

A) Need for Project (20 points)

(I) *The magnitude or severity of the problem to be addressed by the proposed project*

The purpose of the proposed Ke Ola Mau (KOM) Project is to increase the number of Native Hawaiian health professionals in the State of Hawaii. The demand for more health professionals is due to the magnitude of health problems confronting Native Hawaiians (NH).

A report issued by the Office of Hawaiian Affairs reveals that NH health problems have reached the crisis stage¹. Table 1 reflects the dismal health conditions of NH in almost every chronic disease in comparison to state and national averages. Most notable are the problems of hypertension, obesity and asthma.

Table #1 Comparing Native Hawaiian Health by Chronic Disease Indicators

Chronic Disease indicator (2009)	United States	State of Hawai'i	Native Hawaiians In Hawai'i
Heart Attack	11.4	2.9	6.0
High Blood Pressure	28.7	30.2	36.3
Obesity	26.9	22.9	49.3
Diabetes	8.3	8.5	13.4
Asthma	13.4	16.9	26.5
Prostate Cancer	2.2	3.8	3.6

Source: BRFSS, 2009; CDC/NCHS National Health Survey, 2009; HBRFSS, 2009; Health USA, 2009

A major obstacle to treating and healing NH is the lack of NH in the health professions. NH are more apt to seek medical attention if they are familiar with and can relate to health professionals who come from their own community. According to the website of Ahahui o na Kauka, an association of NH physicians, only 4.4% of the 3,206 licensed physicians in the State of Hawaii are of Native Hawaiian descent.

The University of Hawaii at Manoa is the premier campus among the 11 campuses that comprise the University of Hawaii system. Data from the University's Institutional Research

¹ "Native Hawaiian Health Fact Sheet", Ka Wai Ola (Office of Hawaiian Affairs monthly newspaper), Honolulu, Hi

Office confirms that there is severe underrepresentation of NH in health majors. Table 2 reflects the small number and percentages of NH graduating with degrees in the health fields.

Table #2 Comparing Native Hawaiian Post-Secondary Enrollment Rates in Health Fields.

Indicator	University of Hawai'i at Manoa (N)	Native Hawaiians Majored in College/School (N)	Native Hawaiians Majored in College/School (%)
School of Medicine	479	39	8
Psychology Department	294	25	8.5
School of Human Nutrition, Food & Animal Science	185	23	12
School of Nursing & Dental Hygiene	665	96	14
School of Social Work	301	63	21

Source: University of Hawai'i, IRO, 2010

At the school level, socioeconomic factors are major barriers to academic achievement among NH children in grades K-12. According to the State Department of Education, over 50% of NH children received free or reduced-cost lunches in 2010. Furthermore, at 13 of the 25 persistently lowest achieving schools over 50% of the student population are NH². These statistics clearly indicate that support services and resources are needed in order for NH children to be academically successful.

The proposed Ke Ola Mau Project proposes to establish a health careers pathway for children in grades K-12. The project will provide services, activities, information and motivation to pursue careers in the health field. By starting at an earlier age, NH children will more likely take responsibility and a leadership role in addressing the health issues confronting their families and their community.

² "Native Hawaiian Education Council Needs Assessment Report", Native Hawaiian Education Council, Honolulu, 2011.

(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.

The Ke Ola Mau Project (KOM) will be under the umbrella of the University of Hawaii's Na Pua No'eau (NPN) Center. NPN has had documented success over the past 20 years in raising the achievements and aspirations of NH students in grades K-12. The Center recognizes that many NH students have not been provided the opportunities to develop their full potential through regular school. Over the years NPN has designed informal education enrichment opportunities that create optimal conditions for NH students to be passionate about learning, achieving and raising their aspirations. The proposed health careers pathway for NH students begins with NH students working on issues that are connected to them personally.

The starting point is the development of a clear understanding of the health challenges that impact their families and community. Secondly, to create an infrastructure in collaboration with existing and new partners (UH Health Professional Schools, Colleges, Department, UH Support Service Departments, and NH Health Care Systems) and venues (K-12 Pathway with success strategies with optimizing learning and engagement) that would: 1) empower the students in being leaders in their family and community to address the health challenges; 2) to provide them the information, academic support and a support network about and with the health professions; 3) providing them information and opportunities to develop their skills and work toward and obtain a health degree; 4) and opportunities to serve other NH students and/or their community through research, internships or community service projects.

