

21st Century Community Learning Center

Honoka‘a Complex

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Executive Summary

Evaluation design and results

Program evaluation allows programs to determine overall effectiveness in meeting program goals and objectives, to determine at what level of quality program activities are being implemented, and to identify strengths and weaknesses in program implementation and program effectiveness. Program evaluation assists in the development of recommendations for changes resulting in program improvement. This evaluation is a requirement of the grant and is designed to yield honest and accurate information for stakeholders, being careful not to exaggerate nor downplay successes.

It will address how well the program was planned and how well that plan was put into practice, as well as how much and what kinds of differences the program has made for its targets. It will also answer these questions: How has behavior changed as a result of participation in the program? Are participants and parents satisfied with the experience? Were there any negative results from participation in the program? Are key people in the community cooperating with program efforts?

The Honoka`a Complex uses evaluation results to guide them in decisions about their programs to assure that they are putting their efforts in the most needed and effective places. They use it to provide stakeholders with information, including number of people served and community impact.

Tools used for evaluation include interviews, surveys, observations, attendance logs and feedback from students and family members. Community Learning Center staff members are surveyed regarding satisfaction with program goals and objectives, parents and students are surveyed regarding satisfaction with availability and selection programs, behavioral surveys are completed by teachers and interviews with key community members are conducted to assess community awareness and impact.

Regular coordinator meetings are held to discuss issues such as available programs, ideas for new programs, programs that are well attended and those not generating interest, transportation, school administration challenges and interaction with school staff.

While the implementation of after-school programming has been welcomed by the community, execution is still being met with resistance. CLC coordinators are working with teachers to plan after-school programs, but one school official insisted that the program director hire additional custodial services at program expense to clean restrooms after use by participating students.

As more programs have been instituted and CLC presence becomes larger, *and the focus had been directed more toward enrichment than remediation*, more community experts are coming forward as teachers and mentors. This has resulted in fewer DOE personnel being engaged and in a better ratio of students to instructors.

Major findings

The Honoka‘a Complex program is a well-planned program located in a tight-knit, supportive community. CLC programs were up and running, starting in summer 2015 and growth has continued through through May 2017. Staffing has been modified over the past year, resulting in a stable, more streamlined, cohesive group, a key factor in program success. More programs were developed and the strategies for implementation functioned well. Web site access was established at www.babystepshawaii.org resulting in increased community awareness and student enrollment.

Programs were developed and implemented to supplement the school-day curriculum at each site. Coordinators work with teachers to monitor programs and actively recruit students into programs relevant to their unique needs.

Partnerships have been established with scientific program providers, including Canada-France-Hawaii and Keck Observatories to increase students' interest in the sciences, and with local cultural practitioners, musicians, chefs, gardeners and artists to further enrich the lives of the students.

Over the course of the second year the CLC has experienced further growth in the following areas: number of participating youth per site, number of participating community members per site; new programs offered at each site. Each school has instituted programs that meet their unique needs, mindful of their ability to deliver high quality programming, while fitting within the requirements for this grant. Programs beginning with early childhood/school readiness activities reaching all the way to adult offerings have been implemented, with increased attention paid to family events. After school activities are in place at each school. Working with four (4) sessions coinciding with four (4) quarters of the school year, each session was seven (7) weeks long. Offerings are different at each site during the 10 hours per site per week.

Waimea Elementary and Waimea Middle School offered a three-week ocean and astronomy themed summer school program with a science, math and enrichment focus. Classes ran for six hours per day. Step Up to Kindergarten programs were presented at Waimea El and Honoka‘a El. No summer programs were offered in Pa‘auilo or Honoka‘a HIS.

The Advisory Board that was established helped attract more community-based instructors and mentors. Further assistance in increasing the amount of financial/in-kind support from community partners and in the number of donors and amount of donations is anticipated.

Recommendations

To avoid the pitfalls of past programs it is recommended that rigorous ongoing staff training with written instruction manuals be employed to address in advance the

possibility of future staff turnover. This will limit disruption in programming and data loss.

