

Kohala Complex- Hawaii Island

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Executive summary

The evaluation process assists programs in recognizing accomplishments, refining program design, and assessing 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.

Findings

The Kohala Complex continued to present successful school year and summer programs, as well as a major complex-wide event. The goal of creating at least one self-sustainable program per year of the grant was again realized with the expansion of the Robotics program and a commitment from school administrators and volunteer instructors to keep it running. Award-winning teams were again fielded in all three levels- Kohala Elementary School, Kohala Middle School and Kohala High School. The sustainable community garden, established in the first year of programming, has generated interest in farming as a means of making a living in this community, and will be continued. The drama program is overwhelmingly successful. Teachers, students and families recognize the opportunities drama programs present for boosting self-esteem and developing leadership qualities, and have planned for its continuation.

Administrators have opted to wait a year then reapply for full 21st CCLC funding.

Recommendations

- Maintain established and cultivate additional community partnerships
- Continue to seek resources to assure sustainability as CLC funding ends
- Continue annual community events to keep the CLC visible
- Sustain transportation options

Program description

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 few years.

The Mission of Kohala Elementary is to provide an education for each student by implementing the Hawaii Content and Performance Standards with support from the school, the family, and the community. In 2009-2010, the Kohala Complex received a five-year 21st Century Community Learning Center federal grant to establish non-school hour enrichment and special-interest activities to support regular instruction. In 2010-2011, KES forged another partnership with Edison Learning Alliance and began a three-year journey to strengthen our Standards-Based Instruction, Data Analysis, Formative Assessments, and Lesson Cycle delivery. As a result Reading and Math scores have jumped 36% and 29% respectively since 2007. Our current scores are 65% (Reading) and 53% (Math). KES has made Adequate Yearly Progress (AYP) the past two years (2010-2011, 2011-2012) putting us in a “Good Standing, Unconditional” status according to NCLB.

Kohala Middle School is currently a school in good standing. Kohala Middle School is committed to building partnerships with students, families, and the community to develop academic and personal growth in a safe, supportive environment. The school’s staff has worked diligently to provide a solid academic program with a variety of extracurricular activities both within the school day and as extended opportunities after school and during interim periods.

Kohala High School is in School Improvement year five. The school met all of its AYP targets in the spring of 2012, posting double digit gains in reading and math from the previous year. Kohala hosts an extracurricular program that includes athletics, clubs, and activities that support student growth beyond the classroom. Partnerships with several grant programs, including the 21st CCLC, and community organizations enrich the extracurricular life for our students. Programs include robotics, drama, sustainable farming, industrial arts, graphic arts, service, and culinary arts. Kohala students, with the support of their advisors and coaches establish a strong presence at local, state, and national levels.

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 grandparents 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 were 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

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:

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

Clients

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. 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. Current population is around 7, 000 with a total of 850 enrolled students. 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 were 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

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 makes available mentorships in specific interest areas for students during the course of each year. CLC staff coordinates 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 supports school efforts by providing online program access for students during after school and interim periods

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.

The current program director is not involved in hiring site coordinators and is not allowed to authorize program expenditures. During parts of this year the program director worked without a coordinator at the elementary school site. He was responsible for programming and data collection at those times in addition to his director duties.

Staff

48 Kohala Complex paid staff were involved in CLC programs during the school year, while 41 participated 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. 20 community members volunteered during the school year, and 13 during the summer. These included volunteer Robotics instructors. CLC staff included a project manager, a program director, site coordinators and an evaluator. Turnover in the site coordinator positions continued. 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. A permanent middle school principal was hired.

Evaluation Design

The evaluation process is designed to determine the strengths and weaknesses of each center's activities, improve our ability to plan and implement programs, document the Complex's progress toward meeting its goals, discuss and pinpoint unmet community needs, assess the impact of current program offerings, and to prepare a tool that provides feedback to staff, volunteers, parents and participants, and communicates to community partners and other prospective funding sources about program effectiveness.

Methodology

Data collected:

- Number and types of programs in place and discontinued
- 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

Results

Mentors from Ka Hana No`eau have been successfully 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 2013 comprised Kohala High School's highest number of graduates on record.

The annual 21st CCLC Complex-wide event was planned and executed, and was even more successful. Attendance, vendors and participants increased in number. Banners and posters which were displayed 3 months in advance and public service announcements on the radio drew a record crowd to the Spring Fest. 21st Century students displayed their accomplishments to their families and the community.

An innovative, systematic data collection system was developed by the program director. This results in accurate, complete data for the APR. This model should be introduced to other 21st Century programs.

The outcome evaluation serves to address the following program performance indicators, established by the U.S. Department of Education for the 21st CCLC program:

- Students participating in the program showed improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes).
- Core educational services: 100% of centers offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.

- Enrichment and support activities: 100% of centers offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
- Community involvement: 100% of centers established and maintained partnerships within the community that continue to increase levels of community collaboration in planning, implementation, and sustaining programs.
- Services to parents and other adult family members: Centers **did not** provide services to parents and other adult family members although they were offered.
- Extended hours: More than 100% of centers offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays.
- High-need communities: 100% of Centers are located in high-poverty communities.
- Participants in 21st Century Community Learning Centers demonstrate academic improvement in reading/language arts and/or math.

Recommendations

- Maintain established community partnerships
- Increase efforts to seek resources to assure sustainability
- Continue annual Complex-wide community events to keep CLC visibility
- Offer unique programming at each school site, with a focus on quality
- Continue efforts to institute adult programming
- Sustain transportation options to assure access to programs
- Continue coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems and solutions
- Maintain and refine data management infrastructure

Community partners

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
 Ipo Carvalho - marketing
 Jim Trump- advisor for school garden
 Monty Richards –consultant
 Jonathan Bartch- donated use of equipment and labor
 Tractor Todd LLP
 Sage Farms
 Alvin Kawamoto –KHS Robotics volunteer instructor

Jesse Lovitz –KHS Robotics volunteer instructor

Fern White- KHS Robotics volunteer coordinator

Cheryl Cabrera – KMS Robotics volunteer

Masa Kawamoto – donated equipment and operator for garden restoration project.