NPN has discovered, as evidence with the success of their STEM Pathway, that using the same process with the health careers pathway project proposed there would be an increase in the

number of NH who commit to attend college as health care majors and eventually successfully entering a career in the health profession.

The benefits of NH health professionals would develop a more diverse workforce representative of the population in Hawaii. NH physicians will be more inclined to work with those areas where NH are concentrated and the need for health care the greatest. It would bring a welcome appreciation and understanding from a cultural and values standpoint. The potential also of incorporating NH health and healing practices, areas of health care that may be more familiar and acceptable by NH.

B) Quality of 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

The objectives of KOM are as follows:

Objective 1: 2,000 elementary and secondary students and their family members will gain awareness and interest in the health professions through services and activities offered by KOM.

Objective 2: 80% of high school seniors will have a clear picture of where they will attend college, what health field they plan to major in, and where in the community they plan to serve.

Objective 3: 80% of KOM students will be in good standing each year while participating in KOM project at UHM or UHH.

Objective 4: 80% of former KOM students will continue their postsecondary education in graduate school or enter the health field workforce within one year of earning their degree.

Objective 5: 75% of KOM college undergraduates and graduates in professional schools will

have the skills and knowledge to do research, internships and community service relating to their health major.

Objective 1: 2,000 elementary and secondary students and their family members will gain awareness and interest in the health professions through services and activities offered by KOM.

As a result of working with over 16,000 NH children, NPN has found that there are many highly able NH children who are underachieving in the regular school setting³. By providing optimal conditions, students will more than likely persist toward educational and career goals beyond the expectations of their regular school teachers⁴. NPN plans to identify those students who may have an interest as a health career provider. Special effort will be made to recruit students from low-income families and from low-achieving schools.

Currently, NPN has offices and staff on each major Hawaiian island and conducts regular Saturday events during the academic year at these sites. K to 12 grade students and their families will be invited to an orientation on health professions at one of these Saturday sessions. Announcements about the orientation will be made at public and private K-12 schools and throughout the state via television and radio stations. Facebook, Twitter and other social networks frequented by a younger audience will be utilized to publicize the event. NPN's website will feature an article about the project and the orientation session.

At the orientation, KOM will disseminate and discuss information on Native Hawaiian health issues, the impact these issues have on the NH population and the need for more NH

³ Martin, D.E., Sing, D.K., Hunter, L.A., "Na Pua No'eau: The Hawaiian Perspective of Giftedness," Underserved Gifted Populations, 2003, edited by Smutny, J.K., Hampton Press, Inc., Cresskill, New Jersey

⁴ Kawakami, A.J., Aton, K.K. (2001) "Ke A'o Hawaii (Critical elements for Hawaiian Learning): Perceptions of Successful Hawaiian Educators", Pacific Educational Research Journal, Vol. 11, No.1, pp.53-66. Honolulu, Hi

parts to the High School Health Institute: (1) 4 academic year weekend meetings, and (2) a two-week summer residential component.

The weekend meetings will focus on research and exploration of health careers. These meetings will take place on each island with professionals from partnering organizations and practitioners in the NH Health Systems, as well as educators from the local college campus.

The two-week summer residential experience on the University of Hawaii Manoa or Hilo campuses will familiarize students to the college environment. The rigorous daily curriculum will expose students to the educational requirements for entering college. The summer classes will engage students in critical thinking, research and problem solving. Field trips will be provided to local hospitals, clinics, pharmacies and nutritional and herbal gardens.

Objective 3: 80% of KOM students will be in good standing each year while participating in KOM project at UHM or UHH.

