

PROGRAM NARRATIVE

A. Need for Project.**(i) The magnitude or severity of the problem to be addressed by the proposed project.**

Research has shown that Native Hawaiian children in Hawai'i's public school system perform poorly in school, across all subjects, compared with their non-Hawaiian peers (Kana'iaupuni, Malone, & Ishibashi, 2005). Native Hawaiian students across the grade levels score, on average, significantly lower than their peers in reading. For instance, while 66 % of all 5th graders in Hawai'i's public schools were proficient in reading in 2010, 5th grade students from the predominantly Native Hawaiian elementary schools targeted in this grant were, on average, a full 25 percentage points lower than their peers.

Table 1. Student Demographic and Academic Performance Indicators at Target School

	Native Hawaiian	Free/Reduced Lunch Program	5th grade HSA Reading¹	7th grade HSA Reading	10th grade HSA Reading
State Average	28%	39%	66%	65%	66%
Kamaile Elem	60%	85%	29%	n/a	
Makaha Elem	71%	85%	45%	n/a	
Wai'anae Elem	72%	85%	33%	n/a	
Nanaikapono Elem	61%	86%	45%	n/a	
Nanakuli Elem	95%	86%	47%	n/a	
Kamaile Middle	60%	85%	n/a	39%	
Wai'anae Middle	60%	73%	n/a	47%	
Nanakuli Middle	71%	68%	n/a	32%	
Nanakuli High	71%	68%	n/a	n/a	53%
Average	69%	80%	40%	39%	53%

Source: Hawai'i Department of Education, 2011

Perhaps most alarming is the non-completion or drop-out rate in predominantly Native Hawaiian schools. On average over the last three years in the high school targeted in this grant, only 32% of the 9th graders made it to 12th grade, meaning 68% were lost between

¹ Proportion of students **proficient** on the Hawai'i State Assessment in Reading

freshman and senior year. For instance, of the 202 students that made up the 2007-08 9th grade cohort, only 79 were seniors in 2011, and this number is inflated by students from prior cohorts who did not have the credits to graduate with their original cohorts.

Table 2: Nanakuli High School Student Enrollment Patterns

Regular Education Students					
Class of:	9 th grade enrollment	10 th grade enrollment	11 th grade enrollment	12 th grade enrollment	Students lost between 9 th and 12 th grade
2012	158	135	87	51	68%
2011	202	170	131	79	61%
2010	265	155	99	66	75%
Average					68%

Source: Hawai'i Department of Education

PALS (Program for Afterschool Literacy Support) was developed and implemented through funding by the Native Hawaiian Program in 2006. In 2009, Wai'anae PALS (W-PALS) was funded for the purpose of refining the Place-based Cultural Projects (PBCP) curriculum model that emerged from the work with students and teachers in the first grant. W-PALS currently serves approximately 200 students each year in grades 4 – 6 from three rural, predominantly Native Hawaiian schools. Students participate in the 3-day a week program that includes homework help, recreational activities, and Place-based, Cultural Project learning. PALS realized success early in its implementation and continued to gain momentum in WPALS producing the following remarkable outcomes:

- Regular attendance in the afterschool program had a statistically significant positive effect on student proficiency in reading and all students, regardless of how often they attended the program, made statistically significant gains in reading scores;
- Students were motivated to read more challenging materials and feel better about being a good reader; and
- Students made greater gains in school engagement than their peers not in the program.

The program's successes have not gone unnoticed. Both PALS (2006-2009) and W-PALS (2009-2012) have been identified as exemplary programs. PALS was recognized by *Nā Lau Lama*, a statewide collaboration made up of over 70 organizations, in 2008; and in 2009, as a result of the work at National Indian Educational Association, W-PALS was invited to contribute a book chapter related to place-based learning for Native children (Fukuda & ho'omanawanui, 2011).

PALS and W-PALS (2006-2012) have made a significant impact, supporting large numbers of students toward reading proficiency and increased school engagement. As students move out of the elementary setting, however, nothing is in place to continue to support this growth. Given this, there is a critical need to develop an infrastructure of support and opportunity for children to continue to make these gains through elementary school and as they transition into middle and high school. The project proposed, PALS (2012-2015), is designed to address this need through the development of a coherent, cross-grade level infrastructure or support system that continues to connect with student's cultural identities and lived experience in a place-based approach and that enhances student's connection to school and motivation for learning to ensure that they achieve high rates of literacy as well as on-time high school graduation and career/college preparedness.

(ii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

It is clear from the statistics above that students in the predominantly Native Hawaiian schools targeted in this grant are not receiving the kind of educational experiences or support they need both in and out of school to remain connected to education, to grow and thrive as readers, or to be positioned toward career or college when they graduate – if they *do* graduate.

