

Competitive Priority 1 (CP1): Project *Hawaii KOA* provides summer learning, academic interventions and cultural enrichment for 7,397 at-risk, Native Hawaiian students enrolled in three partner school complexes along the Kona and Kohala Coasts (see *Need for Project* section).

Competitive Priority 2 (CP2): *Hawaii KOA* offers Native Hawaiian pre-service teachers the opportunity to gain teaching experience as *Freedom Schools* instructors (*Project Design*: Layer 1).

Competitive Priority 3 (CP3): *KOA* hires a Native Hawaiian Language and Culture Coach who will teach daily Hawaiian Language classes (see *Project Design*: Layer 3 – Cultural Enrichment).

Competitive Priority 4 (CP4): *KOA Freedom Schools* will deliver eight-weeks of summer literacy focus supported by a Literacy Coach who will work with struggling early readers using validated interventions to help them attain grade level standards (*Project Design*: Layers 1 & 2).

Competitive Priority 5 (CP5): *Freedom Schools* and Literacy & STEM Coaches will improve school readiness and success for high-need Native Hawaiian students, with particular attention to language and literacy development and cognition / general knowledge in Grades K-3.

Competitive Priority 6 (CP6): *College Awareness* programming will be integrated into the high school *Freedom School* model to prepare students and families to initiate early college planning.

(A) NEED FOR PROJECT

Children's Defense Fund seeks federal assistance to implement *Hawaii KOA* (**Knowledge, Oppportunity, Achievement) to serve 7,397 high needs and Native Hawaiian students enrolled in three partner school complexes (Konawaena, Kealakehe and Kohala) along the Kona and Kohala Coasts. Native Hawaiians have the highest levels of poverty, unemployment and incarceration of all demographic subgroups in the state (Hawaiian Community Assets, 2011). Pervasive needs impact the success of students and families and limit opportunities for Native Hawaiian youth living in communities and learning in schools that lack the resources to help them break free from cycles of academic failure and low education attainment. **(i) Project Addresses Needs of Students.** The greatest challenge Native Hawaiian families face is poverty. Its impact on 1) academic achievement and 2) education readiness is unmistakable. **Poverty:** Statistics for Native Hawaiian families stand in stark contrast to surrounding communities. Poverty indicators include (U.S. Census, 2010):**

Indicators	Kailua-Kona	Hawi	Honaunau	Kapaau	Honokaa	Honalo	Nation
% in Poverty	7.6%	7.5%	10.3%	7.4%	8.4%	13.4%	15.3%
% Child Poverty	7.8%	17.2%	7.9%	11.9%	13.0%	15.3%	21.6%
Per Capita Income	██████	██████	██████	██████	██████	██████	██████
% Unemployed	8.0%	9.0%	6.2%	5.1%	12.9%	5.0%	8.1%
% Bachelor Degree	17.7%	8.8%	12.9%	19.0%	13.3%	14.8%	17.7%

- Hawaii Island targeted community Per Capita Income falls as low as ██████ – nearly ██████ less than national rate while Cost of Living Index for Hawaii is 176.60 compared to national rate of 100.0 (U.S. Chamber of Commerce, 2012);
- Average Per Capita Income for Native Hawaiians in targeted communities is ██████, more than ██████ below the current national rate (US Census, 2011).
- Unemployment climbs as high as 12.9% in impoverished targeted communities and rates increase for Native Hawaiian minorities.

Pervasive need, low education attainment and lack of opportunities create barriers that limit the ability of targeted Native Hawaiian students to learn and succeed in underserved schools.

1) Academic Achievement: Partner schools fail to achieve state-designated Adequate Yearly Progress benchmarks and ALL partner public school complexes (Konawaena, Kealakehe and Kohala) include schools in state-designated improvement status and schools identified as federal Persistently Lowest Achieving Schools. Extremely high academic failure rates across all education levels, K – 12, are summarized below:

Academic Indicator	Konawaena Complex	Kealakehe Complex	Kohala Complex
School Enrollment	2,169	4,413	815
Total # of Schools Served	6	5	3
% Native Hawaiian Students	50.6%	41.3%	44.4%
% Free / Reduced Lunch	62.6%	55.1%	59.6%
% Elementary Proficient-Reading	67%	60%	64%

% Elementary Proficient-Math	65%	54%	61%
% Elementary Proficient-Science	20%	27%	43%
% High School Proficient-Reading	75%	73%	66%
% High School Proficient - Math	35%	31%	31%
% High School Proficient - Science	24%	4%	22%
High School Graduation Rate	76.1%	74.2%	91%
High School Dropout Rate	20.2%	17.9%	1.8%
% Schools Not Meeting AYP	67%	80%	33%
# Complex schools in NCLB School Improvement Status	Restructuring – 2 Schools; SI 2 – 1	Restructuring – 3 schools	Restructuring – 2 schools

Source: Hawaii Department of Education, 2011

Targeted Hawaii school complexes lack the resources to provide diverse learning options for failing students, promote family commitment to learning and offer assistance to youth searching for ways to break free from cycles of underachievement. Performance results and needs include:

- All targeted school complex schools meet the federal definition of “High Poverty School” with average free / reduced lunch rates exceeding 50%.
- Konawaena Complex: 2010-11 high school dropout rate soared to 20.2%.
- All three targeted high schools are in NCLB Restructuring status.
- Twelve schools designated federal *Persistently Lowest Achieving Schools* Tier III.
- Average high school Science proficiency rate is 16.6% across three high schools.

Lack of education services designed to prevent chronic failure undermines the efforts of Native Hawaiian youth seeking to overcome barriers and pursue success.

2) School Readiness: Current school programs fail to prepare youth for higher levels of education (K – 5 students for Middle School; 6 – 8 students for High School; 9 – 12 students for Postsecondary Education). Lack of school readiness perpetuates cycles of elementary, middle and high school failure, promotes drop-outs in secondary education, decreases graduation rates and reduces college enrollment, as evidenced by poor readiness data (Hawaii Dept. of Education, 2011):

- 83% of four-year-old Native Hawaiian students fail to meet minimum Kindergarten readiness measures (Hawaii State School Readiness Assessment, 2011).
- More than one third of elementary students fail to achieve minimum reading standards (37% below proficiency) – reducing success and increasing remediation rates in middle school.
- 32% of high school students meet minimum secondary education Reading standards – reducing student eligibility for college programs and increasing postsecondary attrition rates.
- Less than 15% of Native Hawaiian high school graduates enroll in undergraduate college programs (National Hawaiian Education Council, 2010).

