E OLA PONO
NATIVE HAWAIIAN CAREER & TECHNICAL EDUCATION PROGRAM
JAMES B. CASTLE HIGH SCHOOL & ALU LIKE, INC
2021 – 2026
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INTRODUCTION

James B. Castle High School is an accredited comprehensive four-year public high school, grades 9-12, with an enrollment of approximately 1,127 students for the 2020-2021 school year. Currently, 39% of the school population qualify for the federally assisted free or reduced lunch program (“Castle High Strive HI…”). In addition, 47% of the school population are Native Hawaiian (“James B Castle High…”).

Castle High School offers college and career academies focused on the integration of rigorous academic standards and strengthening employability skills. The school is a recognized College For Every Student School (CFES), promoting post-secondary education for all. Castle students enter one of the school’s nine pathways in four academies beginning sophomore year. (“James B. Castle High”).

The Medical Pathway has been a leader at Castle High School in developing a strong pathway program. In the year 2020 - 2021, 179 students are registered for the four Health Services courses offered in the Medical Pathway.

A. QUALITY OF PROJECT DESIGN: DEMONSTRATES A RATIONALE

Services Address Identified Needs

In school year 2018, 68% of Castle students met proficiency in language arts, 35% met proficiency in math, and 30% met proficiency in science according to the last available Strive HI School Performance Report, an annual snapshot of a school’s performance on key indicators of student success, which shows a school’s progress on the Department and Board of Education’s Strategic Plan and federally-required indicators under the Every Student Succeeds Act. Taking a closer look at this data via the State of Hawaii Department of Education’s Accountability Resource Center Hawaii, Castle High’s Native Hawaiian students trail behind their peers. In
language arts, 85.4% of Asians and 72.5% of Caucasians at Castle High School met proficiency, compared to 57.7% of Native Hawaiian students. Only 27.5% of Native Hawaiian students met proficiency in math, while 35% of Caucasian students and 54.1% of Asians met proficiency (“James B. Castle High”). Castle High’s Native Hawaiian students, however, are doing better than the statewide averages on these standardized tests, due in part to programs specifically geared to Native Hawaiian students like E Ola Pono. Statewide, only 37.7% of Native Hawaiian students met proficiency in language arts, and 26.9% met proficiency in math. Math remains a problem with Native Hawaiian student population. The E Ola Pono project is designed to assist Native Hawaiian students in weak academic areas and prepare students for careers in the healthcare field through the Medical Pathway. Currently, 74 Native Hawaiian students are supported by the project, which represents 42% of the Medical Pathway.

Services Reflect Up-to-Date Knowledge from Research and Practice

Research shows that Native Hawaiian students are more successful in educational environments that are personalized, skill-based, and contextualized. This is due, in part, to the fact that traditional Native Hawaiian learning entailed observation of elders performing tasks and asking questions. Additionally, Native Hawaiian students learn best when they are able to apply what they learn; this includes the healthcare issues of their families and communities. Classes aligned with culture and “real-world” opportunities for students will motivate students to take ownership of their learning and plan for and invest in their futures (“Nā Lau Lama,” 13).

The Kamehameha Early Education Project (KEEP) “[...] researchers noted that native Hawaiian culture is collaborative and group-oriented.” (Latham). To foster this learning style, teachers in the Medical Pathway engage students in “instructional conversation, that is, a dialogue that brings together prior knowledge and experiences with new material to build
understanding,” which is in keeping with what the KEEP researchers found to be most effective for Native Hawaiian students (Latham). According to studies recapped in Stanford School of Medicine’s Ethnogeriatrics’s website: “[...] Native Hawaiians have the highest incidence of morbidity and mortality and the highest age-adjusted mortality of any ethnic group in Hawai`i (Anderson et al., 2006) (“Traditional Health Beliefs…”). Moreover, in an article recently published in the *Honolulu Star-Advertiser*:

*Lifestyle and socioeconomic factors are often associated with the higher prevalence of obesity, type 2 diabetes and cardiovascular disease in Native Hawaiians, but new research has found that Polynesian genetic ancestry also elevates the risk for certain chronic ailments.* (Wilson).

These issues underscore the importance of health education, prevention, and intervention in the Native Hawaiian community. Traditionally Native Hawaiians treated wellness holistically; illness was considered an imbalance of the Lōkahi Triangle (physical, emotional, spiritual). Healing came through returning to a balance or pono (“Traditional Health Beliefs…”). The E Ola Pono Project addresses healing from a holistic perspective.

**Services are Focused on High-Skill, High-Wage, and In-Demand Careers**

The healthcare industry is an excellent career choice for Hawaiian students. As the population ages and improvements in health care continue, employment in the healthcare field continues to rise. According to the U.S. Bureau of Labor and Statistics, Office of Occupational Statistics and Employment Projections, as of 1 Sept. 2020:

*Employment in healthcare occupations is projected to grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new*
jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups.

The job outlook for the state of Hawaii is positive for the healthcare industry according to the State of Hawaii Department of Labor and Industrial Relation’s report entitled “State of Hawaii Employment Projections for Industries and Occupations 2018-2028”:

_Over the long term, between 2018 and 2028, healthcare and social assistance is projected to create 10,870 new positions for an increase of 14.6 percent. This industry alone will account for more than four-tenths of the 25,450 potential jobs created statewide._

The Medical Pathway consists of a three-year program designed to meet these needs. Subjects taught in this pathway include CTE, science, English and math. Integrated lessons connect concepts to students' personal experiences and interests. Work-based learning experiences allow students to apply what they learn. Project teachers meet weekly to develop curriculum, plan guest speakers and excursions, discuss student progress, and evaluate program performance.

**Proposed Project Builds on Related Efforts to Improve Outcomes**

E Ola Pono seeks to increase students’ personal connection to their Native Hawaiian culture and heritage. This connection will provide students with greater intrinsic motivation to excel in their studies, obtain certifications in the Medical Pathway, and prepare them to move on to in-demand occupation, high-wage jobs and/or postsecondary education.

Quarterly lunchtime activities for E Ola Pono students offer students a chance to meet as a cohort to discuss Native Hawaiian culture and issues in the news. Moreover, information about Native Hawaiian scholarships and guest speakers are part of the lunchtime agendas.

Additionally, as a result of past lunchtime meeting discussions, the project has launched a peer tutoring program that encourages upperclassmen to help underclassmen in their course work.
### Logic Model: E Ola Pono Project / Medical Pathway  James B. Castle High School

**Goal:** E Ola Pono seeks to increase students’ personal connection to their Native Hawaiian culture and heritage. This connection will provide students with greater intrinsic motivation to excel in their studies, obtain certifications in the Medical Pathway, and prepare them to move on to in-demand, high-wage jobs and/or postsecondary education without remediation.

