

Kealahehe Complex

Kailua-Kona, HI

Evaluator: Ann Earles

April 2013 – October 2013

## **Executive Summary**

Although an implementation plan had been drafted it was not realized last year, putting the complex behind schedule for this year. The first meeting of the current 21<sup>st</sup> CCLC staff was held on Oct. 18 in Kailua-Kona. Under the first-year program director no permanent staff was identified, no introduction or orientation was conducted, and no programs were initiated. Several year-round programs continued from the last grant cycle at Kahakai Elementary and Kealakehe Elementary Schools, and summer programs continued at Hoululua Elementary School.

## **Evaluation**

The implementation process, which assesses the complex staff's ability to define and set goals, identify and address barriers and challenges, and initiate activities determined to be of the most importance, is being evaluated.

The evaluation process enables us to ascertain the strengths and weaknesses of each center's activities, improve our ability to plan and implement programs, document our organization's progress toward meeting goals, discuss and pinpoint unmet community needs, assess the impact of current offerings, provide feedback to staff, volunteers and participants, and communicate with community partners and other prospective funding sources about program effectiveness. At the end of the first year the evaluation process is especially important to new and returning staff.

Incomplete or late data have been inconvenient truths in going from promise to reality in many schools. Exhortations help but not enough. An innovation in this grant is a contingency. To help assure data are available in a timely manner, the bimonthly payment from the grant to the school will be released **after** the evaluator confirms data have been received. And vice versa: the evaluator gets paid after the analyses, meetings, and reports are completed.

## **Findings**

The Kealakehe Complex has a new program director with prior experience with 21<sup>st</sup> Century CLC programs. The three participating schools were part of the original Kealakehe/North Kona Complex grant which ended in 2010. Administrators at these schools opted to seek further CLC funding.

Hoululua Elementary School has a new principal and a new coordinator, neither of whom is familiar with 21<sup>st</sup> Century programs. They were able to conduct summer programs, consisting of a Summer Boost program and a Welcome to Kindergarten program 2013 prior to the arrival of the existing coordinator who has been in place for less than three weeks. No programs have been initiated this school year

Kahakai Elementary School has a new principal with no 21<sup>st</sup> Century experience. The coordinator was present during the last grant cycle but is leaving. A new coordinator has been identified, but has not yet assumed the position. Several programs have been sustained from the last grant cycle, both summer and school year.

Kealakehe Elementary School has a principal was present last grant cycle and is familiar with and supportive of 21<sup>st</sup> Century concepts. A coordinator has been in place for several weeks. Summer and school year programs have continued. The community is excited about the grant renewal.

### **Recommendations**

Confirm the commitment of principals, administrators, coordinators and support staff to provide high quality programs to students, families and the community.

Maintain a program director to facilitate communication between site coordinators, teachers and administrators, and provide much needed leadership and focus.

Establish regular coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems, and solutions.

Provide ongoing training for new and continuing coordinators and other staff.

Recruit new and maintain present community partnerships.

Recruit new program providers and work to retain well attended programs.

Solidify communication and data management infrastructure.

Solicit feedback from students, parents, teachers and the community regarding value and effectiveness of programs.

### **Program description**

Kailua-Kona is a census-designated place (CDP) in Hawai'i County, Hawaii, United States, in the North Kona District of the Island of Hawai'i. It is the center of commerce and of the tourist industry in West Hawai'i. The population is currently around 15, 000 permanent residents, and the Kealakehe Complex is expected to serve around 2,225 students.

The permanent population of North Kona is very ethnically diverse, with about 25% of the population being Hawaiian or Part-Hawaiian. Residential stability is lower than in most communities, the child abuse rate is double the state average and the percentage of