(ii) Gaps or weaknesses. To initiate invigorated academic programming that addresses the needs of Native Hawaiian youth, a Planning Task Force (comprised of applicant education specialists, partner school administrators / faculty, cultural leaders and parents) conducted a comprehensive analysis of social and academic programs serving the Kona and Kohala Coast of Hawaii. Collaborative planning identified the following needs, gaps and weaknesses:

Gaps / Weaknesses	Proposed Solutions
Need 1: Students demonstrate significant summer learning loss.	
Gap 1: Local schools / communities lack resources to provide summer learning options that promote academic growth.	Children’s Defense Fund will partner with public and charter schools to provide students, grades K – 12, with eight-week summer education program.
Need 2: Majority of students fail to meet reading, math and science proficiency standards.	
Gap 2: Students do not receive individualized support to improve reading, math and science performance.	Content Coaches – Literacy and STEM – will offer diagnostic, technology-based literacy and math interventions to improve student performance.
Need 3: High school graduates are not prepared to enter or succeed in postsecondary education.	
Gap 3: Secondary students and families do not participate in college awareness activities that promote postsecondary enrollment and success.	CDF will offer college awareness – application / financial aid / fields of study workshops – and ACT entrance exam preparatory programs to promote student postsecondary enrollment success.

Need 4: Native Hawaiian youth do not participate in Hawaiian language and cultural learning.	
Gap 4: Communities / schools lack resources to offer Native Hawaiian language / culture summer programs for youth.	CDF will augment <i>Freedom School</i> model with Hawaiian language / culture instruction taught by a certified Hawaiian Language and Culture Coach.

Children's Defense Fund recognizes the significant challenges impacting targeted communities and Native Hawaiian youth living on the Island of Hawaii and hopes to commit its resources and expertise to help elementary, middle and high school students improve academic outcomes.

(B) QUALITY OF THE PROJECT DESIGN

Hawaii KOA – Knowledge, Opportunity, Achievement – will improve the quality and diversity of services offered to at-risk Native Hawaiian students living on the Kona and Kohala coast of Hawaii (Big Island). Goals and objectives include: **Project Goal:** To develop high quality education programs that increase the academic achievement and learning readiness of Native Hawaiian students. **Objective 1:** Provide summer learning options for students, grades K – 12. **Objective 2:** Increase academic performance of Native Hawaiian students in Reading, Math and Science; and **Objective 3:** Improve student knowledge of Native Hawaiian culture and language. Achievement of goals and objectives will help CDF and partners improve achievement rates and increase the availability of future opportunities for students living and learning in underserved Big Island communities. Evaluation of *KOA* will include project measures and Government Performance & Results Act (GPRA) indicators (see *Evaluation*).

(i) *Design appropriate to address needs.* The Planning Task Force designed a multi-layered project to fill gaps / weaknesses in current programs and meet the needs of Hawaiian youth (see *Needs* section). The table summarizes design layers aligned to needs, gaps and objectives:

Layers of Service	Need, Gap, Objective	Design Components
Layer 1: Summer Learning	Need: 1, 3 Gap: 1, 3 Objective:	<ul style="list-style-type: none"> • Eight-week summer <i>Freedom Schools</i> will augment school year to provide year-round learning for K – 12 students. • <i>College Awareness</i> activities will prepare students / families

	1, 2	for early college planning, test preparation and success.
Layer 2: Academic Interventions	Need: 2 Gap: 2 Objective: 2	<ul style="list-style-type: none"> • Literacy Coaches – use <i>Accelerated Reader</i> to increase K – 12 reading achievement in students performing below Standards. • STEM Coaches – use <i>Accelerated Math</i> to increase K – 12 math achievement in students performing below Standards.
Layer 3: Cultural Enrichment	Need: 4 Gap: 4 Objective: 3	<ul style="list-style-type: none"> • Hawaiian Language and Culture Coach will provide authentic instruction for K – 12 students in Native Hawaiian language and traditional cultural heritage. • Hawaiian organizational partners will infuse <i>Freedom School</i> instruction with Native Hawaiian content to support cultural enrichment and increase relevance of summer learning.

Project Design and Services: *Hawaii KOA* is a multi-layered project with services designed to prepare K – 12 students to enter the next level of education with the skills needed to succeed and increase cultural awareness, knowledge and native language mastery among Native Hawaiian youth. Project services – aligned to address needs, gaps and weaknesses – include: a) Summer Learning (Gap 1,3); b) Academic Interventions (Gap 2); and c) Cultural Enrichment (Gap 4).

Layer 1 – Summer Learning (Gap 1, 3): Children’s Defense Fund (CDF) will partner with local public school districts and public charter schools serving Kona and Kohala Coast students to host three annual, eight-week, summer *Freedom Schools*, each serving up to 75 Native Hawaiian and low-performing students, grades K – 12 (Elementary *Freedom School* – Grades K – 5; Middle *Freedom School* – Grades 6 – 8; High *Freedom School* – Grades 9 – 12). *KOA Freedom Schools*, based on a thoroughly tested and highly effective summer education model developed by CDF, will offer youth opportunities to invest in their futures during intensive summer education that focuses on improving literacy skills, exploring STEM (Science, Technology, Engineering and Mathematics) topics and building a strong sense of community pride during cultural studies that teach native traditions, Native Hawaiian language, cultural arts and Hawaiian history. The *KOA* partnership believes an enhanced *Freedom School* model will best demonstrate the impact summer learning has