**Resources:**
- Post-secondary transitions collaborations with local community colleges including Kapiolani and Windward
- CHS Academy Structure and CTE curriculum in collaboration with the Hawaii Dept of Edu Nā Hopena Aʻo (HĀ) framework
- Partnerships: American Heart Association, Good Samaritan Pohai Nani retirement community, Healthcare facilities of Tripler - Queens – Straub, 4-year transitions including University of Hawaii at Manoa, and the John A. Burns School of Medicine
- Participation of students in the Future Health Care Professionals (HOSA) industry organization.

**Strategies / Activities:**
- Participate in community events: blood drive, health fairs, Hawaii State HOSA Competition
- All E Ola Pono participants: Integrated classes of English, Math, Science, Native Hawaiian Cultural practices, and STEM
- Level 1: 10th grade: Foundations in Health Services
- Level 2: 11th grade: Advanced Health Services
- Level 3: 12th grade: Nursing Services 1 and Nursing Services Work- Based Learning
- Remediation classes during intersessions: Assist students with comprehension and grade improvement
- Visit health care facilities and post-secondary schools
- Guest speaker presentations from health care industry and military
Outputs:

- Serve 75 Native Hawaiians high school students
- Retention will be 90% (GPRA)
- 75% will pass academic classes with a C or better
- 85% will pass CTE classes with a C or better
- 85% will complete industry-relevant/work-based learning (GPRA)
- 95% of eligible students will graduate (GPRA)
- 90% of graduates will enter post-secondary education, military, or workforce within 6-months post-graduation (GPRA)

Short Term Outcomes:

- Students will be proficient in curriculum and meet industry standards in taking vitals move to level 2
- Proficient in curriculum and meet industry standards in taking vitals move to level 3
- Successful completion of internship/industry relevant/work-based learning leads to gains in applied knowledge
- Enter post-secondary education without need for remediation

Long Term Outcomes:

- Students will have a foundational knowledge of various medical careers, healthcare skills, safety skills, traditional Hawaiian health care philosophies, and ethics.
- Students will be able to characterize the functions of various organs and body systems.
- Students will apply and practice the knowledge and skills learned in previous courses through practice experiences.

Impacts:

- Increased number of Native Hawaiians actively engaged as community members
- Increased number of Native Hawaiians in the health care achieving high-wage, in-demand careers serving their communities
- Improved health in the Native Hawaiian community at large
Medical Pathway Integrated Curriculum -

**Medical Pathway Course 1:** Foundations of Health Services

**Culture:** Introduction to Lōkahi Triangle, HĀ Framework Reflections, Cultural Awareness, Alternative and Native Hawaiian Treatments

**STEM/Tech:** Chain of infection (new vaccine technology), CPR (BLS), Lab Specimen collection, Cybersecurity & HIPAA; use of computer programs for data collection & patient information; creating podcasts using video/audio technology; using video programs to record and evaluate vitals

**Work-Based Learning:** Vitals, Health Screenings, Mock Interview

**English:** Argumentative essay dealing with cultural awareness/NH treatments vs Western; NH traditional foods vs Western, local literature *Kamau* and “The Guest”, Professional Emails/Texts and overall Communication, Creation of infographics regarding patient safety and infection control

**Math:** Ethnomathematics, Interpreting graphs, Percentage, Ratios, Statistics

**AP Options:** AP Biology

**Results:** Progression to Course 2, Completed Health Screening Training, OSHA-10 Certification, Mock Interview experience

Medical Pathway Course 2: Advanced Health Services integrated with Human Physiology

**Culture:** La‘au Lapa‘au Traditional Treatment

**STEM/Tech:** First Aid, Body Systems, Disease/Disorders

**Work-Based Learning:** First Aid Training

**English:** Presentations including Interview Skills

**Math:** Stats of Epidemics, Dose conversions, Pharmacokinetics
<table>
<thead>
<tr>
<th>AP Options</th>
<th>AP Language and Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>Progression to Course 3 and 4, Resume and Cover Letter, Certification in First Aid</td>
</tr>
<tr>
<td>Medical Pathway Courses 3 and 4</td>
<td>Nursing 1 and Nursing Services Work Based Learning</td>
</tr>
<tr>
<td>Culture</td>
<td>Native Hawaiian Treatments including Ho’oponopono, Guided Mentoring of Year 1 and 2 students, Ethical Behaviors</td>
</tr>
<tr>
<td>STEM/Tech</td>
<td>HIPAA, OSHA, Vitals, BLS CPR, Infection Control</td>
</tr>
<tr>
<td>Work-Based Learning</td>
<td>Hippocratic Oath, HIPAA, Patient Bill of Rights, Diagnostic Process, Treatment Plan, Basic Patient Skills, PPE, Medical Malpractice, Goal Setting, Healthcare Professional Interview, Post-Secondary and/or Employment Search Applications, Professional Behaviors and Policies, Patient ID and Consent</td>
</tr>
<tr>
<td>English</td>
<td>Argumentative Essays on Electronic Health Records, Patient Privacy, and Medical Malpractice, Written and oral Presentations of Patient Treatment Plans, Public Speaking Multimedia Presentation</td>
</tr>
<tr>
<td>Math</td>
<td>Computations and Conversions, Data Analysis and Graphing</td>
</tr>
<tr>
<td>AP Options</td>
<td>AP Literature and Composition, AP Computer Science, AP Calculus</td>
</tr>
<tr>
<td>Early College Options</td>
<td>HLTH 125 - Med Terms, CHEM 151, CHEM 152, CHW 101</td>
</tr>
<tr>
<td>Results</td>
<td>Certification in OSHA, BLS CPR, Mentoring Foundation of Health Services Students, Completed Mock Interview, Completed Work-based Learning Presentation, Verified Vitals Training Completed, Verified Assessment in Basic Patient Skills, Work Based Learning Experience, Job Interview</td>
</tr>
<tr>
<td>Certification Courses</td>
<td>Medical Assistant (via Hawaii Pacific Health); Pharmacy Technician (via Kapi‘olani Community College)</td>
</tr>
</tbody>
</table>
Medical Pathway Sequence of Courses

Course 1: Foundations of Health Services is a Level 1 introductory class open to students in grades 10-12. The class is a prerequisite to the Course 2: Advanced Health Services.

