literacy for K-3; the needs of at-risk children/youth; fields/disciplines of Native Hawaiian underemployment; and use of Hawaiian language in instruction;
- Change the Council composition to 10 Native Hawaiian education providers, 10 Native Hawaiians or Native Hawaiian education consumers, and one Office of Hawaiian Affairs representative; and
- Expand island/community representation to seven island councils.

Purpose

The Native Hawaiian Education Council was established to effectuate the purposes of the NHEA through the coordination and assessment of existing educational services and programs available to Native Hawaiians, and providing guidance and direction on future funding priorities to Federal, State and local agencies.

Impact

Impact

Tech Support

Coordinate Input

Programs

Grantees

Native Hawaiian

Grantees

Programs

Lāhui

☀ **Federal Government**

Congress

☀ **Vision**

There will be a culturally enlightened Hawaiian Nation, there will be a Hawaiian Nation enlightened.

Collaborate Set Priorities

Priority Recommendations Set Policy

U.S. Department of Education

Hawai'i Congressional Delegation; Senate Committee on Indian Affairs

Grants, Funding, Education Requirements

n Education Council NHEC

Programs

Grantees

Grantees

Programs
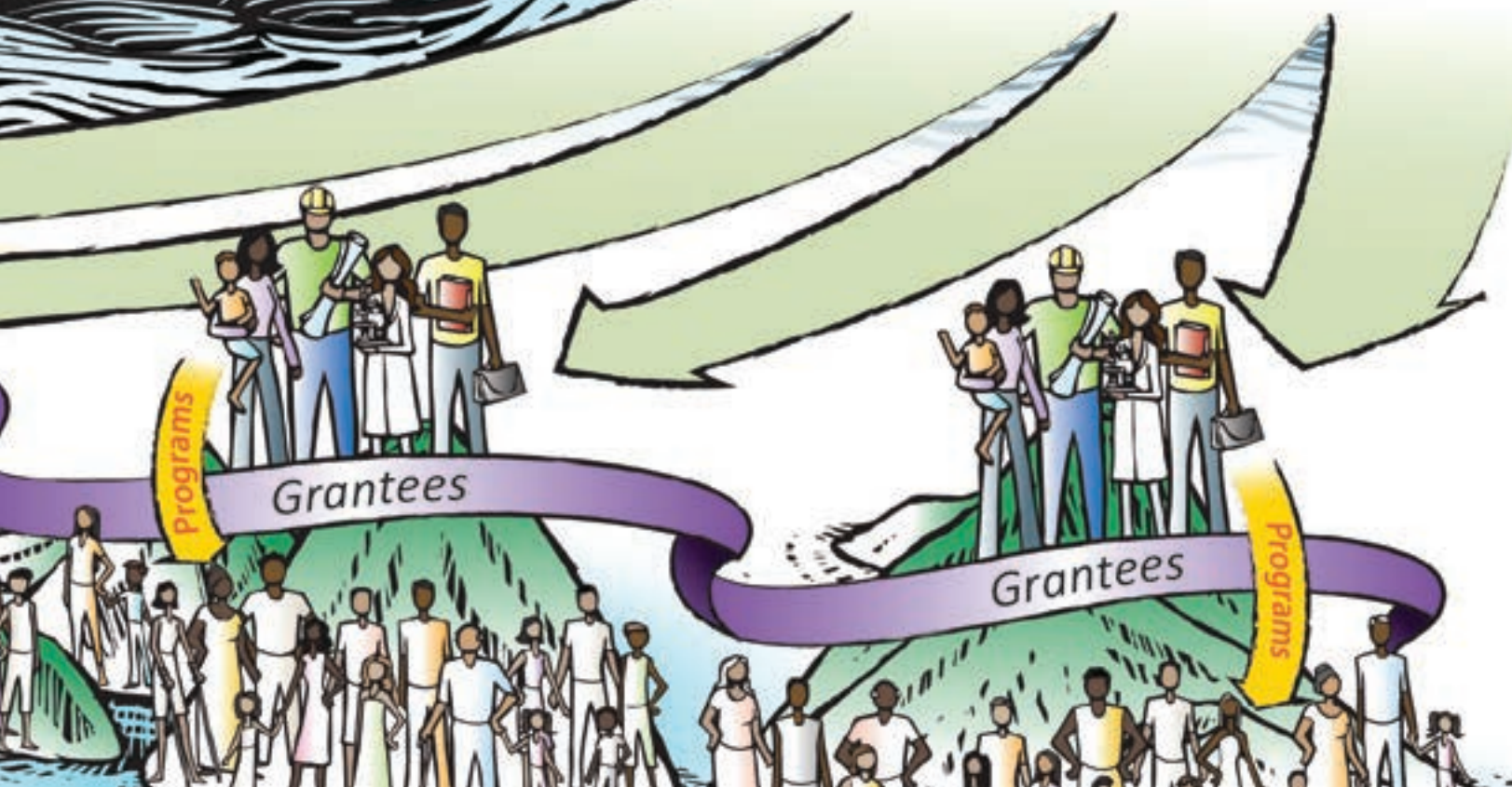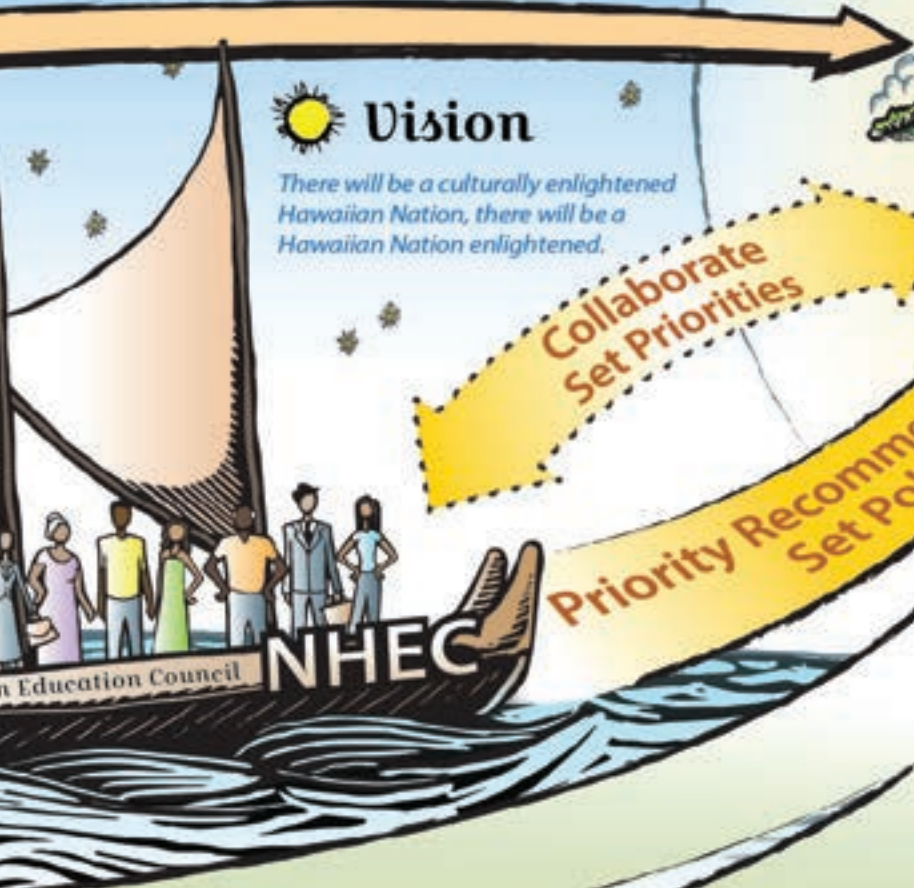
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21st Century Community Learning Centers Grant Monitoring Support

Contract No. ED-04-CO-0027

Task Order No. 0005

For the U.S. Department of Education,

Office of Elementary and Secondary Education

Evaluation Framework for 21st CCLC Programs

April 15, 2011

Submitted to:

Office of Elementary and Secondary Education
U.S. Department of Education
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AMERICAN INSTITUTES FOR RESEARCH

Table of Contents

Evaluation Framework for 21st Century Community Learning Centers (21st CCLC) Programs