idle teens is higher than in most communities. More than half of the adolescents in North Kona responding to a statewide survey reported a lack of interest in school, which is evident in a graduation rate of 75% at Kealakehe High School, with only 38% going on to higher education. 22% of young adults out of school do not have a high diploma or equivalent, and the per capita income of a family of four living in North Kona is 25% lower than the state average, with about 19% of families with children living below the poverty level. Of these, over 44% are single female households with children under the age of 19. The state projects a 95% increase in multi-national immigration, with increasing numbers of English as a Second Language students entering the schools. The cultural diversity of North Kona is evident in the non-white population which includes Japanese, Filipino, Portuguese, Mexican, African, Vietnamese, Native American, Eskimo, Aleut, Korean, Micronesian, Samoan, Guamanian, and other Pacific Islanders. Of these, 18% speak a language other than English, with 43% able to speak only limited English. Many of those able to speak English speak a different language at home. Many others speak a form of Pidgin English which is very much the everyday language in Hawaii, accompanied by cultural practices which have an effect on the education of children. North Kona has among the highest proportions of children under 18 in the state, the highest rate of child abuse and neglect, and the highest rate of death for ages 1 through 14 in the state.

Few recreational and cultural opportunities exist in this community. There is no cultural or community center, and no college or university. The public library is closed Mondays and is open only one evening a week. There are 9 parks, one regulation size baseball field and one Olympic size pool in the community. Competition for use is so intense that coaches must show up hours early just to reserve the facilities. There is scanty, unreliable public transportation other than a few buses for workers in the resort areas.

Kailua-Kona was struck hard by the 2008 national financial crisis. With tourism down restaurants and many hotels and restaurants either scaled back their operations or closed. The main restaurant drive, Ali'i drive, has been greatly plagued by closures of restaurants and stagnant economic growth. Rising levels of "vog" have taken its toll on Kona citizens, prompting some to move to clean-air towns, such as Waikoloa and Waimea. There is a proposal to build a UH campus on the Kona side, in hopes that it would boost the local economy by providing more white collar jobs and spur upper level thinking. This tourist-dependent community has been hit hard by the recession, worsening the trends in socio-economic indicators. This area has one of the highest Robin Hood indexes (an economic indicator of disparities within a community, which promotes wide-ranging tensions) and the highest percentage of private schools to public schools on our Island. Those families with the means send their children to- and support- private schools. However there is great cultural pride and identity in the Island population, and strong family and community support for trying to give the children a good start in life and a good education.

## Goals

Offer 21st Century learning activities to foster academic achievement, improve self-esteem, & improve habits of the mind that positively affect participation, health, and personal motivation. Motivate all students to reach the highest educational levels possible, anticipate graduating from high school, and aspire to attend post-secondary education. The schools will continue through this and other resources to enrich students' experiences in other areas.

Offer 21st Century learning programs that promote parent involvement and community participation, including parent workshops that increase academic & conversational vocabulary. To the extent permitted by new regulations, prompt parents to acquire the English skills they need to support their children's achievement.

Extend opportunities to participate in 21st Century activities to public & private school students in the area and students who are home schooled via websites, newspaper articles, and announcements

Incorporate professional development for teachers and staff.

Cultivate the gate-keeping skills needed to generate direct instruction, academic-related enrichment, and family education initiatives.

## Clients

Kealekehe Elementary School is part of a K to 12 complex. It is a restructured school, achieving Adequate Yearly Progress (A YP) in 2010-2011. Many children walk to school. Homes are close together, although the service area does require some busing. Kealekehe serves all of the elementary age children from a recently opened Transitional Housing project, resulting in a sudden and large influx of children from multi-problem families trying hard but, dealing with issues such as unemployment, alcoholism and drugs. Cultural activities are very important in this school, with a high concentration of Native Hawaiian families nearby. About 1100 children attend yearly, of whom about 65% to 70% are eligible for free and reduced lunch.

Kahakai Elementary School is centered in a mixed residential community, now changing rapidly with the expansion of affordable housing in that area. The school has been distinguished as a community center with activities such as Multicultural Nights and Parents' Math Nights, and can count on enthusiastic, sustained support from a core of parents in the community. It has participated in innovative programs such as the Soda Box Library for preschoolers and kindergarten children. About 650 children attend yearly, of whom 75% currently are eligible for free and reduced lunches -the highest it has ever been. Homelessness has hit hard in this school. Many families are now economically marginal or sub-marginal, with family members sleeping on couches, floors, or even in cars.