The efforts outlined in this grant build upon children's cultural strengths and identities to enhance school success, but also address the unique needs of children attempting to grow and thrive in high poverty communities as is the case for children in the targeted schools where the magnitude of poverty as measured by free and reduced lunch is almost twice that of the state average making the majority of the children in these schools affected by long term poverty. Long term poverty seriously impacts children's health and well-being, limiting their access to learning opportunities and resources, and influencing the degree to which parents are prepared or are able to develop assets in their lives or provide the support they need for healthy development (Berliner, 2009; Conger, Rueter, and Conger, 2000; Conger, et. al. 2002; Jackson et al., 2000; Yeung, Linver, and Brooks-Gunn, 2002). One important impact of poverty and of limited resources is chronic stress which is linked to over 50 percent of all school absences (Johnston-Brooks et. al., 1998).

Neither infrastructures nor services offered in the school or community are currently capable of addressing the magnitude of the needs of children in the targeted schools. The effects of the lack of relevant education, a lack of capacity to address the needs of children from high poverty communities, and a lack of sustained support for children across grade levels are that reading proficiency, attendance rates, and graduation rates are well below the state norm. The solution proposed in this grant is the development of a coherent, cross-grade level (elementary to high school) infrastructure that provides continuous tracking and support for children as well as a culturally relevant education that enhances children's connection to school and their motivation for learning. These services will provide the support, opportunities and experiences necessary to ensure that they achieve high rates of literacy as well as on-time high school graduation and career/college preparedness. Toward these ends,

ongoing professional development will be provided for PALS teachers as well as community partners in order to develop the pedagogical skills necessary to deliver a culturally relevant, place-based, project curriculum and build community and school capacity to successfully address the unique needs of children from high poverty communities.

In spite of the academic and economic challenges described above, Native Hawaiian children possess significant social, cultural, and emotional strengths and there are considerable assets within the community that enable their resilience (Kana`iaupuni, Malone, & Ishibashi, 2005) including student ties to community, family, and culture, teacher commitments to children, and numerous community assets and resources. As illustrated in Table 3, PALS (2012-2015) builds upon the strengths of children and community to address the low proficiency in reading for Native Hawaiian elementary, middle and high school students, and the high drop-out rate, and low high school graduation rate.

Table 3. Weaknesses, Strengths, and Gaps to be Addressed by PALS (2012-2015)

Weaknesses and Gaps	Magnitude of Gaps	PALS Provides
(-)Generic, prescribed curriculum in schools and few educational opportunities that build upon the cultural strengths/background/context of children	60 % of 5 th graders in the targeted read below proficiency, 61% of 7 th graders read below proficiency, and 47% of 10 th graders read below proficiency	(+) Opportunities to engage in culturally relevant, place-based learning that engages students cultural identities
(-)Teachers' lack of pedagogical knowledge to deliver culturally relevant, place-based, cultural project curriculum and to support students from high poverty communities.	On average, in the targeted high school over 68% of high school students drop out between 9 th and 12 th grade	(+) Professional development for teachers to develop culturally relevant, place-based pedagogies and work with children in poverty
(-) Lack of systematic, cross-grade level support for maintaining children's connection to and success in school (elementary, middle, and high school)		(+) Infrastructure across elementary, middle, high school that tracks students' progress and needs from elementary to high school
(-) Few opportunities for high	Over 80% of the	(+) Opportunities to intern in

school students to explore college and career opportunities	children in the schools along the Wai'anae Coast receive free and reduced lunch – a factor used as proxy for family earnings, unemployment, and underemployment	numerous career fields with organizations located in local and regional community (+) Ongoing connections to community college, university, and vocational education
(-) Shortage of human and material resources to develop assets that children in high poverty communities need in order to grow and thrive (-) Lack of systematic community involvement and support in schools	In high poverty schools like those targeted in this grant, almost half of the children could benefit from the support of a social worker or mentor to assist the family in coordinating resources necessary for success in school and life (Balfanz, et. al., 2007).	(+) Safe and engaging afterschool programs that provides access to caring teachers and community members who work with families to support children (+) Capacity-building for community to support educational experiences

Additionally, although each of the target schools has afterschool programs, none provide the array of services and activities that PALS will offer. See Table 3 below.

Table 3. Afterschool Programs at Target Schools

Afterschool Program	Homework Help	Low Teacher-Student Ratio	Culturally Relevant Activities	Service Learning	College and Career Readiness	Cross Grade Support
PALS	Yes	Yes	Yes	Yes	Yes	Yes
A+	No	No	No	No	No	No
Tutoring	Yes	Yes	No	No	No	No
Afterschool All-Stars (at 1 school)	Yes	No	No	No	No	No

B. Quality of the Project Design

(i) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

PALS directly addresses the need for culturally relevant educational opportunities for Native Hawaiian elementary, middle, and high school students from high poverty communities to achieve the following goals: (1) increase school engagement, (2) improve

reading proficiency, (3) increase the assets in children’s lives, and (4) increase graduation rates and college/workforce readiness. It accomplishes this through the provision of a series of after-school programs in a ‘pipeline’ of elementary, middle, and high schools designed to leverage existing community resources and partnerships to provide children with place-based, culturally relevant learning experiences that shift across time/grade levels to account for the developmental and future-oriented needs of the students. In doing so, it creates a coherent infrastructure comprised of both human resources and organizational structures that follows children across grade levels, developing assets in children’s lives, paying careful attention to the transition points where children are most vulnerable (Isakson, K., & Jarvis, 1999; Neild, 2009) and to the symptoms of non-engagement in order to provide appropriate support when needed. To accomplish these goals, PALS (2012-2015) will fund 54 teachers to work directly with approximately 432 students across 9 different schools.

