

Complex: Kohala Complex- Hawaii Island

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Executive Summary

The Kohala Complex was able to present successful school year and summer program, as well as complex-wide events. The goal of creating at least one self-sustainable program per year of the grant was realized with the creation of a school and community garden the first year and a mentor program this year. With volunteers from the community and students from all three schools the three+ acre space was expanded and planted this year. Crops continue to be harvested and the produce sold at the local community Farmers' Market. Students and the community remain enthusiastic, and gardening has been integrated into reading, math and science curricula.

Mentors from Ka Hana No`eau have been integrated into several programs. Each mentor has a specific passion and area of expertise. To date there are robotic mentors, drama mentors and gardening mentors.

Enrichment programs are well attended and online access is more readily available.

The graduating class of 2012 comprised Kohala High School's highest graduation percentage in many years. Of those who didn't graduate, none were 21st Century Community Learning Center participants.

The second Complex-wide event was planned and executed, and was even more successful. Attendance increased over 50% with 800 participants. Banners and posters were displayed 3 months in advance and the Spring Fest was highly anticipated by the Kohala community as well as other families around the island.

The Robotics program is of major interest from elementary grades through high school. Middle school and high school students work together on projects. Award-winning teams are fielded in all three levels- Kohala Elementary School for best teamwork, Kohala Middle School took 2nd place on Island for best project, and Kohala High School won 2nd place in the state. The high school team went on to nationals and placed in the top 10 in the nation among small schools(less than 1000 students).

Challenges

Staff turnover

Transportation

Adult programming

Role uncertainty

Conclusions and Recommendations

Conclusions

Kohala is an ideal community in which a 21st Century Community Learning Center program will flourish and provide services otherwise not available. There are abundant untapped resources in this community, including retirees, senior citizens and diverse cultures. Establishing and sustaining community relationships, recruiting providers and communication between teachers, students, parents, community and staff are essential to the success of the program.

An innovative, systematic data collection system was developed by the program director and used by his assistant and the site coordinators. This resulted in accurate, complete data for the APR.

The Spring Fest was even more successful this year and is undoubtedly a significant event in this small community. Vendors and families came from surrounding communities as well as from Kohala. Programs such as karate and art demonstrated their achievements and many educational booths were set up. There were more vendors than last year, 60% of whom were new. Some from last year were unable to participate because of schedule conflicts or loss of funding. 29 sponsors donated time and/or services. Big Island Environmental Activities, which supports the CLC by providing outdoor activities, is going out of business because of the economy. This will be a huge loss to the CLC and to the Kohala community.

Kohala Complex activities are going well, students and families are being served, and providers are refining their programs. Administrative organization is still undergoing adjustment. While the principals recruit and hire coordinators and control program expenditures, often without program director input, they are not involved in the day-to-day operations and programming. Enhancement of a solid infrastructure with clear communication between 21st Century administration, principals and the program director is key to the successful completion of this grant. Clearly the role of the program director is in need of redefinition and must be understood and recognized by all.

The program director and new site coordinator are enthusiastic and committed to the success of the CLC. The community is very receptive to children's programming and hungry for adult education.

Recommendations

- Maintain established and cultivate additional community partnerships
- Continue to seek resources to assure sustainability when CLC funding ends
- Continue annual Complex-wide events, with all site coordinators participating
- Offer unique programming at each school site, with a focus on quality
- Increase efforts to institute more adult programming
- Sustain transportation options to assure access to programs complex wide
- Continue regular coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems and solutions
- Maintain data management infrastructure by hiring and training a new clerk/assistant
 - Clarify grant requirements and expectations, and define roles

Program Description

The Kohala Complex 21st Century Community Learning Center is committed to implementing and sustaining a program that will enrich the lives of Kohala's youth by:

- 1) Providing meaningful learning activities that correlate with higher aspirations and academic achievement through a wide range of quality programming
- 2) Providing a forum for students to realize and apply specific skills within extended learning projects taught by positive role models through caring mentors who reside in this community.
- 3) Establishing ongoing workshops and programs which involve and educate parents and families, and encourage community participation.
- 4) Incorporating a coherent professional development program for teachers and non-teaching staff who also reside in this community and have limited access to outside instructive opportunities during the school year.