In the research on NH and other minority groups, key factors that facilitate retention include financial support, academic preparation, peer support, a clear picture of one's future in a particular profession and connection to home, family and culture^{5,6,7}. While the financial, academic and student support are common factors for the broader population, NH college students respond with higher retention and graduation rates when the learning and support environment reflects the integration of Native Hawaiian culture and values. Thus, the support

⁵ Makuakane-Drechsel, Hagedorn, "Correlates of Retention of Retention among Asian Pacific Americans in Community Colleges: The Case for Hawaiian Students, Community College Journal of Research & Practice, Vol. 24, Issue 8, 2000

⁶ Oliveira, Judy, "Native Hawaiian's success in higher education predictive factors and bachelor's degree's completion", EDD Dissertation, University of Southern California, 2005

⁷ Sing, D.K. (1986) Raising the achievement level of Native Hawaiians in the college classroom through the matching of teaching strategies with student characteristics. Unpublished doctoral dissertation. Claremont Graduate School, Claremont, California.

network of faculty, staff, graduate students and programs will be trained to include culture and values in their courses, academic advising, weekly coaching, fieldtrips, community service projects and internships. Some of the support services include:

- UHM Kua‘ana Student Services
- UHM Kokua a Puni Native Hawaiian Student Services Program
- UHH Kipuka Native Hawaiian Student Support Services
- UHH Keaholoa STEM Scholar Program

NH values which will be intertwined with the curriculum, services and activities include kuleana (responsibility), ‘ohana (sense of family), etc.

Objective 4: 80% of former KOM students will continue their postsecondary education in graduate school or enter the health field workforce within one year of earning their degree.

One of the key components of the KOM project is the partnership with the professional schools and departments specializing in health, i.e., School of Medicine, College of Pharmacy, Nursing Department, and Kinesiology Department. The pathway project provides important connections between the departments and the students at all levels. These partners will be working with the KOM students as resources, teachers, and mentors. These relationships will provide personal understanding of what it takes and means to be a health professional. The partnering organizations will play a key role in assisting the preparation of these students into graduate or professional school or into the profession.

Objective 5: 75% of KOM college undergraduates and graduates in professional schools will have the skills and knowledge to do research, internships and community service relating to their health major.

What resonates with the experiences of NPN is that the students have a great sense of passion and commitment to achieve their goals and aspirations when they see that it will ultimately benefit their family and community. KOM will sustain this passion while the students are in college by providing research, internships, and community service opportunities. KOM will identify mentors to work with students and provide hands-on experiences for them to gain the skills and knowledge of their chosen profession.

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

NPN, a UH Education Center has been serving Hawaii's NH students in grades K-12 since 1990. In its research, NPN is shown to provide greater opportunity of success (higher education retention and graduation) for NH students if they matriculate through the K-12 programs offered by NPN.⁸

The impact of NPN is seen by the UH administration as one of the key programs to help the UH accomplish the strategic outcome of increasing the number of NH enrollment and graduation.

In a September 2011 report compiled by NPN through information from the UH's Institutional Research Office (IRO) it showed that in Spring 2011, 1284 NPN students were enrolled at one of the 10 University of Hawaii campuses representing 10% of the enrolled NH population. 184 NPN students graduated in fiscal year 2011 representing 11% of the NH graduates.⁹

⁸ Quantifying Achievements & Aspirations, A Look at UH Student Data: Fall 2003 to Fall 2006, Na Pua No'eau, Hilo, Hi. Sept. 2007

⁹ "College, Enrollment, Major and Graduation Information, University of Hawaii", Na Pua No'eau, 2011

NPN has also identified key elements contributing to the successful matriculation and graduation of NH students. At each level, KOM in collaboration with its partners will assure that all of these key elements are part of the process.

a) Meaningful and Relevant

The KOM curriculum and program elements will be built around a hands-on, an authentic learning environment, problem-based and in a family and/or community context. At the community outreach level, the learning stations will be created to assure each student will be engaged in the use of the instruments, discussion with the professional and identify health issues in their family and community. At the collegiate level, the learning communities, shadowing, community service and research opportunities will facilitate this element.

b) Building a clear and specific picture of students' education and career

It is important for the students to begin formulating a clear picture of what their future looks like within the profession they are pursuing. Through the KOM students will have an opportunity at all levels to be connected to the various health professions through observation, shadowing, internships, etc. These opportunities will advance the students' vision of these professions and their future.

c) Being connected to identified support person(s) and/or network that the student can depend on through their education journey

The KOM will develop and serve as a vehicle to create a support network for the student from K through 20. The program will support the students' effort to develop and maintain a clear vision of his/her health education/career goals.

d) Engaged in leadership and community service

Part of the progression of a person in the NH community having “kuleana” or responsibility is taking on a leadership role. In this project that “alaka’i” or leadership role is developing the skills necessary to become a health professional and then to provide the services needed to build a healthy community. The KOM will foster these concepts of responsibility and leadership throughout the pathway.