Table 5. Target Schools, Teachers, and Students

School	Teachers	Students
Kamaile Elementary	6	48
Nanakuli Elementary	6	48
Nanaikapono Elementary	6	48
Makaha Elementary	6	48
Wai’anae Elementary	6	48
Wai’anae Middle	6	48
Kamaile Middle	6	48
Nanakuli Middle	6	48
Nanakuli High School	6	48
Total	54	432

The project is designed around five objectives aimed at achieving the goals of the grant. These objects are: 1) develop and implement standards-aligned, placed-based learning opportunities across grade levels, 2) create a pipeline infrastructure to support students across critical transition grades, 3) create college/career internships in high school that also build

upon state learning standards, 4) provide ongoing professional development for PALS teachers, and, 5) build and strengthen capacity for community involvement in education.

These objectives leverage community strengths and existing resources and build infrastructure and capacity for schools, project staff, and community to engage in a coherent, targeted effort to support children. Table 6 describes the design of the program around these five objectives, identifying critical support and features key to addressing the needs of the target populations.

Table 6. PALS Activities Addressing Needs of Target Population

Program Objectives	Provides	Needs Addressed
1. Place-based Learning Elementary – Place-based, Cultural Projects Middle School – Place-based, Service Learning Projects	Contextualization of children’s learning in place and culture Active, hands-on, experiential learning Connection with mentors in community Literacy teaching and learning for authentic purposes that incorporates learning standards Highly motivating projects driven by real issues/questions	Students’ low engagement with school Students’ lack of participation in high-quality afterschool activities Students’ low proficiency in reading
2. Infrastructure for Support Across the ‘Pipeline’ of Schools	Important assets necessary for healthy growth and development Support for school and family to manage children’s assets Support at vulnerable, critical transition periods between elementary and middle school and middle school and high school Means to track students across grade levels, allowing for a broader, more complete picture and comprehensive support system for student	Students’ limited access to support and resources necessary to develop assets Families’ need for additional support to ensure children achieve optimal growth Students’ failing grades, high absentee rates in 6th and 9th grades Students falling through the cracks given lack of systematic support across grade levels
3. High School College/Career Internships	Means to increase relevance of education for future, in particular, making connections between	Lack of connection to school and future as demonstrated by high drop-

	<p>required learning standards and college/career</p> <p>Opportunities to consider different career and workforce possibilities</p> <p>Community mentoring to encourage education and workforce readiness</p> <p>Ongoing connections with college/university/vocational programs to enhance college preparedness</p>	<p>out rates</p> <p>Students unpreparedness for college or to enter the workforce</p>
4. Professional Development	<p>Opportunities for teachers to develop culturally relevant and place-based pedagogical skills</p> <p>Opportunities for teachers to develop an understanding of the impact of poverty on children's lives and learning and develop appropriate pedagogical strategies</p>	<p>Teachers' limited opportunities for professional development</p> <p>Lack of complex understanding of how to support Native Hawaiian children in high poverty communities</p>
5. Capacity-building for Community Involvement in Education	<p>Infrastructure that supports ongoing, long-term community expertise and strength to support children</p> <p>Direct connections between community organizations and education</p> <p>Increased community capacity for productive engagement with children that promotes learning</p>	<p>Lack of infrastructure that connects community to education</p> <p>Untapped community expertise regarding how to support and educate children</p> <p>Lack of opportunities for community to engage with pedagogical best practices</p>

PALS (2015) will adhere to the hallmarks of academically excellent curriculum—*academic rigor, equity, and developmental appropriateness* (Ciardi, Kantrov, & Goldsmith, 2000). An academically rigorous curriculum enables students to understand the “big ideas,” acquire characteristic ways of thinking within the discipline (“habits of the mind”), and learn particular methods of investigation and argument (EDC, 2001). PALS (2012-2015) will ensure afterschool experiences that stimulate thinking and encourage multiple perspectives

through hands-on activities that also address state standards and Common Core standards in language arts specific to each grade. Hawai'i is in the process of transitioning from state learning standards to the Common Core, so examples of both are provided below.

Table 7. Select Hawai'i Content and Performance Standards and Common Core Standards

Hawai'i Content and Performance Standards – LANGUAGE ARTS (4-5)
Standard 3: READING: Literary Response and Analysis
Benchmark 3.5: Analyze similarities and differences between the actions, motives, and appearance of a character in a narrative text and self or people in own life.
Standard 4: WRITING: Conventions and Skills
Benchmark 4.1: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as poems, responses to literature, accounts based on personal experience, etc.
Standard 6: ORAL COMMUNICATION: Conventions and Skills
Benchmark 6.1: Participate in grade-appropriate oral group activities.
Benchmark 6.9: Identify techniques used to convey messages in visual media.
Common Core Standards – ENGLISH LANGUAGE ARTS (6 – 12)
Standard: READING INFORMATIONAL TEXT
Benchmark 8. Trace and evaluate argument and specific claims in text, distinguishing between those supported by reasons and evidence from those that are not.
Standard: WRITING
Benchmark 1. Conduct short research projects to answer a question, drawing on several sources and generating additional questions for investigation.