- Continue regular coordinator meetings to maintain cohesiveness, assist in problem solving and share ideas
- Increase the adult program offerings
- Maintain positive working relationship with school office personnel
- Encourage regular communication with principals to insure their support; seek DOE intervention if necessary so as not to interrupt program presentation
- Expand avenues for positive interactions with teachers
- Support community awareness efforts through Advisory Board, newspaper and internet

Program Description

A. Origin of the program

Friends of the Future (FOF), a Hawaii non-profit 501(c)3 located in Kamuela, Hawaii submitted this proposal to include four schools in the Honokaa Complex- Waimea Elementary School, Waimea Middle (a public conversion charter school), Paauilo Elementary and Intermediate School, and Honokaa High and Intermediate School, and Honokaa Community Preschool Partners.

Created by a group of individuals from diverse backgrounds in 1991, FOF's desire "to create trust and harmony among the diverse people of Hawaii, through a process where all people contribute their deepest values, create shared visions and improve communities" is now the organization's mission. FOF believes that the partnership with the Honoka'a Complex 21st Century Community Learning Center not only fits well within their mission, but also allows for the convening of stakeholders to create a shared vision and improve three North Hawaii communities.

The Honoka'a Complex area has a population of about 13,000 individuals as of the 2010 census, of whom 47.5% identify as Native Hawaiian. The 2012-2013 school censuses identified 1721 students attending the Complex schools.

Honoka'a and Pa'auilo were largely plantation towns. Generations of residents took on the jobs of their fathers and mothers as had been done before them. With the closing of the plantation in 1993, their way of life and systems of support are gone. The current generation of students is only the second to be affected by this closure, forcing them to look outside this community for employment.

The hotel industry is the largest employer on Hawaii Island, and many graduates envision themselves as employees of one of the hotels on the Kohala Coast. While they may find employment in minimum wage positions, few rise to management positions simply

because mainland owned operations transfer their own leadership teams from other mainland hotels.

Waimea is also a community in transition. The rapid increase in development has brought new families into the town and changed the population dynamics in a multitude of ways. Agricultural spaces are being lost as new housing developments encroach upon what used to be farmed acreage. At the same time the student population is also changing. In the last ten (10) years, two (2) schools have become charter schools and two (2) new private elementary schools have opened. Waimea Elementary School (WES) is now the only public school in the community, and competes in a town that offers more educational options, separating those who can afford private tuition from those who cannot. In the past, public school was the only option for most children. As such there was built-in community support. There was more parental involvement and the schools were at the “heart” of the town – physically and emotionally. This program will attempt to re-center the school in the community. Because a large percentage of the schools’ students are Native Hawaiians, making culturally relevant connections is important for ensuring participation. A “sense of place” and “malama `aina” (caring for the land) are two (2) very important concepts for Hawaiians. If we can create a connection between our CLC offerings, the opportunities for science-based employment on the island, and student interest, we will be more successful recruiting participation and reaching our goal of improving student achievement and readying graduates for advanced study and/or rewarding jobs.

B. Goals of the program

The goal of the Honokaa Complex CLC is to provide services to students from Pre-kindergarten through 12th grade and their families. While we will continue to work with infants and their families toward school readiness, and provide afterschool and summer programs for elementary, intermediate and high school students, with the ultimate goal of supporting college and career readiness, we will start to incorporate more enrichment activities. Our academic programming will continue to utilize a STEM theme to deliver richer and deeper exposure to the sciences, while building students’ science and engineering skills in fun and exciting ways outside the classroom, ultimately improving student achievement and motivation. As we design new programs we will put more emphasis on cultural and enrichment perspectives and rely more upon artists, musicians and other community supporters who are experts in their respective fields. Connections to the `aina (a relevant Native Hawaiian perspective) can be made for students through place-based learning involving experts from the community sharing their research and knowledge.

C. Clients involved in the program

All complex schools share low student achievement and a high percentage of families living below the poverty level. Research has shown a strong correlation between low achievement and poverty, and, coupled with lower educational levels of parents, these factors can negatively influence a child’s trajectory for school success.

Honokaa Complex CLC schools' data reveals the following information:

Honoka'a HIS enrollment 664 with 57% Free and reduced lunch
 Pa'auilo EIS enrollment 232 with 69.7% Free and reduced lunch
 Waimea EL enrollment 552 with 70% Free and reduced lunch
 Waimea M enrollment 288 with 68.4% Free and reduced lunch

In some cases lunch is the student's main source of nourishment, and some families worry that when school is out during the summer and vacations their children may suffer nutritionally. Our summer programs help alleviate some concerns by providing healthy lunch and snacks.

