



LĀNAʻI SUMMER PROJECT REPORT 2013

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OVERVIEW OF SUMMER 2013 PROGRAM



The Lāna`i Summer Project, funded by Pulama Lāna`i and sponsored by the University of Hawaii Maui College, provided an educational and conservation work component for high school students on Lāna`i from June 3 through July 25, 2013. Students participated in conservation work two days per week and academic classes two days per week. Cultural, educational, and recreational activities were held on Fridays (see Lāna`i Summer Project Calendar 2013). On academic days, students participated in three classes: Individualized Math, Integrated Writing, and Career & College Readiness (see below). After class, students were divided between three projects: digital media, graphics, and community planning. Students ended the day with recreation focused on team building, problem solving, and leadership.

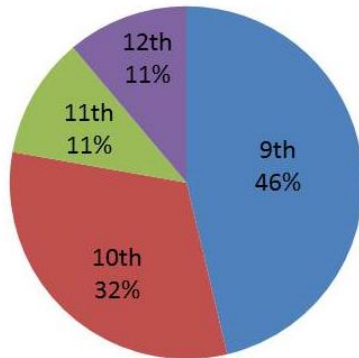


LĀNA`I SUMMER PROJECT EDUCATIONAL COMPONENT SAMPLE SCHEDULE		
TIME	CLASS	EXPLANATION
8:00 – 9:27	Individualized Math	Hybrid course offering interactive online mathematics curriculum, ALEKS, as recommended by UH Maui College math department faculty. The interactive curriculum assesses students' needs and provides individualized curriculum based on students' current level of performance. Instructor provides assistance with online curriculum, math projects related to the student's life, and math study techniques.
9:30 – 10:57	Integrated Writing	The integrated writing course offers students a creative outlet to process their work and cultural experiences in the program, while increasing academic writing skills. Instructors worked with LHES to encourage students to complete summer reading.
11:00 – 11:57	Lunch Break	
12:00 – 1:27	Career & College Readiness	Data-proven curriculum designed to increase student motivation by connecting future desires and plans to a career path and the student's current academic performance. Curriculum focuses on healthy decision making and consequences of choice combined with goal setting and future planning.
1:30 – 2:57	Project Period	Students divided by interest between digital media, graphic design, and community planning groups, see accomplishments section for work produced.
3:00 – 4:30	Recreation Period	Recreation time primarily focused on team building, developing leadership skills, and group problem solving. Period provided physical activities, mental team challenges, and opportunity for socialization.

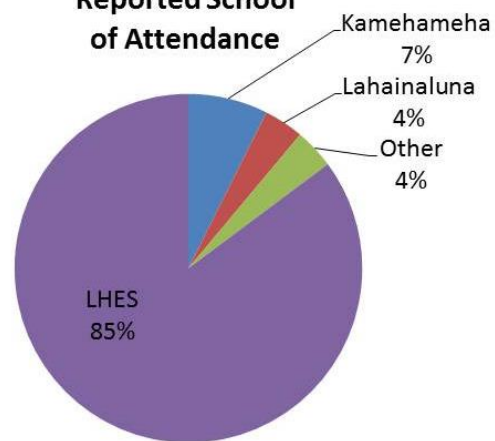
PARTICIPANT DATA

Seventy students were selected to participate out of the 86 students who began application paperwork. During the first week, the number of participants dropped to 65 students (seats were filled with students from the initial pool of applicants). Through the remaining seven weeks, two students left the program with a final completion rate of 97% after first week demonstrating commitment to the program. Charts below show participant grade level and school of attendance. Bottom graph displays number of stipends awarded in each range.