(ii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice

There are four essential elements of PALS (2012-2015) that are based in research and effective practice: (1) culturally relevant education in the form of place-based learning, and cultural projects that improve educational outcomes such as reading proficiency; (2) the development of assets in children's lives to promote growth and well-being, including success in school; (3) methods for promoting school engagement and success in middle and high school towards college/career readiness; and, (4) quality after-school programs.

Culturally Relevant Education. Indigenous scholars and scholars of color have long maintained that the achievement gap between white students and students of color is, in part, due to a one-size-fits-all education designed around white, middle-class norms of reference so

that white, middle-class children get a culturally relevant education, but other children do not (e.g. Au, 2011; Au & Mason, 1983; Meyer, 1998; Ladson-Billings, 1997, Moll, et. al., 1992). They argue that education must take into account children's cultural context and the first large-scale empirical study on culture-based education in Hawai'i (Kana'iaupuni, Ledward, & Jensen, 2010) provides sound evidence that culture-based strategies positively impact outcomes—including math and reading scores—particularly for Native Hawaiian students.

PALS (2012-2015) takes a culturally relevant approach that focuses on place. Place-based learning adapts to the unique characteristics of particular places, grounding learning in students' lived experiences (Gruenewald, 2003, Smith, 2002). Indigenous Hawaiian scholars emphasize the particular significance of place and identity (Kana'iaupuni & Malone, 2006; Memmott and Long, 2002) in Hawaiian education, maintaining that the hands-on, experiential learning within place-based, project learning reflects the heritage learning style of Hawaiian children (Kawakami & Aton, 2001; Meyer, 1998).

Developing Children's Assets. PALS (2012-2015) draws upon research that examines the connections between assets in children's lives and the development of thriving and/or risk behaviors (e.g. Anderman, Urder, & Roeser, 2005; Barber, 2005; Barber, Stone, & Eccles, 2005; McNeely, 2005). A developmental asset approach focuses on the intentional and sustained development and delivery of a framework of 40 assets found to be critical in the healthy growth and development of children (Benson, 2006; Scales & Leffert, 2004). Longitudinal research with over 140,000 children indicate that the more of these assets in children's lives, the more likely they are to participate in thriving behaviors (good grades, leadership, avoiding dangerous situations, helping others, etc.). Conversely, the fewer of the 40 assets in children's lives the more likely they are to engage in risk behaviors (using

alcohol, drugs, skipping school, fighting, etc.) (Search Institute, 2003). The more assets, the greater is the likelihood of children's success. Families in long term- poverty are often missing the means to provide these critical assets (Berliner, 2009; Conger, et. al, 2000; 2002; Jackson et al., 2000; Yeung, Linver, and Brooks-Gunn, 2002). PALS (2012-2015) will increase students' assets by leveraging resources across the project and community partners.

Promoting School Engagement and Success in Middle and High School. Three prominent themes emerge in the research on school engagement in middle and high school are addressed in PALS. First, students need to experience a relevant education that allows them to envision a future. A study on school drop-outs (Bridgeland, DiIulio, & Morrison, 2006) reports that students experienced a lack of connection to school and that 47% said the reason they left was because school was uninteresting. Similarly, in the Gallup Student Poll (Lopez, 2009) half of the students expressed a lack of engagement in school or communicated a sense of hopelessness concerning their future. The Obama administration has prioritized preparing all students for college or career readiness and yet the means to do this are not easily available in many communities and schools.

A second, important finding is that during transitions from elementary to middle and middle to high school, students are especially vulnerable. Sixth graders who failed math or English/reading, or attended school less than 80% of the time, or received an unsatisfactory behavior grade had only a 10% to 20% chance of graduating on time (Balfanz, 2009, p. 4). Likewise, 70 to 80 % of students who fail a course in the ninth grade will not graduate (Wyner, et. al., 2007). Third, research indicates that disengagement begins well before dropping out (Henry, Knight, Thornberry, 2010; Isakson & Jarvis, 1999; Smith, 1997) and that higher rates of absenteeism, failing core courses and behavioral issues are all highly

predictive of eventual drop-out. Of their research in high poverty communities, Belfanz, Herzog & Mac Iver (2007) maintain that about a quarter of the students, display predictive signs of school drop-out and need targeted daily support. PALS (2012 – 2015) will develop an infrastructure to identify children who are struggling and work with schools, community, and families to target needed support.

Students at this age prefer educational experiences closely aligned with ‘real life’ (Payne & Edwards, 2010) and PALS (2012-2015) will work with these strengths to create relevant experiences tied to a positive future. Community-service projects will tap in to adolescent’s strong drive for equity and social fairness and have been shown to have a positive impact on social and academic progress (Nelson & Sneller, 2011; Potts, 2000). Career internships at the high school level will connect students to possibilities and support toward their future.