Introduction

This document has been developed to serve as a basic framework for the evaluation of 21st Century Community Learning Centers (CCLC) programs. This framework was developed by Berkeley Policy Associates (BPA) in collaboration with the U.S. Department of Education, and is based on current standards of practice, evaluation research[1] and the goals of the 21st CCLC program. The Department has contracted with BPA to support its 21st CCLC monitoring efforts, including providing technical assistance to State Educational Agencies (SEAs) for effective evaluations that can be used to support program improvement. This framework provides a basic structure for addressing both the state requirement to conduct a comprehensive statewide evaluation of the programs and activities provided with 21st CCLC funds, and the states' role in monitoring and supporting evaluation efforts at the local sub-grantee level, as described in the U.S. Department of Education Office of Elementary and Secondary Education's 21st CCLC Non-Regulatory Guidance[2]:

H-5: State evaluation requirements:

States must conduct a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities provided with 21st CCLC funds. In their applications to the Department, States are required to describe the performance indicators and performance measures they will use to evaluate local programs. State must also monitor the periodic evaluations of local programs and must disseminate the results of these evaluations to the public.

H-6: Evaluation requirements for local grantees:

Each grantee must undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the *principles of effectiveness.[3]* The results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request. Local grantees, working with their SEAs, must evaluate the academic progress of children participating in the 21st CCLC program.

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[1] For example: Joint Committee on Standards for Educational Evaluation, *The Program Evaluation Standards: A Guide for Evaluators and Evaluation Users, 3rd Edition*, 2010.

[2] U.S. Department of Education Office of Elementary and Secondary Education, *21st Century Community Learning Centers Non-Regulatory Guidance*, February 2003.

[3] As described in Section 4205(b) of the Elementary and Secondary Education Act (ESEA) principles of effectiveness stipulate that programs: (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities; (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

As the non-regulatory guidance suggests, at the state level, the focus of the statewide comprehensive evaluation of the 21st CCLC program is on evaluating the effectiveness of programs and activities provided with 21st CCLC funds, and SEAs are also responsible for monitoring local evaluation efforts. At the sub-grantee level, the focus is on assessing progress toward providing high quality services, using evaluation results to support program improvement. At both the SEA and sub-grantee levels, evaluation is to be guided by performance measures, and results are to be made available to the public.

This framework is intended for use by SEAs in support of their 21st CCLC grants. SEA coordinators and evaluators can use this framework to plan or assess the status of their comprehensive state-wide evaluations. SEAs can also use this framework to provide technical assistance and guidance to their sub-grantees in conducting local evaluations. This framework describes five key features of effective program evaluations, and gives examples of how these features are operationalized. It is recommended that 21st CCLC evaluations at both the state and local levels include the following five key features:

1. Qualified Evaluator

2. Articulated Program Goals and Measurable Objectives

3. Design Appropriate for Measuring Program Quality and Effectiveness

4. Analysis and Reporting

5. Use of Evaluation Results

1. Qualified Evaluator

To ensure both the quality and the credibility of the evaluation, it is important that evaluations be conducted by a qualified evaluator, either an individual or team of people with appropriate expertise and experience conducting evaluations of education or afterschool programs. This applies to any evaluation study, whether at the SEA or the sub-grantee level.

- Qualified evaluators have formal training in research and/or evaluation methods and have previous experience planning and conducting program evaluations.

  o *Examples of relevant training include:* A Master's degree or Ph.D. in education or a social science discipline, training in rigorous evaluation design and using relevant qualitative and quantitative methodologies such as conducting interviews and focus groups and/or analyzing survey and administrative datasets.

- Qualified evaluators have content knowledge of, and experience evaluating or studying, educational programs, school-based programs, and/or specifically after-school programs.

  o *Examples of relevant knowledge and experience include:* Experience evaluating other 21st CCLC programs or other school or community programs aimed at increasing student academic achievement, experience collecting and analyzing student outcome data (e.g. standardized test scores, grades) and implementation data (e.g., observing classrooms, surveys about program perception, collecting information about program quality).

- Qualified evaluators are independent of the 21st CCLC program thus avoiding any potential or perceived conflict of interest.