Job Seeking and Post-secondary preparation: Students will begin assembling career portfolios consisting of a five-year education plan, cover letter, resume, and industry standard skills checklists. Students apply job-seeking skills during mock interviews and also explore careers in the healthcare field through individual research projects (Career Tree), attendance at health-related / academic presentations, and excursions to health facilities and postsecondary schools.

Work-Based Learning (WBL): Students healthcare concepts through hands-on skill development: handwashing; gowning; gloving; and measuring temperature, pulse, respiration, height, weight, Body Max Index, vision, body fat percentage and blood pressure. Students also learn clinical lab skills involving specimen collection and analysis. Students apply learnings through on-campus health screenings. Students will have the opportunity to obtain OSHA 10 hour certification.

Course 2: Advanced Health Services is a Level 2 class, open to students in grades 11 and 12 who have completed Level 1. Students learn medical ethics, body systems, infection control, and skill application. Integrated with the Human Physiology science course, students use problem-based learning scenarios pertaining to teen health issues such as pregnancy, STDs, meningitis, vaccinations, and drunk driving/organ transplantation.

Job Seeking and Post-secondary preparation: Students continue to explore careers by visiting health care facilities and post-secondary schools, and attending presentations. Grade 11 will take the ACT standardized test and update career portfolios. Work-Based Learning: Advanced Health students will explore the cultural healing of La‘au Lapa‘au (herbal medicine) and apply it to a problem-based lesson where students investigate diabetes in the Native Hawaiian population.
Courses 3 and 4: Nursing 1 and Nursing Services Work Based Learning are the Level 3 courses open to grade 12 students. Nursing 1 students learn the basics of caring for people with compassion and skill. They have the option to become certified in the Health Insurance Portability and Accountability Act (HIPAA) and Basic Life Support CPR. Nursing 1 students mentor Level 1 students and assist them in learning vital measurements and job seeking skills.

Job Seeking and Post-secondary preparation: Nursing 1 students will work with the Castle High School College and Career Counselor to complete college applications and the FAFSA. Project students will visit post-secondary campuses and meet with counselors to prepare their post-secondary plan.

Work-Based Learning: Nursing Services Work-Based Learning students will participate in an internship to obtain real world experience at Pohai Nani Retirement Community. Students participating in the orientation are certified in HIPAA. Upon certification and a successful interview, students visit the retirement community monthly for a career-shadow rotation.

In the second semester, students can take an online Medical Terminology course from Windward Community College and be eligible to earn one college credit. Students also have the opportunity to apply for the Hawaii Pacific Health Medical Assistant Program and Kapiolani Community College Pharmacy Technician Program. Students may also participate in the State Performance Based Assessment and obtain CTE Honors for graduation. Students will explore the cultural healing of Ho’oponopono (to make things right) and apply those techniques in their work-based learning experiences.

E Ola Pono Highlights: Cultural Connection and Retention Strategies

In keeping with the Hawaii State Department of Education’s K-12 Nā Hopena A’o or HĀ framework, project teachers will emphasize the six outcomes for students: Strengthened Sense of
Belonging, Strengthened Sense of Responsibility, Strengthened Sense of Excellence,
Strengthened Sense of Aloha, Strengthened Sense of Total Well-being, and Strengthened Sense
of Hawaii. These outcomes honor the “unique values and qualities of the indigenous language
and culture” of Hawaii (“Nā Hopena Aʻo”).

Other emphasis provided by E Ola Pono that should result in improved student
attainment is through the variety of retention tools implemented by the program. Retention
Strategies ensure E Ola Pono students are successful:
--At the start of the school year, students are supplemented, if needed, with relevant supplies.
--Each quarter begins with goal setting activities. Project teachers advise students in planning
and evaluate progress, with revisions as needed.
--Teachers organize students into advisory groups. Advising establishes relationships among the
students and builds a supportive environment. In schools where there is trust, caring, and
support, students have higher attendance, higher performance, and lower rate of suspensions
(“Nā Lau Lama,” 21). Advisors meet with students quarterly to discuss their progress in classes
and address other areas as needed. Students earning below a C in any class will be counseled and
encouraged to attend tutoring/teacher’s office hours. Students needing extra help will participate
in Preparatory/Refresher/Remedial Instruction sessions.
--Mentoring program: Level 3 - Nursing 1 students become mentors for beginning students. The
mentoring component builds a caring community and ensures mastery of skills.
--HOSA: Future Health Professionals is a national student organization endorsed by the U.S.
Department of Education and the Health Science Technology Education Division (HSTE) of the
National Association for Career and Technical Education. HOSA’s mission is twofold: (1) to
promote career opportunities in the healthcare industry and (2) to enhance the delivery of quality
health care. Students will be encouraged to enter the statewide competition. Successful state competitors may participate in the HOSA Annual International Leadership Conference.

--A new Internship Coordinator, funded outside of the grant, will place participants in an internship or equivalent. The Internship Coordinator assesses the safety and suitability of work sites and monitors student progress throughout the internship.

--Supplemental Support will allow students who meet project goals each year to receive supports in overcoming barriers, which could include HOSA membership, books and supplies for Early College, Advanced Placement exam fees, and certification programs.

--Preparatory/Refresher/Remedial Instruction will provide as-needed additional education services to boost student efforts towards course completion.

--Increasing Dual Credit and Certification programs will enable students to get ahead in earning college credits and/or allow them to enter the workforce after graduation with an in-demand, high-wage job in the medical field.

--Increasing involvement of math teacher in the project will integrate STEM lessons with the Health Services curriculum and incorporate ethno-mathematics in Algebra 2.

**Competitive Priority: STEM**

**Services are Focused on High-Skill, High-Wage and In-Demand Careers**

The Medical Pathway is a program in which math and science courses are integrated with the Health Care courses. Integration and emphasis of STEM skills in these courses will prepare students for jobs in the Healthcare Industry. According to the article “The Healthcare Industry Needs STEM-Savvy Professionals:”

*The healthcare industry is one of the few industries that combine science, technology, engineering, and mathematics to make advances for patients and doctors. Those
interested in STEM education must be aware that the opportunities are not just limited to computer software and engineering.

Medical Pathway students develop STEM skills by learning to use Google Docs and Google Slides to work in teams to complete assignments. This will make it possible for them to learn to work virtually to solve team problems and develop team presentations. The ethical decision making project will integrate technology in researching and analyzing health care problems to understand that with new technology comes potential dangers and ethical responsibility.