Quality Afterschool Programs. Participation in afterschool programs has been linked to better performance in school, as measured by achievement test scores and grades, and better attitudes toward school and higher educational aspirations (Little & Harris, 2003; National Institute on Out-of-School Time, 2009). After-school programs are critically needed in high poverty communities. Of the minority youth surveyed in high poverty middle schools, a vast majority (77.2%) did not participate in any type of after-school program or tutoring (86.5%) (Shann, 2001) and reported spending the majority of their time watching television or hanging out with peers. Children in unsupervised time like this have been shown to be two to three times more likely to hang out with gangs, engage in criminal behavior, or use illegal drugs (Fight Crime, 2007). Quality afterschool programs tap into students’ interests and create rich alternatives that are often not available during the school day, eliminating barriers to learning for youth that have been unreachable due to disruptive behavior, lack of interest, or self-

esteem (National Institute on Out of School Time, 2009). PALS will implement high quality afterschool programs built upon strong partnerships with families, other community organizations, and schools (Harvard Family Research Project, 2008).

(iii) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources

The remarkable success of PALS (2006-2012) is in part due to the connections established with other similar, existing efforts within the local and regional community. PALS (2012-2015) continues to coordinate efforts to support children's achievement and success with existing efforts to expand its influence into middle and high school as shown in Table 8.

Table 8. Educational and Community Partnerships

Community, State, Federal Resources	Focus or Purpose	Coordination with PALS
University of Hawaii at Manoa	The Departments of Oceanography, Theatre, English, Music and the Center for Hawaiian Knowledge provide opportunities to connect their disciplines to students and PALS projects; and provide support and expertise for children's learning.	PALS will continue to strengthen the network of university faculty, departments and facility connections to schools and productive learning experiences
Leeward Community College (LCC)	Provide program and educational access to students along the Wai'anae Coast	PALS will facilitate connections with LCC in order to create a pathway from high school to LCC
Kua'ana Native Hawaiian Student Services & Manoa Educational Talent Search (METS)	Both Kua'ana and METS assist Native Hawaiian students into college through high school support, scholarships, job opportunities, and campus support. METS works specifically with the targeted high school targeted. About 300 students receive scholarships annually from Kua'ana.	PALS will work with both of these programs to create a heavily supported pathway between the PALS high school internships and college entry
Na Pua Noe'au (NPN)	NPN provides an array of educational and enrichment opportunities for Native Hawaiian children (K-12) and families.	PALS will coordinate services with NPN to create an expanded set of assets for children

Wai'anae Place-based, Learning Alliance (WPLA)	The WPLA is made up of over a dozen community and educational organizations united around the purpose of bringing relevant education to children along the Wai'anae Coast.	PALS will draw upon existing resources/programs within the WPLA to build capacity for community engagement in education
Place-based Learning and Community Engagement in School (PLACES)	PLACES provides a place-based cultural projects curriculum during the school day at one of the PALS target elementary schools.	Many PLACES students participate in PALS. The opportunity to capture the impact of having students participate in place-based cultural projects both during and after school will be explored.

C. Adequacy of Resources

(i) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits

With this proposal, PALS will impact students in 75% of all schools along the Waianae Coast. The annual cost of the project will average approximately [REDACTED] per student (n = approximately 432 students), in comparison to an estimated [REDACTED] per pupil expended by the Hawai'i Department of Education (Hawai'i DOE, 2011). Project expenditures per student are about [REDACTED] *times less* than what the State of Hawai'i spends per student. Given the positive outcomes of PALS in the past and the expected, continued positive results (and the long-term negative repercussions of school failure without this program) this is extremely reasonable. In regards to reasonability of costs, as can be seen with connections to existing community, State, and Federal resources and efforts, PALS (2012-2015) will also enable already existing, but fragmented efforts at supporting children across elementary, middle and high school to come under a coherent framework and better target resources efficiently and where most needed.

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

One of the main objectives of PALS (2012-2015) is to strengthen the partnerships created in earlier funding cycles, identify new partners, and continue to identify, promote, and collaboratively sustain place-based educational approaches to learning in predominantly Native Hawaiian elementary schools on the Wai'anae Coast. Toward these ends, PALS (2012-2015) will work with community partners to continue to build capacity for community involvement in education, for the children to learn from community, serve community, and take on a diverse array of career/college oriented internships. The commitment of the partners to the success of PALS was recently demonstrated when PALS was asked to join the Wai'anae Place-based Learning Alliance, which consists of over a dozen community and educational organizations, many who work with PALS. The Alliance, which is currently working with the Hawai'i Board of Education and Department of Education to promote place-based approaches, recognized the important work of PALS, bringing it into the organization in order to provide support and sustain this work.