At almost 1,800 feet, Holualoa Elementary School is located on a narrow winding country road going through a quaint half-mile long community. Few are able to walk safely as there are no sidewalks. This is Kona coffee country, where many descendants of Japanese immigrants and their children continue the family business. The demographics have shifted dramatically. Where families were making ends meet, now many are reduced to subsistence living, and for the first time, many students come from migrant families. At over 115 years old, this legacy school is beloved by its community of farmers and artisans. Families appreciate the enrichment programs such as Japanese language and culture, and enjoy a sustained partnership with the venerable Donkey Mill Art Center. Holualoa Elementary is a small rural school. About 450 students are enrolled, of whom about 60% are eligible for free and reduced lunch.

The evidence of need for these schools is much like the evidence cited for other schools on the Big Island, some which has been presented above. Some other Hawaii Island schools are worse off than these three. However, the other schools on the Big Island with higher concentrations of Native Hawaiian families, with even more children eligible for free and reduced lunch, and who are consistently **not** meeting yearly performance standards are receiving Race to the Top and other funds. Kealakehe, Kahakai, and Holualoa Elementary Schools, tough as their situation is, are not receiving Race to the Top money. If resources needed relative to resources already available is considered, then these three elementary schools are among the worst off.

## **Program**

### School and summer activities

The activities will be provided on-site in the Center located in each school. The children will travel safely to and from the school as they usually do.

During the school year, all 2nd through 5th grade students who are falling behind in reading comprehension and math problem solving will be given one-on-one intensive tutoring, at least 30 hours per student, using evidence-based instructional materials. During the school year, non-formal activities such as the well-regarded school gardens in Holualoa and the robotics program in Kahakai will be upgraded to maximize applied reading comprehension and math problem solving (including STEM skills) for these grades.

During the summers, small group intensive tutoring will continue for students only marginally proficient in these skills, and the 21st Century Learning Center resources will support primarily enrichment activities which can be upgraded to reinforce reading and math. These will vary from school to school but will consistently integrate enrichment with academics.

The new regulations permit serving only parents of the eligible children. For these, we will offer job-oriented English training and activities throughout the year focusing on what parents can do to boost achievement. An example might be encouraging less time on media for entertainment (now up to 11 hours daily for our children) and more on homework, homework quality, and use of media for learning.

We expect to continue the highly popular, effective family nights, combining family fun activities with academic and enrichment information.

A continued initiative in all three schools will be expansion of fifth grade preparation for sixth grade expectations. This concentrated effort will connect the fifth grade teachers with the middle school sixth grade teachers in a sustained examination of the detailed skills and approaches required. We expect as a result the transitioning fifth graders from these three schools will be judged as well prepared by their new sixth grade teachers.

Further, to the extent possible, a sustained initiative will provide intercession academics. One avenue to be explored is a clearinghouse of these five-day teaching and tutoring possibilities that could be of interest to high school juniors and seniors looking for service opportunities, as well as seniors/retirees willing to donate 2-4 hours a day for five days tutoring.

The following were partners during the previous grant cycle and have affirmed interest in continuing their partnerships:

### **Community Partners**

4H Clubs  
Akamai Photography  
Akano Photography  
Alulike  
Amy Greenwell Botanical Garden  
Bishop Holdings and Kamehameha Schools  
Boy Scouts  
Cornerstone Church  
County of Hawaii, Parks and Recreation Department  
Donkey Mill Art Center  
ELO - in-kind grant for academic remediation  
Family Support Services  
Girl Scouts  
GP Roadway Solution  
Hau'oli Mau Loa  
Hawaii Forest and Trails  
Holo Holo Ministries  
Holua Tennis Center  
Hope Chapel

Kaiser Permanente  
Kapulehu Dryland Forest  
Kealakehe High School  
Kealakehe Intermediate School  
Kohala Center  
Kona Young Farmers  
Konawaena High School  
KOYOUUSA  
Kuhio Resort  
Neighborhood Place of Kona  
Ola Mai Kalani  
Only Us  
PATH (Peoples Advocacy for Trails Hawaii)  
Positive Youth Development Program  
Queen's Medical Center  
Scarlet Thread  
School Community Councils  
Thai Rin Restaurant  
University of the Nations  
UPLINK  
Wal-Mart  
Workforce Development Division (State Dept. of Labor & Industrial Relations)  
Wyndham Resorts

## **Staff**

Roles and responsibilities: There will be one project coordinator, 3 principals, three site coordinators and one evaluator.