Training or Professional Development Lead to Improvement in Practice

As CHS moves toward each academy achieving certification as a National Model Academy with the National Career Academy Coalition, professional development plans are implemented by the school and overseen by the Principal Investigator (and Principal of the school). PD directly related to the academy certification is provided by the school directly. Additional PD activities that will enhance instructor development (e.g. Association for Career and Technical Education ACTE) or further support student development (e.g. HOSA: Future Health Professionals) will be detailed in the budget narrative as relevant to qualified program personnel.
B. QUALITY OF THE MANAGEMENT PLAN

Adequacy of Management Plan to Achieve Objectives

The following graphic organizer illustrates how the project will be managed. As progress is made in each task, student participation will be logged and each activity will be discussed during the weekly meeting. Data from each portion of the project is entered into the Resource Management Report and submitted to ALU LIKE, Inc. quarterly.

During the weekly meetings, project teachers will organize and discuss implementation progress and design integrated units or community projects. As each milestone is reached, the team will address the degree to which goals are being met and how the project can be improved. If the goal was not met, circumstances that prevented the achievement will be analyzed and adjusted. As key milestones are completed, data will be recorded and compiled for The Student Information Profile (SIP) and the Resource Management Report (RMR). The weekly meeting will also devote time to discuss student issues; advisors will share how well project students are meeting goals, grades, attendance, and active participation in class. Problems or concerns will be discussed and action plans will be made.
# Annual Timeline of Commitments

<table>
<thead>
<tr>
<th>Logic Model</th>
<th>Progress towards Milestones</th>
<th>Teachers</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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<tr>
<td>Outputs</td>
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<td>Development and common expectations</td>
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<td></td>
<td>Form advisor groups</td>
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<td></td>
<td>Quarterly academic/career conference</td>
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<td></td>
<td>Discuss student progress</td>
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<td></td>
<td>Collect SIP data</td>
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<td>Native Hawaiian learning strategies</td>
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<td>Native Hawaiian Lunchtime Activity</td>
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<td>Transition activities with Community Partners</td>
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<td></td>
<td>Career Exploration</td>
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<td>Guide Student Development of 5 year plan</td>
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<td>Support towards passing courses</td>
<td>Progress towards GPRA success</td>
<td>Successfully complete work-based learning activities (GPRA)</td>
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<tr>
<td>Plan and arrange for excursions</td>
<td>Plan and coordinate guest speakers</td>
<td>Health Screening - Vitals skill testing</td>
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<tr>
<td>Starting Year 2: Plan &amp; coordinate work based learning with community partners</td>
<td>HOSA Advisors prepare students for state competition</td>
<td>Mentoring program</td>
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<tr>
<td>Track participation in events, activities, facilitated by GAFE.</td>
<td>Track participation in events, activities, facilitated by GAFE.</td>
<td>Health Awareness Project</td>
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<td>Work Based Learning Experience</td>
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<td>Certifications: OSHA 10, First Aid, BLS CPR</td>
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<td></td>
<td></td>
<td>Community Events</td>
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| | | x x x x x x x x x x x x
Qualifications of Key Personnel

<table>
<thead>
<tr>
<th>Key Personnel time commitments</th>
<th>(List all members of the project team)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name / Role</td>
<td>Any other titles and role in project activities</td>
</tr>
<tr>
<td>Principal Investigator</td>
<td>CHS Principal of 10 years, Educator of 10 years: Approves project plans, budget and reports; Ensures the project aligned with Strategic Plan</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>CHS Chemistry and Physics Educator of 30 years. Data Collection and Reporting</td>
</tr>
<tr>
<td>Nat.Haw Engagement</td>
<td>English Language Arts Teacher of 17 years. Coordinates cultural events, maintains financial records/ reports, advises students</td>
</tr>
<tr>
<td>CTE Instructor</td>
<td>Educator of 22 years. Teaches Advanced Health, Nursing 1, Work Based Learning</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CTE Instructor</td>
<td>Science Dept Chair and Educator of 20 years.</td>
</tr>
<tr>
<td></td>
<td>Teaches Foundations in Health Services, Human Physiology, AP Biology,</td>
</tr>
<tr>
<td></td>
<td>Arranges Mock Interviews, HOSA Event Coach.</td>
</tr>
<tr>
<td>Math Teacher</td>
<td>Math Teacher of 6 years. Data Analyst.</td>
</tr>
<tr>
<td></td>
<td>Integrates math into Medical Pathway courses</td>
</tr>
<tr>
<td></td>
<td>Advises E Ola Pono students</td>
</tr>
<tr>
<td>TBD: Medical Pathway</td>
<td>Places and monitors Medical Pathway Capstone students in internships</td>
</tr>
<tr>
<td>Internship Coordinator</td>
<td></td>
</tr>
<tr>
<td>TBD Math Tutors</td>
<td>Tutors will be qualified with minimum 48 college credits. Class time/lunch/</td>
</tr>
<tr>
<td></td>
<td>after school</td>
</tr>
<tr>
<td>TBD Refresher / Remedial Instructors</td>
<td>Certified Teachers focusing on Math and Portfolio preparation, other courses as needed</td>
</tr>
<tr>
<td>Admin. Assistant</td>
<td>Educator of 37 years. 7 years grant coordinator. 6 years assisting with</td>
</tr>
<tr>
<td></td>
<td>financial records and implementing project goals.</td>
</tr>
</tbody>
</table>
C. ADEQUACY OF RESOURCES

Adequacy of Support from the Applicant Organization

Castle High School provides each Pathway teacher a classroom and basic classroom supplies. Two of the Medical Pathway team members are fully funded by the school, which includes an English teacher and the Internship Coordinator. The school also funds a vice-principal who oversees the Academy and an academy Counselor who provides Response to Intervention (RTI) support. In addition, a technology coordinator, funded by the school, provides technical support. The school registrar supports the project by scheduling classes to enable teachers to have a common meeting time.

The Extent to which the Budget is Adequate and Costs are Reasonable

Additional funding through the NHCTEP grant enables the academy to provide smaller class sizes; enhanced, interactive lessons; time for teachers to develop integrated lessons and advise students; and time and funds for students to tour industry partners and postsecondary institutions. Industry partner, Good Samaritan Society Pohai Nani, a retirement community, provides opportunities for career shadowing and work-based experiences. Hawaii Pacific Health provides opportunities for students to be certified as medical assistants and helps to sponsor HOSA.