on the academic achievement, graduation rates and postsecondary enrollment rates of at-risk Hawaiian youth. Enhanced *Freedom School* components include: 1) Integrated Reading Curriculum; 2) STEM Curriculum; 3) Cultural Arts; 4) Service Learning; 5) College Awareness and 5) Parent/Community Engagement. **1) Integrated Reading Curriculum** – Daily instruction – provided by specially trained college students called Servant Leaders (see *Management Plan* section) – will guide students through literacy-based explorations of fiction, nonfiction, poetry and journalism to nurture a greater love for reading among students. Through individual and group exercises, students will develop reading competencies, enhance verbal communication and improve writing skills as they respond to literary works in classroom discussions, journals, essays and other activities. Prior to implementation of the first summer *Freedom School* (Summer 2013), a team of CDF education specialists and cultural leaders from partner Native Hawaiian culture / arts / natural history organizations will convene curriculum sessions to infuse the Integrated Reading Curriculum with content that reflects the unique and rich cultural traditions that shaped and continue to shape life on the Island of Hawaii. **2) STEM Curriculum** – The Children’s Defense Fund and the University of Maryland, Baltimore recently launched a *Freedom School* STEM curriculum that guides students through exploratory and experimental learning in diverse STEM topics. Daily STEM instruction will boost performance levels and elevate student interest in competitive science, technology, engineering and mathematics fields of study. A dedicated STEM Coach will implement the STEM curriculum during daily *Freedom School* sessions. **3) Cultural Arts** – All students will participate in cultural arts programs that provide a mechanism for youth to explore the culturally rich traditions that impacted and continue to influence the development of a vibrant Native Hawaiian society. *KOA* partners will recruit cultural leaders to teach Native Hawaiian language, arts, music, hula and guide students through cultural explorations of their unique island history. Cultural programs will ground *KOA* in vital community perspectives that build student pride in their individual heritage and promote camaraderie across cultural groups. *KOA* seeks to improve student academic achievement while promoting the preservation of cultural expression and Native Hawaiian identity of youth engaged in summer learning (see *Layer 3 Cultural Enrichment*).

4) Service Learning – *KOA Freedom Schools* will include service learning experiences for all students to reinforce the importance of civic engagement, community empowerment and compassion. While service learning projects may take many forms – single-experience events to multi-day commitments to ongoing community projects – all students attending summer programs will participate in service learning activities that develop leadership, teamwork and citizenship skills. The Children’s Defense Fund and *KOA* school / community partners are committed to the development of both academically successful students and socially responsible citizens who contribute to the greater good of society and serve as positive role models for their peers. A primary service learning initiative will link *Freedom School* students with *Hawaiian Legacy Hardwoods* (community partner) to participate in a Koa (endemic Hawaiian tree species found nowhere else on earth and a critical cultural resource for Native Hawaiian people) reforestation project that combines service learning with STEM content and cultural enrichment to teach students about the delicate natural systems that make the Island of Hawaii both unique and fragile. **5) College Awareness:** Children’s Defense Fund will integrate college awareness programming into the high school *Freedom School* model. Representatives from the University of Hawaii Office of Admissions, Office of Financial Aid and academic departments will present programs during *Freedom School* sessions to prepare students and families to initiate early college planning and develop the skills to successfully complete college applications, entrance essays and financial aid applications. Weekly workshops will focus on courses of study, admissions standards, application procedures, testing requirements and scholarship opportunities for Native Hawaiian youth that are available at both statewide institutions of higher education and colleges on the mainland that have reciprocal relationships with CDF. CDF will offer ACT Test Preparation courses through the nationally recognized, technology-based Kaplan Testing program. Weekly college awareness workshops will be open to *Freedom School* students and their parents to promote family commitment to learning and nurture a college-going culture. **6) Parent / Community Engagement** – Parents / family members are important education advocates. *KOA Freedom Schools* will offer parents and families the support and skills they need to help their children succeed. Caregivers will

become active partners in education by attending cultural arts events, service learning projects and college awareness programs. Parents, family members and community members will serve as guest speakers; assist as classroom volunteers, supervise recreation activities; plan / chaperone field trips and participate in community service projects. Family and community members will be invited to participate in all aspects of the *Freedom School* experience.

<i>KOA Freedom School Daily Instructional Plan</i>				
Morning Academic Instruction				
<ul style="list-style-type: none"> • Integrated Reading Curriculum using whole-class/group instruction to improve reading skills • English / Language Arts Interventions, Individual Coaching to help students meet standards • Mathematics / STEM Interventions and Individual Coaching to help failing students meet standards • Daily Hawaiian Language instruction provided by Hawaiian Language and Culture Coach 				
Afternoon Academic / Cultural Enrichment				
Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> • STEM Instruction • Cultural Arts 	<ul style="list-style-type: none"> • STEM Instruction • Service Learning 	<ul style="list-style-type: none"> • STEM Instruction • Cultural Arts 	<ul style="list-style-type: none"> • STEM Instruction • Service Learning 	<ul style="list-style-type: none"> • College Readiness • Cultural Arts

Layer 2 – Academic Interventions (Gap 2): Children’s Defense Fund seeks to augment the *Freedom School* Integrated Reading Curriculum and STEM approach with individualized interventions that improve fundamental literacy and mathematics skills for youth performing below grade level standards. Research and practical knowledge indicate youth must first develop functional reading, language and mathematics skills before programs can effectively nurture individual growth and interest in literacy / STEM topics. To ensure all *KOA* students are performing at minimum grade level standards, a Literacy Coach and a STEM Coach serving students at each of three (elementary, middle and high school) *KOA Freedom Schools* will assess the skills and competencies of all participating students to determine baseline performance standards and design individualized interventions that help students meet and exceed grade level benchmarks. Coaches will provide one-on-one and group instruction to teach fundamental skills using validated, research-based instructional models, including: **Accelerated Reader**: Struggling as

well as capable and excellent readers will benefit from the acquisition of *Accelerated Reader* software. Programming is scientifically matched to individual Lexile reading levels as students use technology to improve their reading skills. Instantaneous electronic feedback allows teachers to use performance data to inform instruction. The goal of the program is to help all students, grades K – 12, become thoughtful, purposeful and independent readers by increasing reading vocabulary, comprehension, writing proficiency and performance. *Accelerated Reader* will provide individual and small group instruction delivered by Literacy Coaches during extended reading periods. Intervention periods will supplement rather than supplant daily *Freedom School* Integrated Reading Curriculum activities and provide low-performing students with a double dose of literacy instruction. **Accelerated Math**: Validated as a highly effective, evidence-based math intervention and utilized in high-needs schools across the country, *Accelerated Math* is a proven K – 12 instructional model that yields positive outcomes across performance levels and demographic groups. A STEM Coach will provide individual and group instruction – during supplementary intervention periods that support regularly scheduled STEM activities – using *Accelerated Math* methods / curricular materials to help students meet and exceed minimum achievement benchmarks. **Layer 3 – Cultural Enrichment (Gap 3)**: CDF will enhance *Freedom Schools* with outstanding cultural enrichment activities that ground academic instruction in culturally relevant programming while providing students with in-depth exploration of Native Hawaiian traditions, arts, society and language. Cultural Enrichment will investigate the social, economic, political, spiritual, historical and environmental aspects of traditional Hawaiian culture while helping youth draw parallels with current events impacting the Hawaiian Islands, the United States and the global society in which we all live. Cultural Enrichment will include coaching and partnership programs:

- **Hawaiian Language and Culture Coaching**: A dedicated Hawaiian Language and Cultural Coach will teach daily Hawaiian Language classes (morning programming) and lead daily Cultural Enrichment programs (afternoon sessions) for all *Freedom School* students, grades K – 12. The Coach will utilize Hawaiian State Assessment (Hawaiian Language Test) results to determine language performance levels and guide instructional strategies. Enrichment activities

will integrate cultural studies with STEM, Literacy and Arts programming to infuse academic programs with culturally relevant content and link cultural studies to core subjects.