(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 KOM will collaborate with UH health professional schools, colleges or departments, NH support service programs, and community NH health care systems. The program will build greater capacity by using existing resources in order to deliver a more systemic and continuous seamless pathway for NH students from K through completion of a health degree program. This collaboration and regular meetings will benefit all of the partners participating.

An advisory council to the project will be formed and composed of representatives from each of these partners. The council will meet quarterly to review the effectiveness of their respective roles. Specific events and activities will be discussed to assure clarity and a regular flow of communications with those involved. UH/NPN has 7 site coordinators and offices on all six islands. Kinohi Gomes will be the key person to assure that each site is able to provide the support on their respective island. Their key contribution will be the coordination support of the community outreach component, recruiting students to attend the High School Institute Summer Component, and helping the KOM college students with service learning assignments in tandem with the NH Health Community System.

The other partnerships and their collaborations contribution are in Table 3.

Organizations	Health Resource	Support Service	Internships
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health professionals on Oahu to be resources on Kauai, Maui, Molokai and Lanai for the various events and activities.

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

NPN is a statewide native NH Education Center that has staffing and offices on each island at a UH campus. This infrastructure will provide access to faculty and facilities on the respective campuses to conduct activities. The NPN Assistant Director and Each Island Site coordinator will facilitate the events and activities in coordination with the KOM team for assuring the needs and interest of the respective islands are met. The JABSOM Center for Excellence will be a critical partner with their efforts to support the successful graduation of NH from medical school. The UHH College of Pharmacy will also be a key resource with research facilities and classrooms to support year round research and mentoring of high school and college students on the island of Hawaii. The other partnering health departments at the UH campuses will have similar roles. Papa Ola Lokahi is the umbrella organization for the NH Health Care system. Each island has a NH Health Care clinic that provides health services to NH. Papa Ola Lokahi and the individual health care services will work closely with the KOM team in providing health care demonstration and resources for events on the respective islands. Table 3 from previous section details the other partners and their contributions.

will be monitoring the progress of student participants at the UHM campus. She will supervise the half-time UHH-based coordinator to assure that the activities for the students on the UHH campus are being provided through the program in collaboration with the partners there.

Kinoi Gomes, Na Pua No’eau Assistant Director, (in kind) will coordinate the KOM events on the islands of Maui, Kauai, Molokai and Lanai supervising the NPN site coordinators on those islands. He will work closely with them to provide infrastructure support for the KOM activities and events on respective islands. He will also support the Project Director with the administration of the stipends and activities for the freshman and sophomore KOM students attending UHM. This would be in kind responsibility with no funds from the grant.

Hi’iaka Kahalewai, Ke Ola Mau UHH Coordinator – () is responsible for the KOM activities and students at the UHH campus. This would include the collaboration activities with the College of Pharmacy, Nursing Department, Kipuka NH Student Support Services, and Keaholoa STEM Scholars Program. She will be responsible for monitoring the progress of the students on a regular basis.

Dr. Kealoha Fox, Project Evaluator - () will guide the evaluation efforts with the KOM project. The evaluation will provide funds for a part time () evaluator and a graduate student who will be on the project at 20 hours a week.

Ku’umealoha Gomes, Kua’ana Hawaiian Support Services – (in kind) will assist with the support services and community service for KOM students at the UHM campus.

Pelika Bertleman, Keaholoa STEM Scholars Program (in kind) will assist with coordinating internship opportunities for KOM undergraduate students at UHH.

The team would meet monthly to assure objectives are being met. Quarterly meetings will be held to review qualitative and quantitative outcome measures. The group

would also talk about the dynamics of the project and the flow of information, activities and student engagement. The group will also review fiscal spending and the quality of the collaborations between the partners.