D. QUALITY OF THE PROJECT EVALUATION: Project level

Data collection happens in two phases. In one phase, the coordinator works with the project data analyst, the vice principal, the principal, the pathway counselor, and the registrar to gather school-level data such as the federal free and reduced lunch enrollment, grade point averages, course enrollment, and registration. In phase two, data collection occurs during weekly meetings during which project coordinator and project teachers will input individual student participation for events and activities. Data collected will be compiled by the coordinator and submitted to
ALU LIKE, Inc. in the Student Information Profile (SIP), the Practice Experience Report (PER), and the Resource Management Report (RMR). Data is used to determine target outcome attainment. Project teachers meet weekly to discuss project progress and student success, adjustments to curriculum, and parental and counseling involvement.

**Feedback and Assessment Plan**

Our goal is for students to complete the Medical Pathway and make a successful transition into postsecondary training and/or the workforce. Student achievement is measured by target outcome attainment. Assessing student performance takes place on several levels:

--**Student level:** Students set goals each quarter and assess their success through grade checks and quarter conferences. Students will be actively responsible for meeting outcomes.

--**Teacher Level:** Advisors assist students in reaching their goals. When necessary, tutoring will be recommended and parents or counselors will be contacted. Teachers will discuss student concerns at weekly meetings and make modifications as needed.

--**Principal Investigator Level:** Project Coordinator meets monthly with the P.I. to evaluate budget reports and discuss the project progress.

--**ALU LIKE, Inc. Level:** Data is collected and submitted to ALU LIKE, Inc. on a quarterly basis to monitor and evaluate ongoing success of the program: Student Information Profile (SIP), Resource Management Report (RMR), Annual and Final Reports, and monthly budget submissions. Please see following ALI section for details of data collection, evaluation, as well as overall consortium support vital to the continued success of E Ola Pono participants.
ALU LIKE, INC., CONSORTIA SERVICES PROVIDER

Founded in 1975, ALU LIKE, Inc. is a statewide, private, non-profit, multi-service, Native Hawaiian serving organization, in its 46th year, and received its IRS non-profit 501(c)(3) status for educational and charitable purposes on August 13, 1975. ALU LIKE stands for “working together”, and its Charter of Incorporation stated purpose is “to raise the economic, educational and social levels of underprivileged residents of the Hawaiian community” with a mission “to kōkua (assist) Hawaiian natives who are committed to achieving their potential for themselves, their families and communities.” ALU LIKE, Inc. is governed by a six-member volunteer Board of Directors, whereby all six are Native Hawaiian, and are affiliated as “persons who are recognized by members of the eligible Native Hawaiian community to be served as having a cultural relationship with that community,” and are representative of each island or district. The Board of Directors establishes organizational policies, and has ultimate fiduciary responsibility. As a whole, ALU LIKE, Inc. annually administers approximately $9 million (2019 Audit Report) in federal, state, county, and private grants on projects focused on educational services in the areas of employment and job training, family literacy, financial literacy, at-risk youth prevention -intervention services, comprehensive elder services, and career and technical education. ALU LIKE’s President/CEO and most project directors are Native Hawaiian. Alfred Moreno is Director of the Native Hawaiian Career and Technical Education Program (NHCTEP), which he has managed for twenty-five years, since 1996.

ALU LIKE, Inc. ensures high quality products and services in Career and Technical Education for Native Hawaiians, as they have administered versions of the Native Hawaiian Vocational as well as Career and Technical Education Programs for over 32 years. The Ka Ipu Kāʻeo department at ALU LIKE functions as an overarching framework from the Native
Hawaiian perspective; to advocate, sponsor, and guide initiatives of community-based projects. Ka Ipu Kā‘eo translates as “the full calabash,” whereby the figurative meaning is a symbol of prosperity and imbues abundance of knowledge. The Ka Ipu Kā‘eo staff collaborate with the sub-recipient partners through a Memorandum of Understanding-Consortium Agreement to expand and improve their projects with specific activities, grounded in best practices, to make career and technical education at high schools, community colleges, and adult training programs more effective for Native Hawaiian students, with a commitment to the implementation and success of the project.

**Management:** The role of Ka Ipu Kā‘eo department at ALU LIKE has been as a consortium advisor for its projects, working together to shape new expansions of services, and serve as sounding board for continual improvements in the use of culture-based educational strategies. The consortium model has consistently shown its strength and value as staff are able to draw on over three-decades of program experiences, allowing staff to expand upon best practices and impart technical assistance that pertains to a specific program partner within the context of the larger consortium partners as a whole. This consortium model directs planning, assessment, and evaluation of technical education projects at the secondary, post-secondary, and adult training levels to create expanded and improved projects whose students’ outcomes ameliorate enrollment, retention, completion and graduation rates, and placement in employment opportunities or further higher education. For this grant, Ka Ipu Kā‘eo has organized sub-recipient project partners who have planned activities that expand and improve matriculation of students into their next higher level of education and career advancement. Each project is specified to provide a comprehensive mix of occupational instruction, support counseling, tutoring/mentoring, career pathways exposure, practical work experiences (including internship
stipends, as appropriate), and capacity building support. The success of the projects are grounded in best practices using cultural content, culture-based teaching styles, and cultural approaches for providing support services instilled with Native Hawaiian values, history, language, and traditions.

Ka Ipu Kāʻeo applies general, accepted management principles in order to ensure that objectives are met with all project partners (Uniform Guidance 2 CFR 200.22 – compliance with federal statutes and terms of sub-awards). The Scope of Work developed as part of its contract for services outlines the major components of the sub-recipient project’s design plan and notes its specific milestones as targets to achieve throughout the program year. Formal assessments involve the Ka Ipu Kāʻeo department Project Specialists interacting with the Project Coordinators and stakeholders in “talk story” discussions that note progress-to-date. Each assessment has key components as noted below. Adjustments and realignments for project improvements are made throughout the program year in pursuit of project outcomes. Major areas of discussion as noted consist of:

- **Staffing Resources** – professional development; budget for expenditures of student recruitment/demographic; student progress in coursework; programmatic activities
- **Curriculum Guidance**, including scope of work, data collection - student cultural activities and budget re-alignment as necessary
- **Student Recruitment** – including recruitment strategies and amplifying efforts
- **Support Activities** – student progress toward objectives, peer mentoring and tutoring, career portfolio development, graduating students and their continuing pursuits, Career Tree development, and information technology resources.
• Cultural Guidance – Native Hawaiian culture and values, dedicated social space, and completion of community-based activities, local practitioners.

• Administrative and Evaluation – Completion of Semiannual, Annual, and Final Performance Reports, quarterly data submissions, client file reviews, and expenditure reports.