2. Articulated Program Goals and Measurable Objectives

It is recommended that evaluations explicitly articulate the goals of the program being evaluated and specify how program effectiveness and progress towards program goals are measured. At the SEA level, program goals align with the overall purposes of the 21st CCLC grant program. At the sub-grantee level, goals and activities are aligned with the state goals but may also reflect local priorities. According to federal statute, the purposes of the 21st CCLC are to:

(1) Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;

(2) Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

(3) Offer families of students served by community learning centers opportunities for literacy and related educational development.[4]

- Program goals reflect a "theory of change[5]" or "logic model[6]" which defines the building blocks that are expected to contribute to the long term outcomes. The three broad purposes stated above embody the theory that providing opportunities for academic enrichment, additional youth development and enrichment services, and literacy services to families will result in better academic outcomes for students.

- While the goals provide the overall theory or logic of the program, measuring success involves identifying measurable indicators for achieving program goals. Effective evaluations explicitly state and incorporate program goals and objectives in all phases of the process including planning, design, and reporting.

- SEA and sub-grantee evaluations can address the same basic program goals and evaluation questions, or sub-grantees may supplement the state goals with additional goals that are specific to their local needs.
    - *Examples of state program goals:* Increase students reading skills.

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[4] Part B, Section 4201 (a), *Elementary and Secondary Education Act (ESEA) of 1965,* as amended.

[5] Weiss, Carol, *New Approaches to Evaluating Comprehensive Community Initiatives* , Aspen Institute Roundtable on Community Change, 1995

[6] Rogers, P.J. 'Logic models' in Sandra Mathison (ed) *Encyclopedia of Evaluation.* Beverly Hills, CA: Sage Publications, 2005.

o *Examples specific sub-grantee goals:* improve communication with teachers at host school in order to strengthen linkages between 21st CCLC activities and school day lessons. Increase middle schools students' academic performance in English language arts.

- Objectives are specific statements that include measurable indicators for reaching the goals.
    - o *Example of state goal and measurable objective:*
      Goal: To improve student achievement in math.

      Objective: To increase the percentage of students participating in 21st CCLC achieving grade level proficiency in math by 10% on the state math assessment

    - o *Example of sub-grantee goal and measurable objective:*
      Goal: In a community where violence and behavior are particular challenges, a program goal may be to improve school safety.

      Objective: Reduce student disciplinary incidents among students participating in the 21st CCLC program by 15%.

3. Design Appropriate for Measuring Program Quality and Effectiveness

It is recommended that evaluations use designs that are systematic, well-documented, and measure progress towards achieving program goals and objectives. Designs should be sufficiently rigorous to measure the quality of implementation and to support a reasonable hypothesis that the program is, or is not, contributing to achieving the desired outcomes.

Comprehensive and effective evaluation designs include the following components:

- **Evaluation Questions:** Evaluations explicitly articulate the purpose or questions that the evaluation is designed to address.

    - o *Examples of evaluation questions include:* Is the statewide 21st CCLC program reaching the target population? How well are sub-grantee activities aligned with the goals and objectives of the state's 21st CCLC program? Is the 21st CCLC program contributing to an increase in reading scores for student participants?

- **Measures:** As specified in the non-regulatory guidance, SEAs are required to specify performance indicators and performance measures that are used to evaluate sub-grantee programs. In some cases SEAs may specify a uniform set of performance measures statewide. In other cases, SEAs may want to allow sub-grantees the flexibility to choose between specific performance measurement options, or supplement a core set of statewide measures with additional measures specific to the objectives of their local programs. Comprehensive evaluations include both process and outcome measures.

    - o *Process measures include measures of implementation fidelity (was the program implemented as intended?), program quality, and program intensity or dosage. Examples of process measures include:* program attendance, types

of academic or enrichment activities, frequency of these activities, or student/parent/staff satisfaction with the program.

- o *Outcome measures are measures of behavior or performance (usually of students) that the program is designed to improve. Examples of outcome measures include*: standardized test scores, grades, school attendance records, rates of suspension and other disciplinary actions based on district data.

- **Integrating Process and Outcome Measures:** Comprehensive evaluations combine process and outcome measures. Outcome measures identify "what" has been achieved. Process measures supplement outcome measures with information about "how" programs are implemented. Evaluations designed to combine these two types of measures can explore "why" programs may be more successful in some areas than others and what strategies might be effective in addressing program weaknesses. This approach results in an evaluation that is designed to support program improvement.