Community Outreach

Time-frame	Person(s) Responsible	Program Activities	Milestones
1 st quarter	PC NPN SC KOM Teachers	<ul style="list-style-type: none"> • Super Saturday on each island • Exploring Health and Healing- western and traditional Hawaiian • Enrollment of students info 	<ul style="list-style-type: none"> • 400 K-12 students and family member • 50 teachers (health professionals, teachers, health professional students, college students)
2 nd quarter	PC NPN SC KOM Teachers	<ul style="list-style-type: none"> • Super Saturday on each island 	<ul style="list-style-type: none"> • 400 K-12 students and family member • 50 teachers (health professionals, teachers, health professional students, college students)
	-PC -NPN SC -NHHCO	Health Screening at community event/fair	<ul style="list-style-type: none"> • 400 K-12 and family members
3 rd quarter	PC NPN SC KOM Teachers	<ul style="list-style-type: none"> • Super Saturday on each island 	<ul style="list-style-type: none"> • 400 K-12 students and family member • 50 teachers (health professionals, teachers, health professional students, college students)
	-PC -NPN SC -NHHOP	Health Screening at community event/fair	<ul style="list-style-type: none"> • 400 K-12 and family members
4 th quarter	-PC -NPN SC -NHHCO	<ul style="list-style-type: none"> • Three-day Summer Programs on Kauai, Maui, Molokai, and Lanai 	<ul style="list-style-type: none"> • 100 K-12 students and family members participate in three-day week health education classes and workshops • 20 teachers and health professions

High School Institute

Time-frame	Person(s) Responsible	Program Activities	Milestones
1 st	PC	<ul style="list-style-type: none"> • Ke Ola Mau one-day Kupulau 	<ul style="list-style-type: none"> • 50 high school students

quarter	PC-Hilo KOM teachers	Event <ul style="list-style-type: none"> • Explore health issues • Explore health professions • Decide on research project for respective island 	<ul style="list-style-type: none"> • 7 teachers • Draw picture or write story of education/career
2 st quarter	PC PC-Hilo KOM teachers	<ul style="list-style-type: none"> • Ke Ola Mau two-day Kupulau event on each island 	<ul style="list-style-type: none"> • 50 high school students • 7 teachers • Learn problem base approach to health issue
	PC PC-Hilo	<ul style="list-style-type: none"> • Develop Summer Intensive Program curriculum and program events for Residential Program • Commitment by health professional resources • Housing and Classroom approval for UH 	<ul style="list-style-type: none"> • Description of Summer Intensive Program Curriculum • List of health professional resources • Confirmation lodging, classrooms, labs
3 rd quarter	PC PC-Hilo KOM Teachers	<ul style="list-style-type: none"> • Attend Health Summit as part of NHEA Annual Conference 	<ul style="list-style-type: none"> • 50 high schools students • 7 teachers • Presentation on research • Meet and interact with College Ke Ola Mau Students
	NPN AD PC PC-Hilo	<ul style="list-style-type: none"> • Prep for two-week Summer Intensive Residential Program • Selection and Training of Summer Staff • Partner resources identified for Summer Institute 	<ul style="list-style-type: none"> • Logistics (air & ground travel, parent orientation, housing, classrooms, documentation) for 50 students for two-week Summer Intensive Residential Program • 15 staff selected and trained • Partner Health Professionals identified and committed
4 th quarter	NPN AD PC PC-Hilo	<ul style="list-style-type: none"> • Documentation for attend Summer Intensive completed by students • Logistics to include student travel, dormitory room assignments, class assignments, etc. • Program team travel to each team to provide family and student orientation • Summer Program • Evaluations of event 	<ul style="list-style-type: none"> • 50 students successful complete S.I. • 15 Staff complete roles during summer.

Advancement of Ke Ola Mau College Students

Time-frame	Person(s) Responsible	Program Activities	Milestones
1 st quarter	PC PC-Hilo UH SS UH PS	<ul style="list-style-type: none"> • Orientation & advising at UHH and UHM respectively • Learning community introduced - times set for meetings • Class tutorial schedules set up • Schedule of cultural workshops/field trips disseminated • Schedule of speaker series disseminated • 40 students • Class schedules submitted 	<ul style="list-style-type: none"> • 20 students at UHM • 20 students at UHH • Attendance to KOM events
2 st quarter	PC PC-Hilo UH SS UH PS	<ul style="list-style-type: none"> • Grade checks, • On-going tutoring, • On going learning communities, • Cultural workshops/field trips • Mandatory class tutorials. 	<ul style="list-style-type: none"> • Adequate progression in respective classes • Attendance to KOM events
3 rd quarter	PC PC-Hilo UH SS UH PS	<ul style="list-style-type: none"> • Grade checks, • On-going tutoring, • On going learning communities, • Cultural workshops/field trips • Mandatory class tutorials • Attend Health Education Summit with NHEA Conference 	<ul style="list-style-type: none"> • Adequate progression in respective classes • Attendance to KOM events
4 th quarter	PC PC-Hilo UH SS UH PS	<ul style="list-style-type: none"> • Grade checks, • On-going tutoring, • On going learning communities, • Cultural workshops/field trips • Mandatory class tutorials 	<ul style="list-style-type: none"> • Adequate progression in respective classes • Attendance to KOM events