Ka Ipu Kā‘eo ensures fiscal accountability among each of its sub-grantee partners. The projects maintain fiscal integrity through their fiscal administration system and an assistant, assigned to the projects within the CTE department, in turn interfaces with overall ALU LIKE, Inc. fiscal department. The assistant works closely with the director and specialists to maintain and ensure projects expenditures are allocable, allowable, and reasonable.

Consortium partners benefit from concerted efforts to increase industry-related technical skills, better connect students to practice experiences, and build bridges for successful transitions to the workforce, college, higher degrees, and economic self-sufficiency through occupations in sustainable and emerging careers in the global economy. External evaluation reports from the previous five program years show the ALU LIKE, Inc. Ka Ipu Kā‘eo NHCTEP Consortium has served over 1,929 participants, assisted the successful completion of 1,033 targeted internships, and supported attainment of 814 certifications and degrees. Ka Ipu Kā‘eo staff provide Consortium partners ongoing technical assistance, monitoring, and collaborative solutions, as well as cultural and professional development activities throughout the program year. As an example, to assist career development aspects for all projects the consortium provides access to the Career Tree Developed by TFS Results. This career development tool facilitates a robust planning culture. As part of consortium participant career development progress, the Career Tree makes relevant connections between education and career pathways, empowering participants to find their career direction sooner, so they can invest in further education wisely and purposefully.
Overall, the design and purpose of the consortium serves to elevate all programs together to improve sharing of effective methods, such as recruitment and retention strategies, express challenges in a supportive environment, and strive for continuous improvement through interactive partnerships.

The Ka Ipu Kāʻeo department maintains a partnership with not only the sole partner of this project but also with a consortia-of-the-whole. The consortia-of-the-whole, which includes other Ka Ipu Kāʻeo NHCTEP-granted projects, meets twice per program year to disseminate progress-to-date based on data, as well as share best practices and programmatic success strategies. Ka Ipu Kāʻeo also supports consortium-wide professional development events which serve to solidify the strength of the community of consortium project partners, improve communication and collaboration, and to advance the knowledge and ability of consortium members to serve their project participants. Professional development events include conferences and workshops of the Association of Career and Technical Education (ACTE), both local and national events. Other events made available previously to both ALU LIKE, Inc. and consortium partners include local professional development events held by the Hawaii-Pacific Evaluation Association (H-PEA), Native Hawaiian Education Association (NHEA), Design Thinking Hawaii, and the National Association for Workforce Improvement (NAWI). Moreover, to fully serve, not just the academic but also the cultural components of participants, Ka Ipu Kāʻeo hosts cultural workshops and speaker-events relevant to current needs of the consortium partners throughout the program year. These events serve as catalysts for individual project cultural integration, as well as unifying team-building to enrich the cooperation among consortium partners, and to improve overall participant services among all programs.
**Data Collection:** Student data is gathered through data collection tools developed by ALU LIKE, Inc.’s internal evaluation team in coordination with an external evaluation team. The project maintains a Student Information Profile (SIP) and the Practice-Experience Report (PER) (as applicable for internships), which collect relevant information to assess the progress of the project and student performance. The SIP reports demographic information/data, such as student’s identification information (visible only on program end), program specific identification number to provide an extra layer of security for identifiable student information, zip code, and age. The SIP also collects Government Performance Results Act (GPRA) academic information/data. GPRA data includes: secondary (high school) level participant students who meet or exceed State proficiency standards in reading/language arts and mathematics; CTE students who attain a secondary school diploma; students who attain CTE skill proficiency credentials in conjunction with a secondary school diploma; students who attain CTE skill proficiencies aligned with industry-recognized standards, and students who are placed in postsecondary, advanced training, military service, or employment in high-skill, high-wage, and in-demand occupations. These data are gathered and reported for the GPRA performance measures noted in the Federal Register for postsecondary projects and adult projects.

ALU LIKE, Inc. highly values data security and the protection of personal information. Only authorized personnel handle student data, which is secured via an internal network, with regular backup protocol and data corruption prevention systems employed at all times. Confidential protocols are always implemented with names, and personal identifiers are limited during the collection of data and excluded from the final reports. ALU LIKE, Inc. maintains a secure database of participant information that is firewall and malware protected at both the workstation and server levels.
**Key Personnel:** Time commitments of key project personnel to meet objectives, and the quality of key personnel, with respective resumes, are expanded in the attachments section for this grant:

- **[Name],** Ka Ipu Kā‘eo Department Director, and Primary Principal Investigator, greater than 45 years in the educational field, 1.0 FTE

- Two (2) Specialists, [Name], focusing on curriculum, program evaluation, monitoring, and overall grant management, collectively with over 30 years in the educational and grant management field, 1.0 FTE each

- **[Name],** Administrative Assistant, greater than 15 years’ experience in the fiscal admin field, 1.0 FTE

**Management of the Consortia Partnership:** ALU LIKE, Inc. has researched the need for, developed, secured funding for, and operated numerous educational programs for Native Hawaiian youth, including the Native Hawaiian Vocational Education Program, funded by the U.S. Department of Education, since 1986. ALU LIKE’s 1983 Native Hawaiian Education Assessment served as the justification for Congress to establish the Carl D. Perkins Act’s Section 116(h) set-aside for the Native Hawaiian Vocational Education Program and this Native Hawaiian serving organization. ALU LIKE, Inc., in compliance with Federal Register Vol. 86, No.11/Tuesday, January 19, 2021 / Notices, Page 5169, III, 1.(b) Consortium – Eligible applicants, has formed a written Memorandum of Understanding-consortia agreement (attached) with its partner organization James B. Castle High School. Its role and responsibilities are to facilitate and guide the consortia relationship, ensure adherence to objectives and production of outcomes.
Consortia Services: Internal evaluation: The Internal Evaluation Design Table below shows the project’s internal evaluation components, which in conjunction with ALU LIKE, Inc., provides an overview of forms/instruments, methods, sample style, and feedback mechanism used as part of the overall project evaluation. Included are numerous processes by which the collection of student grades and periodic student file review are monitored by project staff as well as ALU LIKE, Inc. Specialists. Surveys are conducted as applicable throughout the program year to assess participant learning outcomes and additional methods by which to oversee project implementation. Ongoing meetings and communication among project staff, as well as between ALU LIKE, Inc. staff are maintained throughout the program year. Budgets are reviewed monthly as submitted by the project to ALU LIKE, Inc. In this way expenditures are under regular examination for accuracy, as well as appropriateness and timeliness of expenditures.