- **Hawaiian Legacy Hardwoods:** CDF will collaborate with Hawaiian Legacy Hardwoods, a resource conservation non-profit organization, to initiate a service learning partnership that teaches cultural enrichment through a Koa reforestation project on the Hamakua Coast of Hawaii Island (Koa – endangered Hawaiian tree species). Students will work with scientists to plant Koa seedlings and monitor growth through GPS technology while *KOA* Hawaiian Language and Culture Coaches teach cultural lessons using the Koa tree as the bridge between emerging scientific research / technology and traditional Native Hawaiian lifestyles.
- **Halau Kala'akekauikawekiu:** CDF will link students with a respected Hawaii Hula school committed to traditional instruction of the iconic Hula. Through Hula, Native Hawaiian students, grades K – 12, will develop strong connections to their heritage and learn through the lessons of their heritage the value of cultural preservation, cultural awareness, self-confidence and communication. Hula will teach students communication, self-expression and cultural awareness skills that simultaneously prepare youth to succeed in future personal / academic pursuits while teaching students about the rich history and significance of Hula in Native Hawaiian society. *KOA* will allow CDF to harness the power of Hula to increase the strength of support networks that nurture the academic, social and emotional development of youth.
- **KALO:** CDF will partner with KALO, a non-profit organization committed to the preservation of Hawaiian culture, arts, music, dance and traditions, to provide students, grades 6 – 12, with opportunities to participate in Native Hawaiian immersion camps. KALO immersion camps will expose youth and families to traditional Hawaiian lifestyles during residential learning experiences, grounded in mālama and aloha ‘āina, in the remote and remarkable Waipi’o Valley – boyhood home of King Kamehameha I and cultural / spiritual epicenter of royal Hawaiian society. Immersion camps will teach students Native Hawaiian social, political, agricultural and arts traditions, reinforce Hawaiian language and cultural studies taught during *Freedom School*

programs and connect traditional programs with a watershed restoration project launched to restore populations of critically endangered flora and fauna living on the Big Island.

Student Recruitment: *KOA* will serve nearly 7,400 students attending schools across the Kona and Kohala regions. Children’s Defense Fund will collaborate with partner schools to recruit students for summer *Freedom Schools* and ensure full capacity, prioritizing the following tiers:

- **Tier 1:** CDF and partner schools will recruit Native Hawaiian students to attend *KOA Freedom Schools* to the maximum extent possible.
- **Tier 2:** CDF and partner schools will recruit high-needs students, grades K – 12, who qualify for free / reduced lunch to fill remaining *Freedom School* spaces.
- **Tier 3:** If space is available, CDF and partner schools will recruit students performing below proficiency standards (based on Hawaii State Assessment results) to fill *Freedom Schools* to ensure all resources are fully utilized to maximize positive student outcomes.

Professional Development: Implementation of *KOA* will include specialized professional development and training for all project personnel, including the Project Director, Servant Leaders (classroom teachers), Literacy / STEM / Hawaiian Language and Culture Coaches and partner personnel. Targeted professional development will ensure *KOA Freedom Schools* are implemented with fidelity to the validated Children’s Defense Fund model while fully integrating enhancements that promise to elevate the quality of student services. Professional development – offered by Children’s Defense Fund Freedom Schools experts at the CDF Haley Farm retreat, curricular vendors (Accelerated Reader / Math) and cultural integration specialists' assessment – will ensure staff possess the expertise needed to implement effective programming.

(ii) Design Reflects Research and Effective Practice. The Planning Task Force designed *KOA* to reflect current research in education practice and theory while addressing the needs of Native Hawaiian students, partner schools and underserved communities. Embedded within the research-based project design are validated education models / interventions proven to yield positive results in K – 12 education and in schools serving low-income students. Research-based design includes:

Summer Learning

- Summer learning loss – loss of acquired knowledge during summer recess when child engagement in learning is reduced from school year levels – decreases student achievement and performance during school year programs (Sawchuck, 2011; Fiore and Roman, 2010; Bell and Carrillo, 2007).
- Studies indicate children most susceptible to summer learning loss and subsequent failure are from low-income groups and ethnic minorities (Graham, 2011; Guryan & Kim, 2010; & Kim, 2006);

Academic Interventions

- Students performing below grade level often require supplemental interventions to close achievement gaps and meet proficiency standards (King and Bouchard, 2011).
- Expanding organizational capacity to provide individualized coaching and academic interventions can lead to positive achievement gains in low-income and minority students (King and Bouchard, 2011; Obara, 2010; Beecher and Sweeny, 2008).

Cultural Enrichment

- Integrating cultural relevance into academic content improves student mastery of complex content in ethnically diverse education environments (Cooper, He and Levin, 2011).
- Culturally proficient coaching using individualized academic intervention curricula can elevate student confidence and promote higher achievement (Beecher, 2010; Martinez and Lindsey, 2006).

Through implementation of *KOA*, Children's Defense Fund and partners will respond to research pertaining to education models and utilize validated programs and strategies to address student needs. Evidence of effectiveness for proposed project elements include:

Children's Defense Fund *Freedom Schools*

- *Freedom Schools* have served more than 90,000 students in 84 cities and 28 states since 1995.
- 90% of 2009-10 *Freedom School* students avoided summer learning loss, maintained reading level or showed gains, as measured by Basic Reading Inventory (UNC Charlotte, 2010).

Accelerated Reader

- More than 143 independent research studies (25 published in peer-reviewed journals) support effectiveness of *Accelerated Reader* as literacy intervention for failing students.