Ke Ola Mau Internships/Community Service

Time-frame	Person(s) Responsible	Program Activities	Milestones
1 st quarter	Project Coordinator Ke Ola Mau Hilo Coor. NPN Asst. Director	<ul style="list-style-type: none"> Students identify community connection of proposed research, internship or community service project Projects identified for Ke Ola Mau Research/Internships/Community Service Students assigned 	<ul style="list-style-type: none"> List of students and assignments to research, internships, community service Attendance of monthly meeting with other participants facilitated by KOM team
2 nd quarter	Project Coordinator Ke Ola Mau Hilo Coor. NPN Asst. Director	<ul style="list-style-type: none"> Learning Communities of Ke Ola Mau Internships/research/community service meet to discuss experiences Grade checks Cultural workshops/field trips 	<ul style="list-style-type: none"> List of students and assignments to research, internships, community service Attendance of monthly meeting with other participants facilitated by KOM team Students progressing adequately
3 rd quarter	Project Coordinator Ke Ola Mau Hilo Coor. NPN Asst. Director	<ul style="list-style-type: none"> Learning Communities of Ke Ola Mau Internships/research/community service meet to discuss experiences Grade checks Cultural workshops/field trips Attend/Present at Annual NHEA Health Summit 	<ul style="list-style-type: none"> List of students and assignments to research, internships, community service Attendance of monthly meeting with other participants facilitated by KOM team Students progressing adequately All students participate or present at Health Summit
4 th quarter	Project Coordinator Ke Ola Mau Hilo Coor.	<ul style="list-style-type: none"> Summer Internships Summer Classes 	<ul style="list-style-type: none"> List of students and assignments to research, internships, community service Attendance of monthly meeting with other participants facilitated by KOM team Students progressing adequately

Leadership and Collaboration

Time-frame	Person(s) Responsible	Program Activities	Milestones
1 st quarter	NPN Director NPN Asst. Director	<ul style="list-style-type: none"> Ke Ola Mau Council Formed composed of Partners and Key Staff Meeting to discuss collaborations, commitments, objectives 	<ul style="list-style-type: none"> List of names and affiliation of Council members Minutes of meetings
2 nd quarter	NPN Director NPN Asst. Director	<ul style="list-style-type: none"> Meeting to discuss collaborations, commitments, objectives 	<ul style="list-style-type: none"> List of names and affiliation of Council members Minutes of meetings
3 rd quarter	NPN Director Ke Ola Mau Coor.	<ul style="list-style-type: none"> Meeting to discuss collaborations, commitments, objectives 	<ul style="list-style-type: none"> List of names and affiliation of Council members Minutes of meetings
	NPN Director NPN Assistant Director Ke Ola Mau Coor Ke Ola Mau Hilo Coor.	<ul style="list-style-type: none"> Health Careers Pathway Partnership Workshop at Native Hawaiian Education Association Meeting Health Education Youth and College Summit as part of the Annual Conference of the Native Hawaiian Education Association 	<ul style="list-style-type: none"> List of names and affiliation of Council members Minutes of meetings Presentation outline
4 th quarter	NPN Director NPN Assistant Director Ke Ola Mau Coor Ke Ola Mau Hilo Coor.	<ul style="list-style-type: none"> Meeting to discuss collaborations, commitments, objectives 	<ul style="list-style-type: none"> List of names and affiliation of Council members Minutes of meetings

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*

The KOM Native Hawaiian Health Careers Pathway is a K-20 model that will use various methods to determine the successful matriculation of students toward a health major and career.

It is important to note that the project is designed to best serve NH students and will be incorporating the processes and context that are in practice with the UH's NPN and partnering organizations.

Its reports describe enrollment, retention, and graduation rate of students at the multi-campus UH system who have participated in NPN. Thus, cross referencing the NPN database with the enrollment information in the UH system helps to determine NPN impact on access and success of NH students at UH.