Consortia Services: External evaluation:
The evaluation design includes elements to be performed by the ALU LIKE, Inc. Specialists (internal evaluation component) as well as program evaluation to be carried out by the External Evaluation Team. Both the internal and external components utilize mixed methods (qualitative and quantitative techniques) and multiple data sources. The final report for each site completed by the External Evaluation Team is organized around both a formative and summative evaluation. Feedback is provided on a regular basis via the internal evaluation activities, while quarterly and end-of-year feedback is provided by the External Evaluation report. The following specific requirements as articulated and designed for ALU LIKE, Inc. NHCTEP consortium:

A) Be appropriate for the project and be both formative and summative in nature.
The External Evaluation report will include both formative (qualitative) and summative (quantitative) sections. Student confidentiality is maintained in all evaluation deliverables.
<table>
<thead>
<tr>
<th>Component</th>
<th>Forms/Instruments</th>
<th>Methods</th>
<th>Sample</th>
<th>Feedback Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student File Review</td>
<td>Student Portfolios &amp; Attendance</td>
<td>Quantitative,</td>
<td>Native Hawaiian Students -</td>
<td>Quarterly Reports</td>
</tr>
<tr>
<td></td>
<td>Student Records</td>
<td>Student Records</td>
<td>Goals</td>
<td></td>
</tr>
<tr>
<td>Satisfaction Surveys</td>
<td>Career Planning, Site Developed,</td>
<td>Qualitative, Mock</td>
<td>Native Students – Business</td>
<td>Monthly Reviews</td>
</tr>
<tr>
<td></td>
<td>Instructor</td>
<td>Interviews, Cultural Events</td>
<td>Sector</td>
<td></td>
</tr>
<tr>
<td>ALI/Program Updates</td>
<td>Scheduling, Agendas</td>
<td>Qualitative, Open</td>
<td>Health Programs Instructors</td>
<td>Weekly Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication, Talk Story</td>
<td></td>
<td>Quarterly meetings</td>
</tr>
<tr>
<td>Student Information</td>
<td>Student Information</td>
<td>Quantitative; Collect Key</td>
<td>Enrolled students, activities</td>
<td>Quarterly Submissions</td>
</tr>
<tr>
<td>Profile (SIP)</td>
<td>Profile Excel Database</td>
<td>Demographic &amp; Outcomes Info</td>
<td>attended, grades received</td>
<td>Semi-Annual updates to Consortium</td>
</tr>
<tr>
<td>Resource Management Report</td>
<td>Excel Data Collection File</td>
<td>Quantitative; Collect Program</td>
<td>Program Components and</td>
<td>Quarterly Submissions with</td>
</tr>
<tr>
<td>(RMR)</td>
<td></td>
<td>Implementation</td>
<td>Implementation</td>
<td>Specialist Review / Updates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Review</td>
<td>Expenditure and Advance Reports ERAR</td>
<td>Quantitative, Collect Program</td>
<td>Fiscal Units – Project &amp;</td>
<td>Monthly Reviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenditure</td>
<td>Program</td>
<td></td>
</tr>
</tbody>
</table>

ALU LIKE, Inc. Proposal #1
The Evaluation reports provide critical recommendations to help each site improve its program for current and future students. All Evaluation personnel have extensive experience working in the Native Hawaiian community, and sufficient time is allocated by the Evaluation team to ensure a balanced evaluation that faithfully reflects annual progress. The formative section will gather, analyze and present data from all stakeholders (students, faculty/instructors, internship hosts, and consortium lead). Data will be collected from several sources: 1) student interviews, 2) program staff interviews, 3) site visits, 4) student program records, 5) semi-structure surveys with other key stakeholders, 6) student survey questionnaires, 7) internal implementation fidelity reports, and 8) internal progress reports. Written feedback from both open and closed-ended survey questions from ALU LIKE, Inc. staff for site specific progress will be used to triangulate conclusions for focused recommendations.

The summative section will present empirical findings based on data collected for the seven (7) performance measures, which include the 5 GPRA measures. Data sources will include the Student Information Profile (SIP), Practice Experience Report (PER) database, and the Student Follow-Up database. The summative section of the annual report will present a comprehensive analysis of the progress towards all performance measures and necessary explanation of the annual numerator and denominator as operationalized from the outcome. As appropriate, multi-variate analyses will be completed on different subpopulations with respect to student cohorts, gender, field of study, and age to identify any key disparities among students enrolled in the project. Recommendations produced by the report will be informed by both the formative and summative findings and will provide practical recommendations that can improve program implementation fidelity and increase key empirical outcomes.
Formative Evaluation Activities. The External Evaluation Design Table details the proposed activities, stakeholders, instruments, methods, time period and dissemination strategy for the formative evaluation. Key stakeholder data (students, program staff, internship hosts) will be collected primarily during the second half of the program year to ensure that sufficient exposure to the program intervention has been attained. A key component of the formative (qualitative) report will be the review and analysis of the project fidelity tool developed explicitly for ALU LIKE, Inc., known as the Resource Management Report (RMR). The RMR meticulously tracks the type of each activity (e.g. provision of CTE career workshops) is planned, implementation goals (e.g. delivery of 4 workshops per semester), degree to which activities are implemented successfully during the year (e.g. 5 workshops delivered; 125% of goal), and the reach of the activity (30 out of 40 students (75%) attended 1 or more workshop). The RMR is structured in six domains (Staffing, Curriculum, Recruitment/Retention, Support-Guidance, Support-Cultural, and Administrative) with up to six elements under each category tailored to the unique program activities and services of each site.

Summative Evaluation Activities. Also illustrated in the External Evaluation Design Table, summative evaluation activities focus on the collection, input and review (quarterly, annual) of student data collected throughout the year, from databases including the Student Information Profile (SIP), Practice Experience Report (PER), and Follow-up report which allows for the completion of follow-up performance measures from prior years. Progress towards each outcome is compared to annual goals set by site as proposed in grant application.

B) Include the following data collection areas:

1) Collection and reporting of the performance measures for NHCTEP that are identified in the Performance Measures section of this notice. Data will be collected, reviewed, and computed to
allow for the calculation of the seven (7) key performance measures identified. Numerical and percentage goals calculated and any sources of bias provided as caveats for the reader. Reports will compare performance measure progress with previous year. Follow-up data (3 months and 6 months post-program) will be included when available on subsequent annual report.