Successful school-parent-community partnerships cannot be stand-alone projects or add-on programs, but must be well integrated with the school's overall mission and goals. Research and fieldwork show that parent-school-community partnerships improve schools, strengthen families, encourage community support, and increase student achievement and success¹. The Kohala Complex 21st Century CLC is progressing toward achieving its objectives through three major program components: mentorships, academic support, and community education.

Mentorships

Mentorships are a powerful learning and teaching tool. Mentors are adults in the community, not necessarily credentialed teachers, who are experts in their respective fields, who commit to an ongoing relationship where they advise, teach, and pass on their knowledge to willing students. The characteristics that make mentorships work are that they are not a string of discrete events, but rather a synthesis of ongoing experiences, observations, modeling, and analysis. The Kohala Complex is located in a small, isolated, tightly knit community whose residents are invested in the welfare and education of its children. There are many kapuna available to share experiences with students, and who have time to mentor the young.

Educational Support

The CLC now provides direct and ongoing academic support through tutorial services and enrichment programs that are available prior to school, after school, late evening and during intersession periods within each academic year. In another component of academic support, students have access to online educational opportunities during non-school hours to assist with credit recovery and enrichment, after school, late evening and during breaks. In this community many students do not have computer access at home, which puts them at a great disadvantage.

¹ Epstein, J. L. and K. Salinas. 1992. School and Family Partnerships Encyclopedia of Education Research, 6th edition, New York: Macmillan.

Educational programs are being developed to meet the need for new skills and knowledge, and provide for growth within existing jobs. Examples include early childhood education, job interview coaching and preparation, adult education, vocational training programs, and self help courses. Offering courses to the community also encourages efficient use of community resources- both in facilities and in human assets.

The needs of any community are often complex and interrelated. These needs often require more services than any single agency can provide. The partnerships that are fostered through this grant ensure the cooperative use of resources and limit unnecessary duplication of services. Community workshops are offered in the evenings and weekends at the Kohala Intergenerational Center and at the school sites. Evening offerings increase the number of participants and create the possibility of true intergenerational learning as participants of all ages come together in culture building experiences.

The Kohala Complex 21st Century CLC remains committed to the following assurances:

- programs take place in safe and easily accessible facilities
- programs are carried out in active collaboration with the schools the students attend
- programs primarily target students who attend schools eligible for Title I school wide programs and the families of such students
- funds are used to supplement, not supplant, federal, state, or local funds

Professional Development Plan

The following are major focus areas:

- Increased rigor in the academic program
- A focus on math and literacy
- Technology integration

The professional development plan is inclusive of these areas of determined foci. Student achievement is highly correlated with the quality of instructional delivery and established relationships that students have with teachers and significant adults. Therefore, the professional development plan is sensitive to the needs of students, teachers and instructors. Because of the isolation of the Kohala Complex BOOST conference presenters were brought in to conduct workshops. Plans are in place for additional instruction prior to the end of the current school year. Volunteer Robotics instructors have donated time to support teachers and students in this fascinating scientific field.

Origin of the program

The community of North Kohala is a sheltered community with a population of about 7,000 people. This community has many positive and sought after aspects, however small size and geographic isolation present many significant challenges:

Students in this complex lag behind their peer group in both national and state-based assessments, although significant improvement in grades was achieved over the last year. Kohala Middle School is currently in its third year of restructuring, Kohala Elementary is emerging

from Corrective Action, and Kohala High School is in School Improvement year four. While improvement continues proficient status has not yet been achieved. Because standardized testing is not done annually it is more difficult to accurately document year-to-year progress.

The Kohala Complex community hosts many latchkey households, which creates a pool of unsupervised adolescents. Lack of programs for these children contributed to this community being identified as having a significant drug problem.

Studies have found that the primary reason given by middle and high school parents for becoming less involved in their children's education was increased difficulty of student coursework. Parents were unable to help with homework and hesitated to discuss curriculum issues with teachers, resulting in their becoming less involved overall (Stahl, 2004). Increasing adult programming endeavors to address this pressing need. This community, along with many others, is seeing a staggering increase in the numbers of grand parents raising grandchildren. Community feedback indicates the necessity for adult programs geared toward those raising grandchildren. Addressing this need requires additional program sites other than school buildings, such as the community gym and Parks & Recreation facilities which may be more accessible.