This upcoming school year, the Hawaii State Department of Education (HIDOE) will expand a U.S. Department of Agriculture (USDA) free meal program, called the Community Eligibility Provision (CEP), from 30 public schools to a total of 52 across the state.

The CEP program allows a school district, a group of schools or a single school to serve free meals to all students even if they do not qualify for free or reduced-priced lunch reimbursements as long as at least 40% of the student population meet FRL income requirements. Waimea Elementary School is being added to this program.

Public, private and home-schooled students in Waimea, Honoka'a and Pa'auilo, and the surrounding communities are the participants being serviced by this project. Those students in existing A+ Programs are our primary targeted audience as they are already on the campus. Our programs provide learning opportunities in the afternoons and significantly reduce unsupervised after-school hours, a risk factor for anti-social behavior. Studies have shown that this is a prime time for students to make poor choices influenced by peers or boredom owing to unsupervised time.

Demographics

| | Honoka'a | Paauilo | Waimea El | Waimea Mid | Total |
|-------------------|-------------|-------------|------------------|------------------|------------|
| FRPL | 66 | 46 | 111 | 62 | 285 |
| EL | 6 | 7 | 6 | 0 | 19 |
| SPED | 0 | 7 | 1 | 1 | 9 |
| Male | 57 | 34 | 106 | 34 | 231 |
| Female | 48 | 32 | 142 | 38 | 260 |
| SY Att | 105 | 66 | 248 | 72 | 491 |
| Summer Att | None | None | 6/27-7/15 | 6/13-7/01 | 141 |

Waimea and Honoka'a Elementary Schools presented Step Up to Kindergarten programs with a total of 34 participants

D. Characteristics of the program materials and resources

Friends of the Future (FOF) agreed to spearhead this work and originally incorporated two of their programs, Baby STEPS and Earl's Garage.

Baby STEPS to Stronger Big Island Families was the recipient of the Hawaii P-3 grant for the Honokaa Demonstration site – one (1) of only five (5) awards made statewide that year. Their involvement in the elementary schools and their partnerships and ability to convene all feeder preschools in the three (3) communities has strengthened the early childhood offerings proposed in this application. Their plans utilize developmentally appropriate practice to strengthen parenting skills and support early learning.

Earl's Garage is another partner and example of a program based on best practice. Their theme is that a child learns best through hands-on experiences and discovery. Leaders of Earl's Garage will provide the Engineering after-school programming and/or mentoring for Waimea Elementary, Waimea Middle and Pa'auilo.

Since 2006, Waimea Elementary and Middle School have been the recipients of a Summer Feed program in the school's cafeteria. This allows any child under the age of 18, to come to the cafeteria for a free breakfast or lunch. The program runs in conjunction with any summer program offered on the campus, but is also open to the general community. In 2014 Honoka'a High and Intermediate applied for and was awarded the same program. This was such an important service to the community and while not widely utilized the first year outside of enrolled students, has grown in popularity. The meal program ran on the same schedule as the summer school programs, providing breakfast and lunch for all students. The CEP program allows a school district, a group of schools or a single school to serve free meals to all students even if they do not qualify for free or reduced-priced lunch reimbursements as long as at least 40% of the student population meet FRL income requirements. Waimea Elementary School is being added to this program.

Most programs are conducted on DOE campuses as per the original intent of the 21stCCLC. The Honoka'a Play and Learn group meets at North Hawaii Education and Research Center in Honoka'a as it did prior to being folded into the CLC. The Waimea School summer program will be relocated at Kanu o Ka 'Āina New Century Public Charter School in the summer of 2017 because an agreement could not be reached with a Waimea School principal regarding facility usage. A private cleaning service was engaged to clean school restrooms after usage by 21st CCLC participants during the summer session of 2016. All programs adhere to the guidelines set forth by the Hawai'i State DOE, and are monitored by the state.

An advisory council has been established and includes a diverse group of community leaders. Friends of the Future has had experience with convening councils as each of their programs has one as described in the organization's mission. The completed council will

include at minimum, a principal or vice principal from each school, the Complex Area Superintendent, a FOF representative, a representative from each School Community Council (SCC) or Local Advisory Panel (LAP), a student representative from HHIS, a representative from the science and/or business community, a parent and the staff and contractors for the CLC. The council will meet at least three times each year to establish new plans and evaluate the prior time period.