2) Qualitative and quantitative data with respect to: Comprehensive participant data including

i) Academic/Career/Technical competencies – Milestones: industry certification, related training certifications, secondary or post-secondary degree, employment placement and retention, internship participation and completion and any other program specific CTE/STEM milestone. Documentation verifying attainment kept in each student’s confidential file.

ii) Gender Analysis – Key milestones will be analyzed by gender to ensure equity. Student interviews will address any equity concerns by either female or males in each project.

iii) Job/Work Skill Attainment – Participation and completion of all forms of job/work skills training including apprenticeships, work-study programs, internships, and skill attainment.

iv) Collection of activity data and dissemination of recommendations – RMR file records all planned activities and results/ attendance. Recommendations for improving and/or modifying activity implementation are addressed. Recommendations are disseminated in two primary ways: 1) Program Staff receive a copy of the final report that contains a comprehensive list of recommendations, and 2) Program Staff meet with ALU LIKE, Inc. Specialists to discuss and develop follow-up action plans for continual improvement.

(v) The number and percentage of students who obtained industry-recognized credentials, certificates, or degrees - Collected as part of the Student Information Profile (SIP) database.

(vi) The outcomes of students' technical assessments, by type and scores – posted as provided.

(vii) The rates of attainment of a proficiency credential or certificate, in conjunction with a
secondary school diploma – Calculated for each site as part of the primary GPRA outcomes.
(viii) Overall effectiveness of the project – Data presented showing any association between
program delivery and outcomes. The program is guided by theory well-supported in the
literature on the impacts of academic and cultural supports on increased educational outcomes.
(ix) Dissemination of Results – see (iv) above. Reports are also made available to the Principal
Investigator of the project for internal assessment or enhancement of other programs as pertinent.
(x) Impact of Project on Students – GPRA outcomes. 3-and-6-month post-program follow-ups.
Qualitative data from student interviews provides context to impact.

_The Quality of Evaluation Conducted by an External Evaluator:_

Consulting:

Principal Consultant in Social Welfare from the University of Hawaii and a Masters in Sociology from the UNC-Chapel Hill. He has 20+ years’ experience providing research methodology consultation, data analyses, and evaluation designs for large federal research projects awarded by NIMH, NSF, DOE and HUD. has 15+ years’ experience working in non-profit administration in the State of Hawaii, including extensive experience working with Native Hawaiians and other underserved populations.

Consultant is Director of the Writing Center at the UH-Mānoa (UHM,) and an Assistant Professor in the English Department, having a Ph.D. in English with an emphasis in Composition and Rhetoric. She has over 10+ years’ experience focusing on pedagogical approaches designed to enhance student retention and success rates, with a specific focus on Native Hawaiian and Pacific Islander students. She implements the qualitative data collection components of the evaluation report, including student interviews. Resumes are included for both as evidence for strength and quality of proposed external evaluation.
# External Evaluation Design Table

<table>
<thead>
<tr>
<th>Component</th>
<th>Instruments</th>
<th>Methods</th>
<th>Sample/Time</th>
<th>Feedback Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMATIVE DESIGN ELEMENTS/ACTIVITIES</strong></td>
<td></td>
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</tr>
<tr>
<td>Student Interviews</td>
<td>Interview w/Semi-structured survey (12 to 14 questions)</td>
<td>Qualitative survey, Face-To-Face/Phone/Zoom, min 30minutes per student</td>
<td>10 students; random selection; spring semester</td>
<td>End-of-year analysis in Final Report. Conference debriefing</td>
</tr>
<tr>
<td>Student Survey</td>
<td>Closed-ended survey on program experience</td>
<td>Email dissemination; Survey Monkey.</td>
<td>All students at each site</td>
<td>Assess Findings, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td>Program Staff Interview</td>
<td>Open-ended survey (12 to 14 questions)</td>
<td>Qualitative survey; self-administered. Written.</td>
<td>Program staff; spring semester.</td>
<td>Compile Interviews, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td>Site Visit</td>
<td>Physical Site Visit; Interview. Min 2 hours</td>
<td>Observational; Staff Interview.</td>
<td>Once per year; spring semester</td>
<td>Assess Findings, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td>Student File Reviews</td>
<td>File component check-list</td>
<td>Content review of student files.</td>
<td>Each student interviewed (10);</td>
<td>Assess Findings, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td>Consortium Staff Questionnaire</td>
<td>Open- and close-ended survey (15-20 total)</td>
<td>Qualitative; self-administered</td>
<td>All key staff; end of year</td>
<td>End-of-year triangulation in Final Report.</td>
</tr>
<tr>
<td>Resource Management Report (RMR)</td>
<td>Excel database file; List of all planned program activities</td>
<td>Qualitative and quantitative review of progress on all activities,</td>
<td>Analysis quarterly of 6 domains and 25 components</td>
<td>Quarterly feedback review. End-of-year analysis in Final Report</td>
</tr>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Mid-year and End-of-year reports</td>
<td>Site written reports</td>
<td>Report review</td>
<td>Program is Unit of Analysis</td>
<td>Mid-year and End-of-year feedback</td>
</tr>
</tbody>
</table>

**SUMMATIVE DESIGN ELEMENTS/ACTIVITIES**

<table>
<thead>
<tr>
<th>Student Information Profile (SIP)</th>
<th>Database containing key student demographic and program output data</th>
<th>Quantitative calculations. Means, %, Range, Freq. Input by Site Staff</th>
<th>On-going</th>
<th>Quarterly review for quality assurance. End-of-year analysis in Final Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Experience Report (PER)</td>
<td>Excel database containing key PER data fields</td>
<td>Quantitative; Input by Site Staff;</td>
<td>On-going</td>
<td>Quarterly review for quality assurance. End-of-year analysis in Final Report</td>
</tr>
<tr>
<td>Follow-Up Database</td>
<td>Excel database with prior year finalized data</td>
<td>Quantitative; Input by Site Staff;</td>
<td>First and Second quarters</td>
<td>Mid-Year Report; End-of-year analysis in Final Report</td>
</tr>
<tr>
<td>Computation of 7 Performance Outcomes</td>
<td>Student Information Profile (final report)</td>
<td>Quantitative calculations Description: Means, %, Range, Frequencies</td>
<td>All enrolled students</td>
<td>Full write up in Final Report</td>
</tr>
</tbody>
</table>


Stannard, David E. Before the Horror: the Population of Hawaiʻi on the Eve of Western Contact.
Social Science Research Institute, University of Hawaii, 1989.


“Traditional Health Beliefs: Theories of Illness.” Ethnogeriatrics, Stanford School of Medicine, 2021. URL accessed: geriatrics.stanford.edu/ethnomed/hawaiian_pacific_islander/fund/health_beliefs/illness_theories.html