- Independent study of secondary reading outcomes correlates use of *Accelerated Reader* to statistically significant growth in outcomes for 85% of study population (Topping, 2006).

Accelerated Math

- Study of Title 1 School using *Accelerated Math* as sole math intervention demonstrated 7 to 18 percentile gains compared to random comparison group (University of Minnesota, 2007).
- Comprehensive School Quality Center assigns *Accelerated Math* 'Very Strong' label in its assessment of effectiveness between intervention and student gains (CSQC, 2006)

(iii) Project coordinated with similar efforts. CDF and partners are excited to implement *KOA*, provide expanded learning for Native Hawaiian youth and families and test the efficacy of the multi-layered model. The partnership will also coordinate the project with complementary efforts serving students and families living on Hawaii. Funds from this proposal will be used to implement *KOA* as part of a broader effort that includes: Title 1, Title 2, Title 3 and Title 5 funding, Comprehensive School Improvement Planning grants, internal district reading curriculum and Hawaiian language enrichment activities implemented across feeder schools. Partner organizations – Hawaiian Legacy Hardwoods, Halau Kala'akeakauikawekiu, KALO – offer year round opportunities for students and families and Children's Defense Fund will collaborate with *KOA* partners to embed complementary efforts in school year services by nurturing new partnerships that link schools and organizations for the benefit of students, families and educators. Together, these programs will improve diversity and capacity of programs in targeted school communities and provide for an integrated approach to school year and summer education. CDF will strengthen linkages between summer and school year learning by offering shared professional development opportunities that serve *KOA* personnel and partner school faculties. CDF will seek expanded support for *KOA* from foundations, community groups and business partners to augment federal funding and increase local commitment to the project as part of a coordinated sustainability plan.

(C) ADEQUACY OF RESOURCES

(i) Costs are reasonable. *KOA* was designed to provide a cost effective way to deliver services to high needs Native Hawaiian students. Across the three service layers – Summer Learning,

Academic Interventions and Cultural Enrichment – there is tremendous value for the dollar. The eight-week *Freedom School* component is the centerpiece of the proposal and accounts for approximately █% of the total budget. █ percent (█%) of requested funds will support academic interventions. Enrichment activities, at elementary, middle and high school levels, represent █% of the budget request. Nearly █ of the budget is allocated for vital academic components that directly serve high needs Native Hawaiian students. Remaining expenses support the project director, required external evaluation and administrative costs. *KOA* will provide a tremendous opportunity for students enrolled in three participating Hawaii school complexes to engage in quality learning experiences that promote achievement while remaining fiscally efficient. *KOA* will serve 7,397 students (Grades K - 12). The average cost per student is █ per day based on 40 direct instructional days during the summer – less than a █.

(ii) Commitment of each partner to project. Children's Defense Fund personnel are experienced in developing and implementing successful federal grants and look forward to initiating new academic programs to serve vulnerable K – 12 students. CDF dedication to and extensive experience serving Native Hawaiian children will boost success of the project by supporting federal funds with local resources to provide students, parents and teachers with the wealth of opportunities needed to enhance elementary and secondary education achievement and outcomes. Applicant and Community Partner Support: CDF will provide access to nationally validated summer learning program to increase opportunities for underserved youth and will augment *Freedom School* model with rigorous instruction in STEM, Literacy and Hawaiian language and culture using certified Master Teachers as Content Coaches. CDF national education specialists and the CDF Hawaii State Coordinator will provide technical assistance, initiate Servant Leader recruitment, facilitate training / curriculum development and provide expertise to support launch of *KOA Freedom Schools*. CDF will provide fiscal management of federal and supplementary resources to fulfill all grant obligations in accordance with local, state and national spending regulations. Community centers and schools will provide extensive facilities for *Freedom School* programs (technology learning labs, library media centers, classroom space and instructional infrastructure), access to current

technology-based education tools to increase student, teacher and parent access to learning resources and administrative resources (copiers, supplies, assistants) that augment grant funds to fulfill operational needs. Partner Support: Each partner has played an integral role in the *KOA* planning process and will continue to fill strategic implementation and advisory roles during the grant period. Higher education partners (University of Hawaii, Hawaii Community College, United Hawaii College) will recruit pre-service college students pursuing degrees in education to increase instructional capacity as *Freedom School* Servant Leaders and provide access to volunteer tutors and mentors. Representatives from multiple institutions of higher education will present college awareness workshops that help youth and families increase access to college-going resources, develop skills to prepare and submit college applications, learn about diverse fields of study and pursue financial aid and scholarship support. Native Hawaiian partners will connect *KOA* to cultural experts to nurture development of culturally inclusive curricula that reflect the unique traditions of Native Hawaiian communities. Partners will contribute support through participation on the Advisory Board (quarterly meetings) and outreach to design / implement a sustainability plan to continue, expand and replicate services. Partners are critical to the success of the project and will assume significant responsibilities to ensure a thorough evaluation of all program components.

(iii) Budget adequate to support project. CDF proposes a detailed budget designed to improve the quality, diversity and capacity of Native Hawaiian education programs. Expenditures include the following requested funds and corresponding % of total budget that will support services: Summer Learning, Academic Interventions and Cultural Enrichment Programs (■%); Personnel, Fringe Benefits and Required Travel (■%); Evaluation (■%); Professional Development (■%); and federally-approved Indirect Costs (■%). The *KOA* budget will provide sufficient funds to offer Summer Learning, Academic Interventions and Cultural Enrichment services that prepare three groups of students to successfully transition to the next level: Kindergarten - Grade 5 to middle school, Grades 6 - 8 to high school and Grades 9 - 12 to college. Grant expenditures will be augmented by in-kind contributions from all partners in the form of facilities, consulting services, technical assistance, materials / supplies and Advisory Board oversight to increase the ability of

CDF and partners to meet and exceed goals and objectives. Experienced CDF fiscal administrators will monitor expenditures to accomplish program goals, on time and within budget. CDF is excited to test the efficacy of *KOA*. The goals and objectives are built on a research base that supports implementation of the programming as the best way to address the pervasive needs of our high-poverty, low-performing communities. Since the project will continue to serve three age groups and expects to deliver significant, measurable results, administrators are eager to implement continuation strategies that incorporate each layer of the project design and individual project services into ongoing programs: **Layer 1 – Summer Learning:** CDF will collaborate with community and Hawaiian partners to implement its tested and successful fundraising strategies to sustain *KOA Freedom Schools* beyond the grant period (strategies currently fund the operation of more than 200 CDF *Freedom Schools* across the United States). **Layer 2 – Academic Interventions:** Content Coaches (STEM, Literacy, Hawaiian Language) from partner schools will ensure continuation of intervention programming through strong institutional linkages with *Freedom Schools*. **Layer 3 – Cultural Enrichment:** Partnerships with enrichment organizations – initiated during implementation of *KOA* – will continue to support enhanced K-12 instruction through ongoing service learning. The *KOA* Advisory Board will proactively seek and apply for state/federal/foundation/corporate support to sustain, expand and replicate effective elements.