Table 9. PALS' Partners and Commitments

Partner	Relevance and Nature of Commitment
Ka'ala Learning Center	Provides educational experiences for children around issues of Hawaiian culture, environment, and sustainability. KLC began working with PALS in 2007 and is committed to continued close work with the place-based cultural projects and service learning projects.
Hoa Aina O Makaha Farm	Hosts children from across the district to explore sustainability, organic farming, and healthy eating and has been working closely with PALS teachers to develop curriculum since PALS began. This commitment continues and, in fact, one of the PALS teachers' was invited to sit on the Farm Board.
Malama Aina	Has experience in both place-based learning creating and maintaining community-based internship programs and is committed to working with PALS to develop internships and a support system around them to ensure their success.
Honolulu Academy of Art	Sends artist-teachers and supplies ten day programs. Artists within the Art to Go program work with the teachers and students to identify ways to integrate art into the project, literacy activities and has been with PALS for 5 years.
Ma'o Farms	Provides students opportunities to investigate sustainability efforts and hosts interns exploring potential career opportunities related to the sustainability industry. Ma'o will host several interns and share their expertise in this area.

Searider Productions (Media)	Provides opportunities for high school students to intern in media fields. Provides workshops, support, and training for teachers and younger children on topics like interviewing, filming, editing, and developing scripts.
UH Depts. English, Oceanography & Theatre	Collaborates with PALS to provide expertise in different fields for projects and opportunities to attend UH courses on campus. Many professors in these departments have a long history with, and continued commitment to PALS.

(iii) The extent to which the budget is adequate to support the proposed project

Careful planning went into the formulation of the budget to ensure that PALS (2012-2015) will have adequate resources to accomplish its goals and objectives. The budget is framed around the resources needed to carry out the five objectives and to ensure appropriate attention to ongoing formative evaluation. Student growth and development and the development of community capacity for supporting learning and growth are the basis for each objective and this is apparent given that approximately █% of the budget is going directly to supporting students and teachers and developing community capacity for productive involvement. Approximately █ percent of the budget is allocated to grant administrative personnel; four project coordinators whose work will be vital in overseeing and organizing the scope of work and one research assistant who will be responsible for organizing the research and feedback aspects of the grant. █ percent of the budget is dedicated to evaluation activities to ensure ongoing formative feedback and important summative outcomes.

D. Quality of the Management Plan

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

The management plan has been carefully considered and formulated around key activities, designated responsibilities, and milestones to ensure that the each objective is achieved within a timely manner and within budget.

Note: **PD** = Project Director, **PC** = Project Coordinator; **RA**=Research Assistant; **EC** = External Consultants; **SC** = School Coordinators; **T**=Teachers; **EE** = External Evaluator

Table 10: Management Plan

Key Activities	Responsibility	Time Line	Milestone
Objective (1): Implement PALS' Place-based curriculum across grade levels			
1.1 Secure institutional IRB approval	PD	Months 1-3	All human subjects approvals obtained, including assent & consent forms & survey instruments
1.2 Form Advisory Group	PD	Months 1-3	Advisory Group holds it first meeting
1.3 Schedule kick-off meetings with principals and formalize school agreements	PD	Months 1-3	All nine schools agree to implement
1.4 Recruit teachers and secure consultant contracts.	PD, PC	Months 2-4	Project consultants, teachers and SCs hired
1.5 Develop data management system	PD, RA, EE	Months 2-4	Data management system in place.
1.6 Develop training schedule for teachers.	PI/PD, PC	Months 3-4	All teachers and SCs notified of mandatory training dates
1.7 Recruit students from target schools.	PD, PC, RA	Months 4-6	48 students registered for each school, and parent consent and student assent forms obtained and database updated
1.8 Conduct information sessions for student caregivers	PC	Months 4-6	Student caregivers attend meeting and provide input to effective participation
1.9 Conduct 1st year formative evaluation & collect baseline data.	PD, PC, RA, EE	Months 4-12	First year evaluation submitted
Objective (2): Create a pipeline infrastructure to support students from elementary to high school and during critical transition grades			
2.1 Create and populate database of PALS students	RA, EE, SC	Ongoing	Database established and populated
2.1 Recruit and track PALS students throughout the school year and as they transition from elementary and middle schools	PC, RA, SC	Ongoing	PALS students are retained in PALS with regular attendance
2.2 Establish protocol and train SC and teachers to track students progress (attendance, achievement, engagement) and develop appropriate plan to better support students	PD, PC	Ongoing	Protocol is established, PALS teachers and staff have received training on developing follow-up plans, and records are kept

2.3 Conduct formative evaluation of adequacy and effectiveness of infrastructure	EE, PC	Annually	Findings presented in annual evaluation report
Objective (3): Create College/Workforce Internships			
3.1 Collaborate with community organizations and career fields to develop internships in the local and regional community	PC, EC	Ongoing	Internship program formalized, protocols for placement established
3.2 Develop internship possibilities with community organizations	PC	Ongoing	Internships and number of placements are formalized
3.3 Develop protocol for supporting student internship placement	PC, EC	Ongoing	Database that tracks student placement, performance and performance feedback
3.4 Develop ongoing connections between internship and university, community college, and vocational education partners	PC	Ongoing	Partnerships formalized with through the creation of a higher education subcommittee
3.5 Conduct formative evaluation related to effectiveness of internship efforts	PC, EE	Annually	Annual evaluation report includes program effectiveness and recommendations for improvements
Objective (4): Provide ongoing professional development for teachers			
4.1 Train teachers in place-based approach to education and developmental assets	EC, PC	Ongoing	Teachers attend 10 half day training sessions
4.2 Teachers participate in community engagement activities	PC	Ongoing	Teachers submit ideas for tying projects to community
4.3 Train teachers in PALS, place-based, cultural projects curriculum model	EC, PC	Ongoing	Teachers and community members collaboratively develop a project that engages the principles of place, hands-on experiential
4.5 Evaluate professional development impact annually	EE, RA, PD, PC	Annually	Annual evaluation report includes recommendation for improvements
Objective (5): Build capacity for community involvement in education			
5.1 Initiate and strengthen partnerships with schools, higher education and community agencies	PD, PC	Months 1-6	Number and type of partnerships identified
5.2 Promote opportunities for place-based learning projects connected to community	PD, PC	Months 6-12	Community roles in projects agreed upon