Within this community, sports programs are well established. A large gap in youth services exists because not all youth are interested in sports; therefore, many students are left without options to engage and participate in afterschool activities. The option to engage in ongoing activities that are offered in the larger communities of Hilo and Kona are not feasible because of the distances involved (35 to 100 miles) and the dearth of transportation services. Offering programs that are community based and relevant to youth interests fulfills an urgent need in this population. Cross-complex van transportation addresses the lack of public bus service.

Goals of the program

The goals of the Kohala Complex 21st Century CLC are to address:

- the void existing in the menu of services offered within the Kohala community that engage youth in meaningful activities that support a wide variety of interests and stimulate connections to academic achievement.
- the lack of academic preparedness of students
- the need to serve the educational and literacy needs of parents and adults within the community

This is being done through programs which do the following:

- 1) Provide meaningful learning activities that correlate to higher aspirations and academic achievement
- 2) Provide a forum for students to learn and apply specific skills within extended learning projects with positive role models.
- 3) Establish ongoing sustainable workshops and programs to involve parents
- 4) Incorporate a coherent professional development program for teachers and non-teaching staff

Clients involved in the program

The Kohala community is considered rural in nature. It experienced the demise of the sugar plantation industry which adversely affected the local economy, forcing many families to move, thus decreasing school enrollment to a current total of 815 students. Although this occurred in the 1970's the community never completely recovered from this event. North Kohala has become more of a bedroom community with most of the population existing on service industry employment along the West Hawaii coast of the island. The recent slide in the economy has placed yet another burden on families, with loss of many jobs and severe decrease in hours in others. Rural communities lack the breadth of services for youth that their more urban counterparts are offered. For the targeted age groups of 5-17 few programs are offered other than athletics. All three schools are designated Title I schools, indicating that a significant percentage of the school populations qualify for free and reduced lunch, and are thereby designated as being in need of supplemental funds to lend further academic support to these disadvantaged children. The 2008 Hawaii State Assessment (HSA) results indicated vulnerability in academic achievement. While performance in Reading met national NCLB proficiency targets for Kohala High and Middle, all schools failed to meet proficiency ratings in math by a significant percentage. The most recent Hawai'i Drug Survey indicated that 59% of the Kohala community's 10th graders reported having used an illicit drug compared to the average of 33% of 10th graders statewide. Drug abuse has contributed to broken families, and has resulted in many children being raised by their grandparents.

Characteristics of the program materials and resources

There is agreement to utilize the school's facilities and the Kohala Intergenerational Center as program sites. All sites are now easily accessible by the target populations. A strong commitment has been secured by all three principals from the schools to support the activities in the grant and to play active roles in support of the CLC team.

Ka Hana No`eau is a federally funded community grant program that supports mentorships in the Kohala area. Ka Hana No`eau will make available mentorships in specific interest areas for students during the course of each year. CLC staff will coordinate with this group to avoid duplication of services and increase the breadth of offerings to students.

Kohala Coalition Against Drugs (KCAD) is a community based organization that supports the CLC's efforts by assisting in providing positive activities for youth. The KCAD board of directors is comprised of 12 volunteers from the community and school. A major function of the group has been involvement in the planning of preventative drug free youth activities within the community during school breaks, evenings and weekends. This partner's philosophy is that engagement in positive activities provides the best chance of success in both academic and social realms.

The Kona Community School for Adults provides extension courses for students and adult residents in the complex. Additionally, this partner will continue to support school efforts by providing support with online program access for students during after school and interim periods. KCSA will recruit school staff to assist in the delivery of instruction for the satellite sites in this area.

The Kohala School Community Councils (SCCs) also serves as a valuable partner in this project. SCCs are comprised of school, community and business representatives who meet monthly and assist schools in the implementation of their Academic/Financial planning.

The Kohala Community Athletic Association (KCAA) serves as a partner in athletic activities. The CLC team coordinates with this organization to offer students an array of options and to offer assistance with transportation.

Additionally grant funds have been used to secure transportation to ensure that everyone has access to all programs.

Originally the CLC was administered by the program director who reported directly to the principals. This year a project manager was added. The project manager is not housed in Kohala as he oversees all 21st Century programs in this district. Site coordinators are recruited and hired by the principals, but report to the program director. The current program director is not involved in hiring site coordinators and is not allowed to authorize program expenditures.

Activities

The CLC is providing direct and ongoing academic support through tutorial services that occur after school, late evening and during intersession periods each academic year. Students have access to online educational opportunities during non-school hours to assist with both credit recovery and enrichment after school and during school breaks.