### Project coordinator (SRS):

- Oversees grant requirements are met for duration of grant
- Monitors the academic progress of student participants with data provided by principals and site coordinators
- Meets with principals and coordinators on a regular basis (quarterly and as needed)
- Meets with evaluator on a regular basis (semi-annually as a minimum)
- Meets with complex accountant to monitor program budgets (semi-annually and as needed)
- Provides Professional Development to coordinators and teachers

### Principals:

- Hires coordinator and teachers
- Determines programs to be offered
- Selects and purchases curriculum and assessments for participants
- Monitors the academic progress of student participants by analyzing student assessments with coordinator prior to submission to evaluator
- Provides analyzed student assessment data to project coordinator
- Meets with project coordinator at minimum on a weekly basis
- Meets with evaluator and project coordinator on a semi-annual basis
- Provides a safe and hazard-free environment for program

#### Site Coordinators:

- Oversees daily operations at each school for 21st Century program
- Assists with the recruitment of teachers
- Provides orientation and training for teachers
- Recommends programs to be offered
- Creates a system for disbursement of information on program offerings, program schedules, student application process, parent orientation, and culminating activities
- Assists with the selection and purchasing of curriculum and assessments for classes
- Collects, sorts and assists with the analysis of student assessment in collaboration with teachers and principal
- Meets on a weekly and/or as needed basis with principal

#### Teachers:

- Provides effective remedial instruction for students following a curriculum using best practices
- Takes attendance
- Collects student data in the form of formative and summative assessments
- Completes 21<sup>st</sup> Century paperwork as necessary
- Participates in Professional Development

#### External evaluator:

- Provides detailed templates and guidance to the school on what is required with a calendar of due dates so there are no surprises
- Develops and conveys an overall understanding of the evaluation plan
- Answers questions on inputting and formatting data
- Inputs data into PICCs and assures all required data are sent in a timely manner
- Site visits each school for one afternoon a quarter to observe a sample class or activity
- Collects student achievement data, teacher survey data and observations in a formative/process report

- Meets quarterly with the principals to provide written progress report with timelines
- Prepares an annual formative/summative report on the grant's progress and achievements

## **Conclusions**

New staff and veterans have committed to establishing a quality center and are ready to commence training and putting in the work to do so. Meetings are being planned so that those with experience can assist new members with their planning and implementation. Accomplishments from the previous cycle will be reviewed and partnerships affirmed or reestablished. The principals are committed to the 21<sup>st</sup> Century efforts and pledge themselves to follow emerging opportunities to help sustain the program.

## **Recommendations**

- Maintain and support a program coordinator to facilitate communication between the site coordinators and the administrators, and provide much needed leadership and focus
- Launch monthly coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems and solutions
- Maintain site manuals for reference
- Provide training for new and continuing coordinators.
- Recruit new and maintain present community partnerships
- Recruit new program instructors, and recognize instructors of well attended programs by providing positive feedback
- Strengthen communication between school-day staff and Learning Center staff
- Refine data management process
- Solicit feedback from students, parents, teachers and the community regarding value and effectiveness of current programs
- Assess community needs for future programs
- Continue to assess community needs and institute programs to address them.

## **Evaluation**

The evaluation will include monitoring and evaluation of program inputs (resources required by the program in the schools), activities (what the schools actually did as a 21<sup>st</sup> Century CLC), and outputs (results associated with or attributable to program activities). Outcomes will be evaluated primarily in terms of initial outcomes such as evidence of participation by focal students and intermediate outcomes with regard to knowledge, skills and attitudes. Strong attribution will not be possible as neither a randomized design nor a quasi-experimental approach is possible. However, the evaluation will follow current practice by discussing what else is happening in each school that could work in synergy with 21<sup>st</sup> Century CLC's to promote student achievement and aspirations. As previously stated, the evaluator and the staff will meet quarterly to discuss progress and obstacles, and to the extent possible, resolve problems in program implementation and quality. The orientation is accountability, but most emphatically working together to achieve the grant purposes using the evaluation results. The Project Coordinator (SRS) will be part of these discussions. We also note the innovative contingency of payment on data provision and evaluator performance.

Students, parents, and the community will learn of 21st Century Community Learning Center opportunities through public service announcements, school web sites, and newspaper articles.