5.3 Provide professional development for community partners to work with place-based approaches with children in high poverty communities	PC	Ongoing	Community members collaboratively develop a project with teachers that engages the principles of place-based learning
5.3 Work with Partners to identify aspects of program that can be institutionalized	PD, PC, EE	Months 12-36	Program features identified for sustainability
5.4 Evaluate community partners annually	PD, PC, EE	Annually	Value and strength of partnerships determined

(ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project

Dr. Kay Fukuda will serve in the capacity of Principal Investigator/Project Director (■■■■ FTE) and will assume overall responsibility for the implementation and conduct of PALS (2012-2015), including fiscal and Institutional Review Board (IRB) responsibilities. Dr. Fukuda is currently WPALS PI/PD and has been with the project since its 2006 inception. Her leadership, management and relationship-building skills have been instrumental in successfully negotiating the complexities of an overburdened public school system, an underserved community, and exhausted teachers. She is largely responsible for the strong community collaborations within WPALS projects and activities. Dr. Fukuda has a proven track record for overseeing large research projects, identifying and negotiating obstacles, and maintaining the fidelity of research-based program implementation.

Tina Lopez, Dan Alt and Deke Law will serve in full-time capacity as Program Coordinators. All three are certified teachers who live along the Wai'anae Coast and all three have been working with the PALS curriculum model for several years. Among the three, they possess over 25 years of teaching experience along the Wai'anae Coast and have worked in a variety of capacities with children from kindergarten through high school.

Table 11. Time Commitments and Duties of Key Personnel

Position	FTE	Responsible For
PI/Project Director (1)	50%	Overall responsibility for program implementation; direction and supervision of project staff, the initial and ongoing review by Hawaii DOE and UHM institutional review boards, availability of adequate resources; protecting rights and welfare of students and teachers; overseeing budget; identifying and addressing potential problems; writing reports and articles; dissemination of program findings; staying current on relevant literature; networking with local, state and national agencies for program development and sustainability
Project Coordinators (4)	100%	Monitors and documents ongoing activities at school sites; coordinates curriculum development activities among project staff, teachers and community organizations; problem solves obstacles to program goals and objectives; communicates with parent groups; participate in teacher training; periodically reviews student work for inclusion in program reports; networks with local and state agencies for program development and sustainability; periodically accompanies schools on field experiences.
5	4.5 FTE	Overall project operations and management

In addition to the key personnel identified above, a Research Assistant and Administrative Assistant will be part of the project staff (see budget narrative for details).

(iii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project

PALS (2012-2015) expects to successfully improve the literacy achievement and graduation rates of participating students in the targeted predominantly Native Hawaiian schools through the implementation, evaluation, and dissemination of a research-based and culturally relevant afterschool program that maximizes student, family, teacher, and community strengths and that supports children across their educational career - from elementary to middle to high school. The project goals, objectives, key strategies, and outcomes are clearly defined and measurable. In addition, the applicant 1) has *experience and expertise* in implementing similar programs, 2) has already *established collaborative relationships* with each of the target schools, project partners, and within the Native Hawaiian

communities; 3) proposes a proven *effective management plan* (see Table 10) based on previous projects; 4) has a *professional team* of educators, community leaders, and consultants who are familiar with the educational challenges of Native Hawaiian youth; and 5) has a *well-thought-out design informed by research and best practice* that employs rigorous evaluation, a cost-effective budget plan, and an efficient database system that will monitor objectives, expenditures, data collection, and report project details.

The creation of the Advisory Group (AG) is a prominent mechanism to ensure high-quality products and services. The AG will be comprised of nationally recognized scholars in research, teacher pedagogy, evaluation, and Hawaiian-focused education. In addition, a representative from the Hawaii DOE will be a member. Specifically, the AG will review the project design and provide assistance to improve its implementation; review data collection instruments; provide advice on data analyses; and, assist with the interpretation of findings and development of conclusions. PALS (2012-2015) will collaborate in developing relevant learning opportunities that can be incorporated into literacy activities.