(D) QUALITY OF THE MANAGEMENT PLAN

(i) Adequacy of management plan to achieve objectives. A strong grant management plan will enable CDF to successfully implement *KOA* and promote the achievement of project goals, objectives and outcomes. Grant management will focus efforts on the following progress-monitoring and oversight strategies to increase sustainability of outcomes and services: **On Time:** While Children's Defense Fund – applicant and fiscal agent – is ultimately responsible for *KOA*, the project is designed to foster a collective decision-making process across partners, facilitating both multi-cultural collaboration and autonomous prioritization of needs. The Planning Task Force prioritized gaps identified during the needs assessment and will coordinate delivery of services across grade levels, complexes and communities as allowed in the RFP. While overlapping /

common needs exist among CDF and participating partners, prioritization of those needs – based on ongoing analysis of student and community data – will allow CDF to ensure that *KOA* responds, over the life of the grant and beyond, to the unique conditions impacting participating students.

Within Budget: CDF and community partners will collaborate to maximize the use of local funds, in-kind services and grant resources. The Planning Task Force designed the budget to meet program goals and objectives, emphasizing inclusive education strategies that provide equal access for all youth and families while meeting required state standards and promoting the goals of the *Native Hawaiian Education Program*. Each budget line item is linked to one or more of the Competitive Priority components and grant services. The Project Director and CDF Finance Office will manage expenditures in accordance with spending regulations and will prioritize allocations to ensure completion of the project. The Project Director and Advisory Board will coordinate with school complexes and partners to identify complementary programming and funds that expand the reach of *KOA* and sustain systemic changes initiated during the grant period. ***KOA* Timeline (see page 25 of narrative):** The Task Force developed a detailed timeline with clear responsibilities and milestones to guide implementation of *KOA* during the grant period – September 1, 2012 to August 31, 2015.

(ii) Time commitments of key personnel. Management of the project will be a collaborative effort linking CDF, school complexes and community partners guided by the following key management personnel: **1) *KOA* Advisory Board (Quarterly Meetings):** A collaborative Advisory Board that includes representatives from each of the complexes, parents, students and community partners will provide ongoing implementation and management guidance to the *KOA* Project Director. The Advisory Board will meet quarterly to monitor implementation progress and ensure a diversity of perspectives shape ongoing project improvement. The Advisory Board will provide guidance to the Project Director to facilitate efficient expenditure of funds, promote collaboration and build longstanding partnerships that sustain services beyond the grant. **2) Project Director (■ FTE):** CDF will hire a part time professional to manage all aspects of *KOA*. The Project Director will report to Dr. Thomas Maridada, CDF Director of Education Policy. Qualifications: Masters Degree in Elementary or Secondary Education – Minimum of five years classroom instructional experience

– Grants management / administration experience – Experience coordinating Native Hawaiian language and culture programs – Experience managing personnel. Responsibilities: Manage grant funds to facilitate three summer *Freedom Schools* – Organize activities across partner schools – Facilitate communication between *KOA* sites and stakeholders – Organize and lead Advisory Board – Sustain and strengthen *KOA* partnerships – Recruit Servant Leaders and student participants – Facilitate cultural integration to ensure curriculum relevance – Supervise grant-funded personnel – Collaborate with evaluation team to collect / analyze data, complete required reports and review outcome data to promote improvement – Disseminate results to partner schools and stakeholders.

3) Servant Leaders (█ FTEs per *Freedom School* – Eight Week Summer Position): CDF will recruit a team of Servant Leaders to deliver *Freedom School* instruction. Qualifications: Pre-service teachers pursuing degrees / certification from accredited Teacher Education college programs – Complete CDF *Freedom School* model training – Outstanding transcript that meets teacher certification standards – Instruction experience as a tutor / mentor / or completed student teaching assignment – Experience working with Native Hawaiian youth from low-income, high needs schools – History of volunteerism or community engagement. Responsibilities: Provide daily instruction to students enrolled in *Freedom Schools* – Implement CDF Integrated Reading / STEM Curricula – Coordinate Cultural Enrichment programming – Maintain safe learning environment – Facilitate Service Learning and partner activities – Communicate with parents and partner school faculty / administration. **4) Content Coaches (█ FTEs per *Freedom School* – Eight Week Summer Position)**: CDF will contract a team of three Master Teachers to serve as Content Coaches (Literacy Coach, STEM Coach, Hawaiian Language and Culture Coach) at each *KOA Freedom School*. Coaches will provide specialized instruction and support Servant Leaders in daily programs. **5) Principal Investigator**: CDF will contract with EduShift, Inc. – a 12-year-old grant evaluation firm – to conduct a thorough evaluation of *KOA*. Senior Evaluator and team leader, Carol Guse, has served as principal investigator in over 250 federal/state grants; taught as an instructor with Indiana University and St. Francis College; possesses substantial experience administering federal, state and foundation grants and conducted program evaluations for the United States, Michigan and Indiana

Departments of Education as well as school districts across the country. With a strong background in education, grant administration and evaluation, Guse and her team of contribute valuable expertise to *KOA*. The following chart identifies personnel who will commit to project success:

Participant	Individual / Title	Time Commitment
Project Director	Dr. Thomas Maridada, CDF Education Director	2 Days Per Week (■ FTE)
Advisory Board (School Reps, Community Partners)	Principal / Representative Participating Schools Jeffrey Dunster, CEO Hawaiian Legacy Hardwoods Kumu Kenneth Victor, HalauKala'akeakauikawekiu Joe Fraser, Program Director KALO	12 Hours Per Quarter
Evaluation Team	Carol Guse, Principal Investigator David Will & Jeremy Burmeister, Lead Evaluators	6 Hours Per Week
CDF–Applicant	Dr. Jeanne Middleton-Hairston, Nat'l Director	6 Hours per Day / Summer