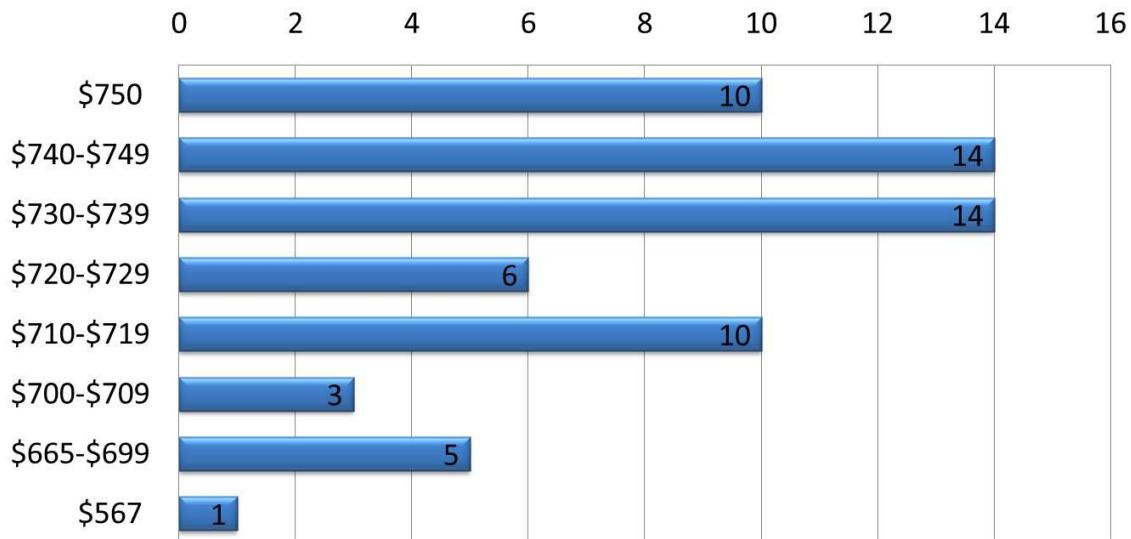
**Rising Grade Level
of Participants**



**Reported School
of Attendance**



Number of Stipends Awarded



ACCOMPLISHMENTS

Students divided into three project groups to produce final products. The projects were facilitated by instructors and college mentors. Final product outcomes created by students.

Digital Media: The Digital Media Class, under the supervision of instructor Anthony Pacheco, created a documentary video of the Lānaʻi Summer Project's first year.

Graphic Design: The Graphic Design project, under guidance of instructors Musashi Peterson and Erin Nakano, produced a t-shirt design (first page graphics a product of graphic design project) and anti-violence murals. Murals to be displayed as part of the Domestic Violence Task Force traveling display and in the Lānaʻi library.

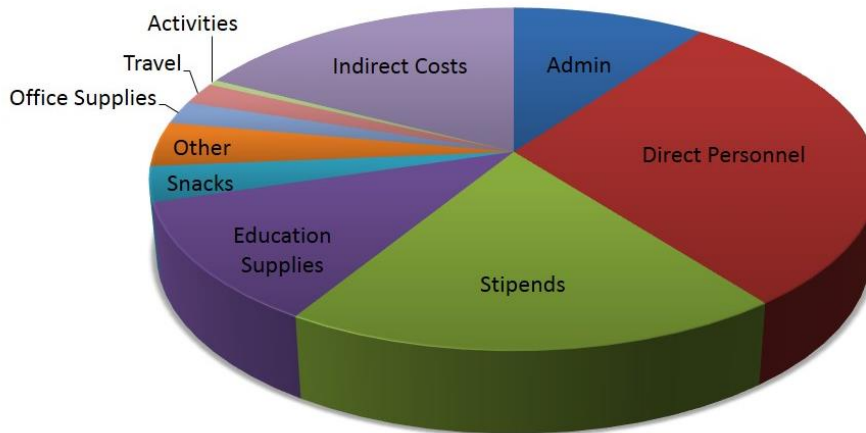
Community Planning: The community planning team, under instructor Michelle Fujie, strategized a potential community survey, community plans, and outcomes from the archeological journey through the Lānaʻi Culture & Heritage Center.



BUDGET

As of October 11, 2013, the program spent an estimated \$238,381 for the Lāna`i Summer Project (final numbers being determined by UH Maui College business office).

BUDGET CATEGORIES



LĀNA`I SUMMER PROJECT BUDGET ESTIMATE (10/11/13)		
	SPENT	BALANCE
ADMIN PERSONNEL*	\$19,302	\$25,692
ADMIN FRINGE	\$4,540	-\$57
ADMIN TRAVEL	\$4,834	\$2,616
ADMIN SUPPLIES	\$5,151	\$1,349
TOTAL ADMIN COST	\$33,827	\$29,600
DIRECT PERSONNEL*	\$68,858	\$16,942
STAFF FRINGE	\$1,556	\$211
STAFF TRAVEL	\$83	\$10,571
PROGRAM SUPPLIES	\$36,635	\$48,065
OTHER COSTS	\$10,023	\$12,977
TOTAL PROGRAM COSTS	\$117,155	\$88,766
TOTAL ADMIN & PROGRAM COSTS	\$150,982	\$118,366
	\$41,519	\$32,552
	\$192,501	\$150,918
STUDENT STIPENDS	\$45,880	\$6,621
PROGRAM TOTAL	\$238,381	\$157,539
*Program Coordinators redefined as direct personnel as the majority of the position responsibilities were directly providing service to students, much like the Upward Bound advisors (also considered direct staff).		