  - o *Example of integrating process and outcome measures at the state level:* The state evaluator may find that some sub-grantees have shown greater student achievement gains than others. Review of sub-grantees' Quality Improvement Process reports shows that several sub-grantees with lower student achievement gains have identified the need to increase attendance. Such findings could help the SEA identify a need for TA to sub-grantees on successful strategies for increasing and maintaining high student attendance.

  - o *Example of integrating process and outcome measures at sub-grantee level:* an evaluator may find that reading scores have significantly increased for 21st CCLC participants but math scores have remained stable. Through focus groups, students may reveal that staff members have found ways to make reading groups fun and have created ways to keep student engaged. Such findings could help programs identify successful practices and apply those strategies to math activities, in order to increase student interest and engagement in math. Such information will be uncovered only by asking the right evaluation questions, and linking them to program goals and objectives.

- **Rigorous Design:** Using the most rigorous evaluation design that is feasible will provide the best quality evaluation. Simply reporting achievement on performance measures without some analysis of how the program's achievements compare to the results that would have been achieved in the absence of the program is not considered to be a rigorous design. Even comparing program outcomes from one year to the next is not considered a rigorous design, if the comparison does not either follow the same group of students over time or control for differences in the characteristics of students from one year to another. The following are examples of different types of rigorous evaluation designs:

  - o *Experimental (randomized control trial) design:* The only way to truly determine causality (if the outcomes achieved are attributable to the program) is through an experimental study using random assignment. In such studies, students or schools would be recruited to (or express interest in) the program and then be randomly assigned to either a program or control group.

Experimental designs can be challenging to implement and costly, so they may not be feasible for many grantees.

o   ***Comparison group designs:*** quasi-experimental designs compare outcomes between two groups but do not randomly assign individuals to the two groups. Some examples of comparison groups include:

Comparison with district or state averages. This is the simplest type of comparison, and while it does not take into account potential differences between participants and non-participants, it does use district or state averages as a kind of benchmark against which the program can gauge its relative success.

Comparison with a similar group or community. For example, outcomes for adolescents in a Boys and Girls Club in one neighborhood might be compared with outcomes for adolescents in another Boys and Girls Club in a similar neighborhood.

Comparison with matched individuals. For example, comparisons might be made between students involved in a program and students not involved in that program who are matched to program participants in terms of key variables such as their age, gender, race, grades, receipt of free/reduced lunches, absenteeism, and other characteristics.

Use of statistical methods to control for measured and unmeasured variables. For example, pre-test and post-test scores for participants can be compared with scores for a comparison group in that school or agency the year before the program opened, controlling for student characteristics.

Regression discontinuity design is the most rigorous quasi-experimental design, but it can be used only under very specific conditions. If students are admitted to a program based on exceeding a "cutoff" score on a consistent pre-program measure (such as income, test scores, or grade point average), and if an outcome measure is available for both admitted and non-admitted students (those above and below the "cutoff"), this design may be possible.

o   ***Single group pre-/post-test design:*** This design is the least rigorous and while it does provide a measure of change for the individual student participants, it cannot be used to infer that the change is due to the program.

[For more information on social science research designs used to evaluate educational programs, see: http://www.socialresearchmethods.net/kb/design.php or Chapter A6 (p. 201) of The Program Evaluation Standards: A Guide for Evaluators and Evaluation Users, 3rd Edition (2010)]

- **Stakeholder Representation:** To produce results useful for program improvement, evaluations collect data from all relevant stakeholders, that is, representatives of all of the key parties who participate in or are directly affected by the program. These include students, teachers, parents, program staff and community partners.

  o   *Examples of collecting data from key stakeholders:* Interviews, focus groups, or surveys of students, teachers, and parents. At the SEA level, an evaluator may

interview the state 21st CCLC staff for their input about the program. At the sub-grantee level, an evaluator might interview or survey relevant community partners.

- **Proper Documentation:** Evaluations document their designs, methods, sources of data and outcomes. Evaluators should describe the methodology used, data collection strategies and instruments used, analysis plan employed, and any assumptions made. Procedures and methods should be systematic and purposeful.