E. Quality of the project evaluation

(i) The extent to which the methods of evaluation are appropriate to the context within which the project operates

A mixed methods evaluation approach will be used. Quantitative methods will include: 1) the Hawai'i State Assessment on Reading (<http://sao.k12.hi.us/assessment/hawaii-state-assessment/index.htm>), which will measure reading proficiency, 2) high school graduation rates; and 3) the Nā 'Ōpio Youth Development and Assets Survey (http://www.ksbe.edu/SPI/PDFS/Reports/K-12/Opio_brief.pdf), which will measure student developmental assets. Qualitative methods will include conducting structured interviews of selected students, parents, and teachers and video-taping on-site PALS sessions.

Data analysis will encompass both descriptive and analytical statistics with both the evaluation team and the Advisory Group and project staff involved in drawing, interpreting, and justifying the conclusions resulting from the evaluation.

The External Evaluator, *Dr. Marina Piscalish* will spearhead the evaluation team. Dr. Piscalish will coordinate the quantitative and qualitative aspects of the evaluation. She is an experienced evaluator, organizational planner and management consultant who specializes in mediation, facilitation and training. Dr. Piscalish has extensive experience working with Native Hawaiian organizations, including the Native Hawaiian Education Council, related to setting program priorities for the well-being of Native Hawaiian communities. In the first three months of the project, the team will submit a detailed evaluation plan, compile the multiple instruments, obtain approvals to conduct research from the University of Hawai'i and the Hawai'i DOE, and ensure that the evaluation complies with program evaluation standards established by the American Evaluation Association.

(ii) The extent to which the methods of evaluation will provide timely guidance for quality assurance

The evaluation report deadlines will coincide a month before NHEP reporting deadlines (August) and will be used to inform the annual progress report, provide formative guidance in project implementation, and highlight summative findings related to project outcomes. The evaluator will submit a detailed evaluation plan (including reporting and deliverable timelines) within a month of hire, attend monthly project meetings, and ensure that the evaluation complies with program evaluation standards established by the American Evaluation Association (AEA). At a minimum, evaluation methods and reports will encompass AEA standards as they relate to *utility* (e.g., values identification and evaluation impact), *feasibility* (e.g., practical procedures and cost effectiveness), *propriety* (e.g., rights of

human subjects, complete and fair assessment), and *accuracy* (e.g., context analysis, valid/reliable/systematic information, analysis of quantitative information, analysis of qualitative information, justified conclusions, and impartial reporting)

(<http://www.eval.org/EvaluationDocuments/progeval.html>).

(iii) The extent to which the methods of evaluations include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

The evaluation will include the use of GPRA and project performance measures to determine program success. In particular, PALS will address the GPRA measure related to *achievement in reading* by grade level (see Table 13 below), and *high school graduation*. The benchmarks are ambitious but attainable given the resources provided through PALS over the next three years.

Table 13: GPRA & PALS-Specific Performance Measures

Performance Measure	Yr 1	Yr 2	Yr 3
Proportion of teachers demonstrating understanding of PBCP	25%	50%	75%
Proportion of students who increase their engagement with school	50%	60%	70%
Proportion of community organizations who value WES partnership	75%	85%	95%
Proportion of students who achieve proficiency in reading			
Elementary (baseline: 40%)	50%	60%	70%
Middle School (baseline: 39%)	49%	59%	69%
High School (baseline: 53%)	53%	63%	73%
Proportion of eligible students successfully completing internships	25%	50%	85%
Proportion of students who remain in PALS pipeline between key transitional grades (i.e., elementary to middle, middle to high school)	40%	50%	75%
Proportion of students who graduate from high school	70%	75%	85%

Table 14. PALS Evaluation Management Plan.

Performance Measure	Data Instrument	Data Elements	Frequency
Objective (1): Provide Place-based Learning Opportunities for Students			
Proportion of students who meet or exceed proficiency in reading (<i>GPR #1</i>)	Hawai'i State Assessment in Reading	Hawai'i Content and Performance Standards in reading	Annually
Proportion of students who increase their engagement with school	Developmental Assets Profile	Support & empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values/identity, and social competencies	
Objective (2): Create a Infrastructure of Support across the 'Pipeline' of Schools			
Proportion of students who remain in PALS through critical transition grades	PALS Database		Annually
Proportion of students who graduate from high school	Hawai'i Graduation Database	Graduation eligibility of PALS students	
Objective (3): Create College/Workforce Internships			
Proportion of students who successfully complete internships	Community/Organization interviews	Guiding Questions: What made this internship successful or challenging? How can the internship match be improved?	Annually
Proportion of students who enroll in college/vocational school	Interviews with parents, teachers, caregivers	Guiding Questions: What aspects of the internship went as expected? What evidence do we have that it was successful? How do we improve?	
Objective (4): Provide On-going Professional Development			
Proportion of teachers demonstrating understanding of PBCP pedagogy and curriculum	Teacher Surveys Teacher Interviews Staff Interviews	Guiding Questions: What did their students learn? What evidence do we have for that learning? What aspects of the project went as expected?	Post-Activity Annually
Objective (5): Build Capacity for Community Involvement in Education			
Proportion of community who value PALS partnership	Community Partnerships Interviews	Partnership contributions, benefits, and satisfaction with program; Activities to be sustained by partners	Annually
	Community Partner Interviews		