Ka Hana No`eau offers the following mentorships: Hawaiian Saddle-making, Taro Propagation, Native Hawaiian Plant Propagation, Cultural Arts, Culinary Arts, Hula, Events Planning, and Industrial Technology

After school and late evening tutorial programs are being offered. Fall, spring and summer break enrichment activities have been conducted and are planned for the future.

Programs utilize strategies and techniques from the AVID program. The Advancement Via Individual Determination (AVID) is an academic support program that raises students' potential for success. It has also shown impressive statistics of 70% of program graduates being accepted into a four year college and a 92% high school graduation rate of program participants nationwide. Two Kohala schools have been designated AVID schools for the past four years.

Other enrichment programs offered included but were not limited to: gardening, table tennis, karate, art, cooking and foreign language exposure.

Staff and others involved in the program

More than 30 Kohala Complex teachers are involved in CLC programs during the school year, while 20 participate in summer programming. College and high school students assisted in staffing the summer programs. Several private citizens and community volunteers, as well as the community-based associations previously mentioned have been working with the CLC staff. CLC staff now includes a project manager, a program director, three site coordinators and an evaluator. The clerk/assistant left to return to school. Turnover in the site coordinator positions has plagued the CLC. All positions are part-time and the number of paid hours worked is dictated by DOE regulations, with no one allowed to be paid for more than 17 hours per week. One new coordinator was hired this year. The high school principal retired, the middle school principal moved into the high school position, and a new middle school principal was hired.

Time

The program director, although only paid for 17 hours per week, devotes much more time to ensure CLC success. PTT and PPT staff claim no more than 17 per week as regulated. Volunteers devote the number of hours necessary to complete their assumed tasks, with several contributing more hours than paid staff.

Evaluation Design

Purposes of the evaluation

An evaluation identifies what was accomplished in the program, how it was carried out, and its effects on students, staff and the community. In addition to assessing program impact, evaluation is an ongoing process that can provide guidance essential to the program's responsiveness to changing community needs. Evaluation is most relevant and helpful when it is delivered at regular intervals in an informative, non-critical manner. Ongoing assessments encourage continuous feedback to the CLC team and result in modification and improvement of programs and services. Annual evaluation is conducted most importantly to assess current programming, plan strategies for the upcoming year, and to expand approaches to sustainability.

Methodology

Data collected:

Number and types of programs already in place
Availability of staff for support of proposed programs
Available facilities
Internet access availability
Current grade statistics
Graduation statistics
College enrollment statistics
School drop-out rate
Literacy rates
Employment statistics
Transportation availability

Instruments

Pre- and Post-survey, Assessment rubrics to measuring progress toward standard achievement, Student quarterly grades, Student reflective writing, Student oral presentations, Mentor ratings, Performance assessment (to determine proficiency in targeted skill(s), Hawaii State Assessment proficiency results, AIR Quarterly assessment, Edison Benchmark Assessments, NWEA, School Attendance Data, AVID Tutorial Log assessment, Student pre-/post survey on student career aspirations, AVID Binder, Student transcripts, College acceptance data, Student PTP (personal transition plan), Student registration for upcoming school year, School behavioral referral data, Number of participants, Feedback, Attendance records, Teacher Survey forms, Lesson plans incorporating use of information gained, Administrator observations/walkthrough data

Evaluation Results

The Kohala Complex was able to present successful school year and summer program, as well as complex-wide events. The goal of creating at least one self-sustainable program per year of the grant was realized with the creation of a school and community garden the first year and a mentor program this year. With volunteers from the community and students from all three schools the three+ acre space was expanded and planted this year. Crops continue to be harvested and the produce sold at the local community Farmers' Market. Students and the

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Community Partners 2012- Kohala Complex

Kohala Community Against Drugs
Kohala Community Athletics Association
Ka Hana No'e 'Au
Kohala Surety Corp
Kohala High School Community Council
Kohala Middle School Community Council
Kohala Elementary School Community Council
County of Hawaii- Dept. of Parks and Recreation
Kona Community School for Adults
Ipo Carvalho
Queen Liliu'okalani Children Center
John Ching
Jim Trump
Monty Richards
Jonathan Bartch
Tractor Todd LLP
Richard Marquez
John and Star Baker
Alvin Kawamoto
Jesse Lovitz
Fern White