(iii) Mechanisms for ensuring high-quality services. Effective grant management will include well-defined procedures that provide an administrative process to accomplish the goals and objectives of *KOA*. Management plan procedures include: **(1) Initiate Grant** – CDF will hire staff and host briefing with partners to launch *KOA*; **(2) Implement Records Management Protocol** – Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from grant award through completion; **(3) Implement Fiscal Management Protocol** – CDF Finance Office will establish a system of accounting, cost management, reporting and auditing to promote efficient expenditure of funds; **(4) Implement Action Model** – Project Director, Advisory Board and Evaluation Team will develop / revise action model to identify project components and services linked to *KOA* Timeline (see page 25) to ensure completion of design layers; **(5) Implement Goods/Services Management Protocol** – CDF will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations; **(6) Implement Evaluation Plan** – Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to measure outcomes and collect feedback to promote improvement.

(E) QUALITY OF THE PROJECT EVALUATION

Children’s Defense Fund (Applicant) will with EduShift, Inc., a 12-year-old research / evaluation organization, to conduct process and outcome evaluation of *Hawaii KOA*.

(i) *Methods of Evaluation Appropriate.* Evaluators will utilize research-based *FORECAST* model (*FOR*mative *E*valuation, *C*onsultation, *A*nd *S*ystem *T*echniques) to evaluate *KOA*. *FORECAST* employs four tiers – models, markers, measures, and meaning – to provide practitioners with a structured approach to evaluation that can be aligned to diverse conditions:

MODEL	Create action model of grant program to guide implementation
MARKER	Identify indicators of progress to assess achievement of model
MEASURE	Develop measures that evaluate achievement of markers
MEANING	Assess outcomes using data from measures to determine impact

Use of the model will facilitate evaluation of process / outcome objectives to yield reliable data:

- **Model:** EduShift will construct an action model for each year of the grant that includes all events and links the implementation timeline with evaluation activities to ensure all facets of the evaluation process are aligned to the project and all evaluation steps are completed.
- **Marker:** Evaluation team will collect baseline data and identify annual benchmarks based on performance measures to help grant administrators determine if progress is sufficient to promote attainment of objectives. Performance measures include annual growth targets; evaluators will use baseline data as a comparison to determine the magnitude of results.
- **Measure:** Evaluators, grant personnel, partners and participants will implement assessment tools (state content exams, surveys, focus groups) aligned to *KOA* strategies to collect data. Data analysis will explore statistical relationships between services and outcomes.
- **Meaning:** Results of data analysis will equip evaluators and grant managers with outcome indicators needed to draw conclusions and assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions.

Utilization of the *FORECAST* model will provide evaluators, the Project Director and Advisory Board with feedback regarding the unique effects of specific program elements.

(ii) Methods of evaluation will provide timely guidance for quality assurance. Implementation of *KOA* includes a multi-layered project design (Layer 1: Summer Learning; Layer 2: Academic Interventions; Layer 3: Cultural Enrichment) and numerous services. Evaluation of these strategies will include both process and outcome assessment. **Process Evaluation:** Process evaluation will provide feedback pertaining to the achievement of operational benchmarks in accordance with proposed timelines. Process measures will ensure that all project activities occur in a timely manner so that completion of the project will yield outcomes. The *KOA* Timeline (see narrative page 25) and action model will serve as process evaluation tools allowing EduShift to determine compliance with the scope and schedule of the proposed project. **Outcome Evaluation:** Outcome evaluation will examine the impact *KOA* strategies have on Native Hawaiian students, families and communities. Outcome evaluation will focus on the measurement of performance indicators that correspond to the scope of the program. Process / Outcome evaluation methods will include:

- **Data Collection:** EduShift and the Project Director will collect data to establish baseline indicators for each GPRA and performance measure. Baseline data will facilitate comparative analysis of interim, annual and end-of-project data to measure outcomes. Ongoing data collection using project-specific tools will facilitate outcome analysis/timely reporting of results.
- **Evaluation Tools:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data, including: 1) Assessment Scores: Annual state administered Reading, Math and Science assessment results, compared to 2012 baseline, will measure academic outcomes and early childhood data for GPRA and project measures. School performance statistics will assess impact of *KOA* on graduation rates, school readiness, postsecondary education enrollment, etc. 2) Teacher Survey: *Freedom School* instructors will complete an annual survey to assess perceptions of project quality, student impact and personal growth. 3) Project Director Survey: Project Director will complete annual survey to evaluate leadership perspective regarding quality of activities, relevance of programming and perceptions of student impact. 4) Student Survey: *Freedom School* students will complete annual opinion survey to assess student attitudes toward learning, literacy, STEM, Native Hawaiian studies / cultural arts and college

readiness. 5) Site Visits: EduShift, Inc. will conduct multiple site visits per year to solicit feedback from stakeholders through focus groups and observational analysis of progress.

- **Data Analysis:** EduShift will complete multiple statistical treatments of data to assess casual inference of outcomes, relationships between interventions and results (if any) and correlation of variables to observational results. Subgroup analysis will inform partners of local results.
- **Reporting:** EduShift, Inc. will collaborate with the Project Director to submit Annual Performance Reports and additional information (date of reporting determined by USDOE). Reporting to Advisory Board will ensure partners / stakeholders receive meaningful feedback.

(iii) Objective Performance Measures Produce Quantitative and Qualitative Data. KOA goals, objectives and GPRA / project-specific performance measures will serve as the indicators used to assess progress and activities to determine the impact of each element.