The project will be able to utilize this existing database and cross-referencing strategy in getting regular reports of KOM students with respect to their successful matriculation toward a health major.

NPN's events and program activities are designed to create conditions that optimize the performance of NH students.

Its research identifies the Center's core elements that impact students in relationship to higher achievement and aspiration. These core elements continue to serve as program strategies used in conducting programs. Further, NPN has developed qualitative performance indicators that are predicative for NH students to matriculate successfully to higher education.

The project will incorporate the variables that reflect project activities to add a dimension on validating the strategies being used for the project.

These variables would include: 1) participation in selected events/activities; 2) Hawaiian culture/community connection; 3) family or community support for higher education; 4) commitment to health education/career; 5) clear personal vision of health career future.

Up to this point the evaluation is descriptive of a summative evaluation. It is assessing the overall effectiveness of the project as defined by the intended outcomes. The table indicates the performance measures and the method of obtaining these measures.

A formative evaluation is designed to provide an on-going system of determining immediate feedback and opportunities to improve the project's events and activities. The evaluation team will work with the Project Director and Project Coordinators in monitoring and documenting the progression of the events and activities as described and in relationship with the objectives and the context described. The methods for conducting the formative evaluation include: observe and participate in meetings (administrative team meetings, KOM Advisory Council Meeting, teacher orientation/training, attending, student orientation); observe events, classes, cultural workshops, tutorials, internships; interview or facilitate focus groups with students, teachers, community organizations, partnering agencies; and review and analyze project documents.

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

The evaluators will provide a summary quarterly report based on the evaluation and surveys collected at each event. That report will be discussed at quarterly meeting of administrative team and KOM partnership council. The report and response from administrators and council will be sent to the event coordinators for discussing and in planning for follow-up events and activities. (See table below)

(III) *The extent to which the methods of evaluations include the use of objective performance measures that are clear related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible (See table below)*

Project Objectives	Performance Measure	Method	Timeline
Objective 1	2000 NH high need students, teachers, family members will gain awareness and interest in the health professions through services and activities offered by KOM	Information collected as part of registration process and input into data base	Information collected from each event conducted on each island
Objective 2	80% of High School Institute seniors will have a clear picture of where they will attend college, what health field they plan to major in, and where in the community they plan to serve.	Staff with assistance from evaluation team will collect information through annual survey to project high school seniors	Survey conducted annually in May
Objective 3	80% of KOM students will be in good standing each year while participating in KOM project at UHM or UHH	Grade report to be included in data base for Ke Ola Mau students. Ke Ola Mau data base will be cross referenced with UH enrollment report annually to have persistent rate and comparative information	Data collected annually in June and September and included in the evaluation report
Objective 4	80% of former KOM students will continue their postsecondary education in graduate school or enter the health field workforce within one year of earning their degree	Grade report to be included in database for Ke Ola Mau students. Ke Ola Mau data base will be cross referenced with UH enrollment report annually to have persistent rate and comparative information	Data collected annually in June and September and included in the evaluation report
Objective 5	75% of KOM college undergraduates and graduates in professional schools will have the skills and knowledge to do research, internships and community service relating to their health major.	Evaluation conducted assessing the nature and quality of experience and included in data base	Evaluations will be conducted during finals week of each semester

List of Partnering Organizations

University of Hawai‘i at Mānoa – Academic and Student Support Services:

- Kua’ana Student Services
- Kokua a Puni Native Hawaiian Student Services Program,
- Kaiaulu STEM Program
- Health Careers Opportunity Program,

University of Hawai‘i at Mānoa – Professional Schools

- School of Medicine Native Hawaiian Center of Excellence Program,
- Ike Ao Pono Nursing Program,
- Ho’ola Malamalama (Consortium of Health degree programs);
- College of Education Kinesiology and Research Sciences Department,
- College of Tropical Agriculture and Human Resources -Nutrition and Dietetics,
- School of Social Work,

University of Hawai‘i at Hilo – Academic and Student Support Services

- Kipuka Native Hawaiian Student Support Services
- Keaholoa STEM Scholars Program,

University of Hawai‘i at Hilo – Professional Schools

- College of Pharmacy Pre Advising STEP program.
- Nursing Department