EVALUATION

An online program evaluation through Survey Monkey was distributed to students:

- 86% of program participants completed the evaluation (54 of 63 students)

STUDENT EVALUATION SUMMARY			
EDUCATIONAL COMPONENT			
INDIVIDUALIZED MATH	AGREE	NEUTRAL	DISAGREE
Challenging	73%	6%	21%
Presented new info	80%	8%	12%
Engaging	72%	8%	20%
Prepared me for next year	65%	21%	14%
I recommend this class	82%	12%	6%
INTEGRATED WRITING I (Lower)	AGREE	NEUTRAL	DISAGREE
Challenging	84%	13%	3%
Presented new info	88%	6%	6%
Engaging	81%	13%	6%
Prepared me for next year	84%	16%	14%
I recommend this class	91%	9%	0%
INTEGRATED WRITING II (Upper)	AGREE	NEUTRAL	DISAGREE
Challenging	66%	16%	18%
Presented new info	68%	8%	24%
Engaging	56%	16%	28%
Prepared me for next year	62%	14%	24%
I recommend this class	52%	20%	26%
CAREER & COLLEGE READINESS	AGREE	NEUTRAL	DISAGREE
Learned career decision making skills	96%	4%	0%
Engaging	96%	4%	0%
Increased motivation for achievement	88%	12%	0%
I recommend this class	96%	4%	0%
STUDENT SUGGESTIONS for Educational Component			# Similar Responses
More engaging/hands on classes			12
Nothing to change/Classes were great/“Best classes ever!”			9
Variety of classes (ex: science, art, PE, creative writing, art, media, cooking, music)			8
Classes should be more challenging/Increase rigor			7
Less work in class and/or shorter classes			5
No online coursework			3
Select teachers from outside Lāna`i and/or professors & outdoor education			2
Increased college focus; all or nothing for stipend; clearer structure from start/organization; no classes, focus on learning strategies rather than content			1
CONSERVATION WORK COMPONENT			
RESPONSES TO QUESTIONS	AGREE	NEUTRAL	DISAGREE
Learned something new	96%	2%	2%
Sense of pride in the benefit to Lāna`i	90%	8%	2%
Work accomplished made an impact	94%	6%	0%
I put forth my best effort	90%	6%	4%

I will consider conservation in my future actions due to this experience	90%	10%	0%
Work level was appropriate	90%	2%	8%
Work was too challenging	48%	24%	28%
I recommend the work component	88%	8%	4%
STUDENT SUGGESTIONS for Conservation Work Component			# Similar Responses
Nothing/It was great!			13
More work days			7
Fairness/Ensure all students work at the same level of effort			5
More variety in tasks/location; Planting instead of mostly cleanup			4
Provide opportunity to gain different work experience/career exposure			4
More challenging work			3
Mentors take more leadership role/ensure everyone works at same level of effort			2
Longer break; make more fun; Work rotation (hotel, cultural center, etc.) ; more conservation work; provide work schedule beforehand; meet students at current level (seemed too challenging); make sure to have drinks for everyone; hard labor not worth stipend; too hot; more beach days; Provide all necessary materials for work			1
ACTIVITIES			
RECREATION TIME/TEAM BUILDING	AGREE	NEUTRAL	DISAGREE
I enjoyed this activity	65%	20%	15%
I learned more about other students	76%	10%	14%
I recommend these activities next year	51%	22%	27%
CANOE PADDLING	AGREE	NEUTRAL	DISAGREE
I enjoyed this activity	76%	19%	5%
New experience and/or cultural info	73%	20%	7%
I recommend this activity next year	81%	16%	4%
MANELE FISHING TRAIL HIKE	AGREE	NEUTRAL	DISAGREE
New experience and/or information	67%	14%	18%
New experience and/or cultural info	76%	14%	10%
Appropriate level of difficulty	76%	16%	8%
I recommend this activity next year	76%	12%	12%
DIGITAL BUS GUEST SPEAKER	AGREE	NEUTRAL	DISAGREE
I enjoyed this activity	60%	24%	16%
Learned potential career paths	68%	21%	11%
I recommend this activity next year	66%	21%	13%
TRILOGY SNORKEL CRUISE	AGREE	NEUTRAL	DISAGREE
I enjoyed this activity	95%	2.5%	2.5%
I snorkeled/swam in the water	90%	5%	5%
I recommend this activity next year	94%	4%	2%
LĀNA'I RESORTS ACTIVITIES	AGREE	NEUTRAL	DISAGREE
I enjoyed this activity	98%	2%	0%
New experience and/or information	83%	11%	6%
I have never done this before	69%	4%	27%
I recommend this activity next year	98%	2%	0%
HOKULEA EVENT	AGREE	NEUTRAL	DISAGREE
I enjoyed this activity	72%	22%	6%