KOA: Goals, Objectives, GPRA Measures, Project Indicators September 1, 2012 - August 31, 2015	Evaluation Tool
Project Goal: To develop high quality education programs that increase the academic achievement and learning readiness of Native Hawaiian students.	
Objective 1: Provide summer learning options for students, grades K – 12.	
Indicator 1.1: Minimum of 70 students will enroll in each <i>Freedom School</i> , 9/2012– 8/15.	Enrollment
Indicator 1.1: % KOA students whose parents / families participate in grant activities will increase a minimum of 20% by end of grant, 9/2012– 8/15.	Participation
Objective 2: Increase academic performance of Native Hawaiian students in Reading, Math and Science	
GPRA # 1: The % of Native Hawaiian students who meet or exceed proficiency standards in reading, mathematics, and science on State assessments will increase 15% by end of grant period, 9/2012– 8/2015.	Hawaii Assessment Results
GPRA Indicator 2: The % of Native Hawaiian children participating in early education programs who demonstrate school readiness in literacy as measured by Hawaii School Readiness Assessment will increase 15% by end of grant period, 9/2012– 8/2015.	Hawaii Assessment Results

GPRA Indicator 3: The % of students who graduate from high school with a regular high school diploma in four years will increase by 10% by end of grant, 9/2012– 8/2015.	Graduation Rate
Objective 3: Improve student knowledge of Native Hawaiian culture and language.	
GPRA Indicator 4: The % of students participating in Hawaiian language program who meet or exceed proficiency standards in reading on a test of Hawaiian language will increase a minimum of 15% by end of grant, 9/2012– 8/2015.	Hawaiian Language Test
Indicator 3.1: Minimum of 80% of <i>KOA</i> students will participate in Cultural Enrichment activities per year, 9/2012– 8/2015.	Attendance
Indicator 3.2: % <i>KOA</i> students who self-report increased knowledge of Native Hawaiian culture, arts, traditions will increase by 20% by end of grant, 9/2012– 8/2015.	Survey Results

Feedback and Assessment: Analysis of data will be extensive and ongoing to ensure feedback that facilitates program improvement. Evaluators will monitor project design layers through assessment of process and outcome measures to examine the effectiveness of the program as it evolves.

Evaluation Timeline – EduShift, CDF and partners, will complete a rigorous evaluation:

<i>KOA</i> EVALUATION SUMMARY TIMELINE
Yr 1; Qtr 1: Create action model; Prepare survey tools; Initiate / sustain monthly conference calls with Project Director; Conduct baseline surveys, Compile baseline enrollment and academic statistics.
Qtr 2: Monitor activities; Analyze baseline survey results; Conduct focus groups; Monitor timeline.
Qtr 3: Administer year-end surveys; Analyze Data; Conduct site visits; Submit performance report.
Qtr 4: Plan Year 2; Review <i>KOA</i> results to promote improvement; Review / revise evaluation plan.
Yrs 2-3: Sustain / expand programming; Administer surveys; Conduct process / outcome data analysis; Prepare and submit annual reports; Launch sustainability model and disseminate results to stakeholders.

Annual Progress: The evaluation plan will be reviewed, as needed, to ensure that evaluation of *KOA* meets the reporting requirements of CDF and provides sufficient data to help project managers implement a highly effective program. If desired outcomes of the project are not seen in evaluation results, the Project Director and partners will solicit feedback and suggest modifications.

Hawaii KOA: Timeline, Activities and Responsible Parties			
KEY: Children's Defense Fund (CDF); Project Director (PD); Advisory Board (AB); Literacy Coach (LC); STEM Coach (SC); Hawaiian Language and Culture Coach (CC); Public/Charter Schools (PCS); Higher Education Partners (HEP); Community Partners (CP); Evaluation Team (ET)			
ONGOING: Implement Management Plan; Quarterly Advisory Meetings; Evaluation; Student Recruitment; Disseminating Results, Sustainability			
Quarter 1 (July – Sept)	Quarter 2 (Oct. – Dec.)	Quarter 3 (Jan. – March)	Quarter 4 (April – June)
YEAR 1 (Launch grant and confirm logistics of school operation; recruit <i>Freedom School</i> scholars)			
1. Launch grant (CDF) 2. Hire Project Director (CDF) 3. Hire Coaches (PD, CDF) 4. Convene Advisory Board (PD) 5. Conduct literacy assessments (CC, PD, CDF) 6. Gather baseline data (ET, PD)	1. Culturally Modify <i>Freedom School</i> Curriculum (AB, PD, CDF) 2. Recruit and train <i>Freedom School</i> Servant Leaders / Staff (HEP, CDF, AB) 3. Recruit students for <i>FS</i> (CDF, PCS, HEP) 4. Schedule community partner / college activities (CP, HEP, PD, LC, SC, CC)	1. Recruit Native Hawaiian leaders to teach cultural arts (PD, AB, CP) 2. Conduct CDF Haley Farm training (PD, CDF, Coaches) 3. Final preparations for <i>Freedom School</i> implementation (All) 4. Initiate Service Learning plans (All)	1. Host Year 1 <i>Freedom School</i> (HEP, PCS, CDF, PD) 2. Offer <i>Accelerated Reader, Math</i> interventions (LC, SC) 3. Teach Hawaiian Language (CC) 4. Submit Year 1 APR (PD, ET) 5. Share results w/boards, community (all)
YEAR 2 (Review Year 1 evaluation to improve Year 2 programs; maximize retention of original cohorts and fill capacity)			
1. Year 2 Planning (All) 2. Conduct assessments (CC, PD, HEP) 3. Initiate Service Learning (PD) 4. Conduct end-of-program surveys (ET)	1. Culturally Modify <i>Freedom School</i> Curriculum, to reflect Yr 1 (AB, PD, CDF) 2. Recruit <i>Freedom School</i> Servant Leaders / Staff (HEP, CDF, AB)	1. Recruit Native Hawaiian leaders to teach cultural arts (PD, AB, CP) 2. Conduct CDF Haley Farm trainings (PD, CDF, Coaches)	1. Host Year 2 <i>Freedom School</i> (HEP, CDF, PD) 2. Offer interventions (LC, SC) 3. Submit Year 2 APR (PD, ET)
YEAR 3 (Initiate sustainability plan / increase focus on college awareness; vigorously pursue sustainability and track cohort student education activities)			
1. Year 3 Planning (All) 2. Conduct assessments (RC) 4. Initiate Service Learning (PD) 3. Offer ACT Prep (HEP)	1. Culturally Modify <i>Freedom School</i> Curriculum (AB, PD, CDF) 2. Recruit <i>Freedom School</i> Servant Leaders / Staff (HEP, CDF, AB)	1. Recruit Native Hawaiian leaders to teach cultural arts (PD, AB, CP) 2. Conduct CDF Haley Farm training (PD, CDF, Coaches)	1. Host Year 3 <i>Freedom School</i> (HEP, CDF, PD) 2. Offer interventions (LC, SC) 3. Submit FINAL APR (PD, ET)