Activities

Play and Learn Groups: Honoka‘a Community Center and Waimea El

Play and Learn Groups are conducted in Honokaa at the North Hawaii Education and Research Center (NHERC) and in Waimea on the WES campus. These groups allow families with children ages 0 – 5 to come together once (Honokaa) or twice (Waimea) a week. There is a planned schedule including parent-child activities, free choice of age-appropriate manipulatives, snack (socializing time for the children), and culminating in a group circle with a book and songs. The groups are conducted and planned by qualified early childhood professionals – in fact both facilitators were previous preschool directors.

Step Up to Kindergarten: Honoka‘a Community and Waimea El

KSTK is a summer program for children entering kindergarten with no preschool experience. The program is for children from the Waimea and Honokaa communities transitioning into the public elementary schools.

Baby STEPS to Literacy: Pa‘auilo El, Waimea El, Honoka‘a El, Ka Hale O Na Keiki, Small World Preschool and Kohala El

Baby STEPS to Literacy is a take home, rotating book bag program created by the Baby STEPS team to provide books for children as they learn to read.

Citizen Science Hawaii

Citizen Science is the collection and analysis of data relating to the natural world by members of the general public, typically as part of a collaborative project with professional scientists. This program is being introduced into the 21st CCLC, particularly at Waimea Middle School where students are photographing mosquitoes as part of a study being done at YC Berkeley, and besides being well received by students and teachers their work is being shared on the UCB website.

After School Activities

Honoka‘a HIS: Astronomy, Science, Engineering, Synergistic Modules Labs, Farming, Spanish culture and conversation, Mini Mermaids and steel fabrication

Pa‘auilo El: Gardening, Music, Cooking, Art, Healthy Living, Math Help, iPad training, Reading and Homework Help

Waimea El: Piano, Bucket Drumming, Gardening, Hula, Art, Circus Arts, Chorus, Ballet and Jazz, Cooking, Math Tutoring, Sewing, Spanish, Sciences, Lego Robotics

Waimea Middle: Robotics, Sciences, Hawaiian Language, Mini Mermaids, the Art of Comics, Sewing, Making Math Delicious and Strength & Conditioning

Summer School: Waimea El, Waimea Middle, Honoka‘a El

Waimea Elementary and Waimea Middle School offered a three-week summer school program with a science, math and enrichment focus. The summer theme was the Ocean. Classes ran six hours per day. Mixed age groupings based on enrollment and classes met Monday through Friday. Offerings focused on Hawaii Island science.

Waimea and Honoka‘a Elementary Schools offered summer Step Up to kindergarten programs.

E. Staff and others involved in the program

The Honoka‘a Complex staff currently consists of a Program Director, an Assistant Program Director and four (4) Site Coordinators. The Site Coordinators and Assistant Program Director are on site daily, and the Principals, Vice-Principals and Program Director are available for questions and problems. All teachers and community experts selected for the afterschool activities have a background in their respective subject areas as well as experience with the age group involved. Since staff are employees of Friends of the Future they are not restricted by the same constraints as DOE employees. Coordinator hours vary according to program size, and range from 10-20 hours per week. The utilization of community experts has improved the staff to student ratio, offering better opportunities to form mentorships.

Friends of the Future (FOF), a Hawai‘i non-profit 501(c) 3 located in Kamuela is the leading partner in this endeavor. Their expertise in establishing and sustaining community involvement is well known. Through some of FOF’s connections future relationships with Hawai‘i Island’s natural science resources can help students understand the vast array of opportunities for science-based learning and future employment on this island as well as elsewhere.

Results

- **Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes).**

Changes in classroom behavior and/or school attendance for students who participate in CLC activities 30 days or more are analyzed as required at the end of the school year

Data sources: Database; School Principals; Site Coordinators, teacher surveys

- **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.**

Programs are developed and implemented to supplement the school-day curriculum. Coordinators are working with teachers to monitor academic programs and to actively recruit struggling students into tutoring and other appropriate programs.