New experience and/or cultural info	72%	16%	12%
I recommend this activity next year	65%	25%	10%
STUDENT SUGGESTIONS for Activities			# Similar Responses
Ask students for suggestions			8
Choose different types of activities			8
Don't change anything/the activities were fun			6
Activities need to be more organized			5
Provide more physical activities			4
Team Building Activities were fun			4
Would like more activity time; Would like more competitive activities/sports			3
Challenge students—physical and mental (such as amazing race)			2
More field work days; shorter activity time; More Variety/ choices for activity time ; Encourage all students to participate; Smaller groups; Students lead recreations/activities ; Make sure treat all kids equally/fair rules; Rewards			1-2
ACTIVITY IDEAS:			
Maui trip, beach days; freeze tag, flag football, tug of war, softball, Senior activity/trip , horseback riding, ATV riding, volleyball, Tournaments, scavenger hunts, capture flag, water days (balloon fights, water gun fights, etc.), talent show, dance, puzzles, snorkeling, archery, guided hunt after hunter safety class, art, in-state college campus visits , cooking, fishing, free time, camping, visit hale, running, cookout, bowling, team-building activities, canoe paddling, more project classes, surfing, diving, golf			
STAFF & PROGRAM QUESTIONS			
RESPONSES TO QUESTIONS	AGREE	NEUTRAL	DISAGREE
Staff treated me with respect	79%	15%	6%
Staff was approachable	76%	8%	16%
Consequences were appropriate	84%	6%	10%
I felt comfortable sharing concerns	80%	8%	12%
College mentors were respectful	98%	2%	0%
College mentors were approachable	98%	2%	0%
College mentors led by example	88%	10%	2%
College mentors led effectively	92%	4%	4%
I learned from the college mentors	96%	4%	0%
I benefited from the program	92%	6%	2%
I enjoyed the program	86%	6%	8%
I would sign up again if offered	78%	14%	8%
OVERALL STUDENT COMMENTS			# Similar Responses
It was great!/Fun!/Enjoyed the program!			9
Could be more organized			4
Shorter days/end earlier			4
Thank you for the experience!			3
Staff need to treat students equally/no favorites			3
Improve staff quality/variety of backgrounds			2
More variety in snacks/more food			2
More outdoor activities			2
Shorter work days; Increased time with coordinators; Only punish students who do not follow rules; Different recreation activities, Plan to return next year, Learned from college mentors; Application/selection process ; Don't deduct stipends; Outstanding Staff!; Highly recommend program to other students ; prizes			1

CHALLENGES & SOLUTIONS

CHALLENGE	POTENTIAL SOLUTIONS
Overall organization and clear instructions to student/parents	<ul style="list-style-type: none"> ▪ Begin program planning 3-5 months in advance ▪ Clear Calendar, daily schedule, and student handbook prior to start of program
Hiring Paperwork/Pay Delays	<ul style="list-style-type: none"> ▪ Begin program planning 3-5 months in advance ▪ Hire instructors in February to allow for preparation time (instructor) and course selection to students
Vender payments	<ul style="list-style-type: none"> ▪ Create checklist for vendors on UH Maui College procurement procedures, including timeline and information needed by college ▪ Create sample invoice
Stipend Processing Time	<ul style="list-style-type: none"> ▪ Clear communication with students at start of program for expected timeline of stipend payment ▪ More organization from start will allow for quicker processing at end
Detract from other summer programs	<ul style="list-style-type: none"> ▪ Seek input from community leaders regarding other summer programs ▪ Work with programs to share resources, outcomes, and students (ex: Lāna`i Culture & Heritage Center—Lāna`i Summer Project provided wrap around)
Increasing student motivation	<ul style="list-style-type: none"> ▪ Selection process may increase value to student as well as decrease less motivated student enrollment

GROWTH POTENTIAL

Lāna`i holds exciting career potential in sustainability, agriculture, renewable energy, ecological restoration, and new business endeavors. Yet, students are unprepared to enter the workforce due to a lack of work experience, job training, and academic preparation. Furthermore, students are not ready to enter postsecondary degree programs. Lāna`i students show lower college and career readiness indicators than their peers in Hawaii. Moreover, Hawaii holds the lowest test scores in the nation for math and reading. The Lāna`i Summer Project has the potential to form an even stronger educational component linked together with work experience and internships to motivate students through connecting their current life and future aspirations.

The following are potential areas for growth, if given the future opportunity to fund a second summer, as indicated by student evaluation comments, instructor/staff evaluation comments, best practices, and the Upward Bound model:

- Offer broader range of course offerings (may be set or determined by attracting outstanding instructors)
- UHMC instructors and community leaders to provide workshops
- Opportunity for rising seniors/graduated seniors to participate in internship opportunity in line with career aspirations and enroll/complete college credit
- Student Leadership Team informs and leads activities/training one week before program
- Weekend college tours to UH Maui College (could extend to UH Hilo/UH Manoa) for upperclassmen
- Connect with established academic year resources to assist in providing:
 - SAT/ACT Prep
 - College Day at LHES
 - College Tour
 - Accelerated/Recovery Classes
 - Tutoring
 - Career Exploration
 - College Exploration