  - *Example:* For a sub-grantee evaluation, if 10 students were interviewed at a school about the program, the evaluation should describe how and why those students were selected to be interviewed. Those students should be described (without identifying the individual students); the reader should get a sense of whether those students are representative of other 21st CCLC participants or other students at the school.

- **Data Management:** Evaluations use information management and storage procedures that maintain the accuracy of data.

  - *Example:* Evaluators ensure that data files are backed up; evaluators can have research assistants double enter data for accuracy, all data elements and files are carefully and accurately labeled, all data and artifacts (interviews, documents collected, etc) are securely stored in the evaluator's office or other safe facilities. Quality control checks are in place to ensure that data are managed and analyzed carefully and accurately. Analysis procedures are documented and accessible to the program or a third party should they be needed for replicating the analysis at a later time.

- **Ethical Standards:** Evaluators maintain the confidentiality of participants and use methods and procedures that meet ethical standards.

  - *Example:* Experienced evaluators are familiar with ethical standards and evaluation participants' rights in their state and local context. Students are not individually identified in evaluation reports, and informed consent is obtained if students or parents will be interviewed. For more information, evaluators may visit U.S. Department of Health and Human Services, Office for Human Research Protections at http://www.hhs.gov/ohrp/.

4. Analysis and Reporting

Data collected is analyzed to answer the evaluation questions, and evaluation reports document both the evaluation methods and results so that findings and conclusions can be clearly articulated and shared with relevant stakeholders.

- Evaluation reports use data analysis procedures that can statistically determine if an effect is found for program participants.

- *Examples of statistical analyses:* regression, analysis of variance, or t-tests accompanied by significant testing to determine whether any differences found are real differences or are due to random error.

- Evaluation reports include an explanation of how the findings are linked to program goals and evaluation questions.

  - *Example of linking findings to state program goals and evaluation:* If one program goal is to improve reading skills among student participants, the evaluation report would include a question such as, "Did 21st CCLC program contribute to improvement in reading scores for participants?" The report would then describe how the necessary information was gathered and analyzed. The findings would interpret the analysis to state whether a program effect was indicated.

  - *Example of linking findings to sub-grantee goals and evaluation questions:* If one of the sub-grantee's goals is to reduce disciplinary incidents, the evaluation report would include a question such as "How does the number of disciplinary incidents during the current year compare with the previous year?" Then, rather than simply presenting the number of disciplinary incidents, the findings would be presented in terms of whether the goal of reducing disciplinary incidents had been achieved.

- Evaluation reports describe the characteristics of the sample used to evaluate the program.

  - *Examples of descriptions of sample:* A statewide evaluation might provide information on how many students, centers, or sub-grantees are in the sample. It might also include information on the demographic characteristics of the students or the size or type of programs (e.g. faith-based organization, school district).

- Evaluation reports include a description of the data collection methods, including response rates, and sources of information.

  - *Example of description of methods:* An evaluation that includes a teacher survey would describe the survey instrument, to whom the survey was administered or given, and who completed the survey. It would also provide a response rate (how many surveys were returned and analyzed in comparison to the number of surveys distributed.)

  - Evaluation reports describe any limitations associated with their designs or methods, and their associated limitations in interpreting their findings.

- Evaluation reports provide recommendations linked to program goals based on findings from the data, including identified strengths and areas for improvement.

5. Use of Evaluation Results

As mentioned earlier, the non-regulatory guidance requires that sub-grantees use evaluation results to refine, improve, and strengthen their program and to refine the performance measures. Effective use of evaluation results includes:

- Creating and carrying out an improvement plan based on the findings from the evaluation.
    - *Examples of SEA uses of results*: identify technical assistance needs of sub-grantees (e.g. strategies for increasing attendance); set academic performance targets for the coming year.
    - *Examples of sub-grantee uses of results*: identify program needs (e.g., better recruitment of participants); prioritize which academic programs to emphasize to meet academic performance targets in the coming year.
- Engaging the evaluator in the program improvement process.
    - *Example of state level evaluator role in improvement process:* attend management team meetings to consult with the management team on the interpretation and use of evaluation results to identify sub-grantee TA needs and set performance targets for the coming year.
    - *Example of sub-grantee level evaluator role in improvement process*: facilitate meetings with program staff to engage them in the process of synthesizing evaluation findings and developing action steps.

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