Data sources: Program calendars, Site Coordinators, teachers, tutors

- **Enrichment and support activities: 100% of centers offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.**

Partnerships established with scientific program providers, including Canada-France-Hawai'i and Keck Observatories. Culturally significant enrichment and stimulating technological programs are ongoing including Spanish language, Hawaiian language and Circus Arts

Data sources: Program calendars, Site Coordinators

- **Community involvement: More than 85% of centers have partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.**

Growth in the following: percent of participating youth per site, number of community partners per site; number of participants in weekend, summer, and evening programs, new programs offered at each site. Advisory Board established to assist in increasing the percentage of community-based instructors, improving satisfaction with programs, increasing the amount of financial/in-kind support from community partners, increasing the number of donors and amount of donations. Local experts are stepping forward with ideas for programs they would like to present.

Data Sources: Program calendars, Site Coordinators, staff rosters

- **Services to parents and other family members: More than 85% of centers will offer services to parents and other family members of students enrolled in the program.**

Family Nights are now ongoing and well attended. Focus is on parent-child interaction and learning together.

Data sources: Program calendars, class rosters, Site Coordinators

- **Extended hours: More than 75% of centers offer services at least 9-16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.**

Each school has instituted programs that meet their unique needs, mindful of their ability to deliver high quality programming, while fitting within the requirements for this grant. Programs beginning with our early childhood/school readiness activities and ending with high school and adult college/career programming have been implemented. After school activities are in place at each school. Working with four (4) sessions coinciding with four (4) quarters of the school year, each session was seven (7) weeks long. Offerings are different at each site with at least 10 hours per site per week.

Waimea Elementary and Waimea Middle School and HHIS offered three week summer school programs with a science, math and enrichment focus. Classes ran six hours per day.

Data sources: Program calendars, class rosters, Site Coordinators

- **High-need communities: 100% of centers are located in high-poverty communities.**

Monitoring the number of low-income participants per site by calculating number of participants qualifying for free and reduced lunch, number of A+ kids participating per site, number of scholarships awarded per site. The CEP program allows a school district, a group of schools or a single school to serve free meals to all students even if they do not qualify for free or reduced-priced lunch reimbursements as long as at least 40% of the student population meet FRL income requirements. Waimea Elementary School is being added to this state wide program.

Data sources: Database, school records, program calendars, Hawaii.gov.

Conclusions

The Honoka‘a Complex program is a well-planned and developed program located in a tight-knit, supportive community. CLC programs were up and running in summer 2015 and continue to grow through May 2017. The staff has remained fairly stable, which is a key factor in program success. New programs continue to be developed and implemented with increasing support from community experts. Web site access is available at www.babystepshawaii.org and programs are advertised on individual school websites.

Information on the program will continue to be disseminated through notices in the North Hawai‘i News that run prior to each session or whenever there is a new offering. This paper is sent through the mail to residents in all three (3) communities. We also send information to the Community Calendar which is sent via email to 550 residents in North Hawai‘i, and forwarded to two (2) local newspapers as well as posted on the Waimea Community Association’s website. Program flyers are sent home through all participating schools’ newsletters and weekly envelopes, public and private. The annual evaluations will be made available through Honoka‘a High and Intermediate School’s website as well as the 21stCCLC web site located at www.babystepshawaii.org for public review.

The team continues to track potential partners and funding sources to maintain and supplement the program. Sustainability efforts continued this year, looking at ways to continue and expand the CLC’s work and presence in the communities, a task the Advisory Council will undertake. Students eligible for free or reduced lunch or who receive other governmental financial assistance are permitted to attend programs free of charge. The Honoka‘a Complex CLC charges a small fee (sliding fee scale and scholarships are available) for participation. This provides a sense of commitment on the part of the student and family and we hope will support continuing attendance. Funds collected are put back into the program.

Recommendations

To avoid the pitfalls of past programs it is recommended that rigorous ongoing staff training with written instruction manuals be employed to address in advance the possibility of future staff turnover. This will limit disruption in programming and data loss.

- Continue regular coordinator meetings to maintain cohesiveness, assist in problem solving and share ideas
- Develop additional adult programming based on community needs
- Sustain positive working relationship with school office personnel to aid in data retrieval
- Encourage ongoing regular communication with principals to insure their support
- Expand avenues for positive interactions with teachers
- Support community awareness efforts through Advisory Council, newspaper and internet