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# **21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER**

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Hana School Complex - Evaluation



Period Covered: May 31, 2016 to May 30, 2017

Submitted: April 18, 2018

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## **Executive Summary**

This evaluation process was done to assist the Hana school complex in recognizing accomplishments, refining program design, and assessing effects on students, staff and the community. In addition to assessing program impact, evaluation can provide guidance essential to the program's responsiveness to changing Hana complex needs. The information provided will give feedback to the CCLC team and result in modification and improvement of programs and services. The evaluation can be used to assess current programming, plan strategies for the upcoming year, and to expand approaches to sustainability. This summary evaluation should be used to plan for future funding, assess the sustainability of continuing programs and to provide students, staff and the community a summation of what was accomplished by the 21st Century CLC grant.

## **Conclusions**

The Hana Complex 21<sup>st</sup> CCLC program has been successfully implemented and has accomplished its overall goals. Numerous community partnerships have been developed that are providing their students and family members with a range of activities. Most of the activities revolve around reading skills, Hawaiian culture, agriculture and construction methods. The activities are well attended and the respective staffs have kept excellent records of attendance. All of the partners developed clear goals and methods of following up on their goals. The relationship between the school's CCLC staff and the community partners is excellent.

This year all four of the 21<sup>st</sup> CCLC objectives were met. All programs were well attended by the complex's students (92.4% attended activities and 30% for 30 days or more).

The Hana Complex's geographic isolation and lack of local businesses will always be problematic. Partnerships possibilities revolving around math and science activities in the local area are practically non-existent. However, cultural activities are abundant.

## **Recommendations**

- Bring in math and science projects from outside the Hana area. Have the project leaders come in two times a week so the travel burden would be minimized.
- Utilize Hana teachers after hours for math or science related activities.
- During the summer months assist a partner in developing a science summer camp.
- Emphasize the inclusion of family members in all future activities.
- Maintain established community partnerships
- Continue to seek resources to assure sustainability
- Maintain and improve data collection infrastructure

## **Program Description**

### **A. Origin of the program**

The Hana School Complex is a geographically isolated Pre-K to 12 school complex with 396 students located on the eastern side of Maui County. Local commercial businesses are almost non-existent. The students live in a series of communities that stretch from Keanae to Kaupo in what is known as the Hana District. Separated by a two-hour drive from the more populated area of Maui. There are many limits to the social, educational, and economic opportunities available to the Hana Community. Approximately 75% of the student population is Hawaiian or Part-Hawaiian, which is historically the most undeserved population in the state. The total Hana District School-Community population is 2,285 and they live in 390 households, only 64.6% are family households. Approximately 55% of the population is employed full time and 32% is unemployed. A large proportion of the families served are low income, over 62% of the student body are eligible for free or reduced-price lunch.

Due to an annual funding shortfall, many positions have been eliminated from the School Complex including, Librarian, Physical Education, Foreign Language, and Advanced Placement. The middle school has only four and one-half teachers and the high school has only five teachers for a six-period day. The lack of a variety of courses and funding severely hampers the student's ability to obtain equal educational opportunities when compared to other students in Hawaii.

The annual Strive Hi Report has consistently shown the Hana Complex to be below the state average in all areas. Although, in recent years there has been some improvement, there remains a need to find ways in assisting the student population in improving their academic performance.

The Hana Complex programs specified in the grant proposal are designed to support the 21<sup>st</sup> CCLC objectives by striving to improve the following needs:

- Lack of health and education experiences and opportunities due to a small, rural and geographically isolated community.
- Lack of education experiences due to inadequate WSF funding.
- Lack of health and education opportunities due to poverty.
- Lack of adequate academic school wide performance due to a variety of factors.
- Lack of adequate programs and activities to improve the health of our school community.
- Lack of student career and college readiness due to substandard academic performance and few real-world experiences.

### **B. Goals of the program**

Because of the Hana Complex's location, demographics and the school's funding issues, there is little access to physical and mental health services, the arts, parenting classes, college courses, child care and academics beyond the school day. The students will be provided opportunities and increased access to multiple services and activities. They also will be provided with more opportunities to help prepare

themselves for their future careers or college. Numerous programs were developed with the following goals:

- Encourage parents/caregivers and teachers to read to children on a regular basis.
- Provide resources to help parents and teachers choose books and read to children.
- Demonstrate the pleasure of reading and its relevance to daily life.
- Nurture a love of reading in parents and awaken a love of reading in children.
- Encourage families to limit television, computer, and video time and read.
- Experience and learn about traditional Hawaiian agriculture including wetland taro; learn about Hawaiian arts and crafts (e.g. lauhala weaving); learn some Hawaiian words
- Learn about shoreline ecology and conservation; Hawaiian words and names for shoreline inhabitants
- Learn basic grant writing skills, including how to read an RFP, narrative writing, budgeting and letters of support.
- Provide afterschool and intersession Arts education on campus, utilizing local Hana artists to providing instruction in drama, music, dance and visual arts.
- Students and community members will be taught all the skills needed to build a traditional Hawaiian house.
- Provide music, arts, sports and cultural activities in a safe environment for students during periods when school is not in session.
- Provide leadership/problem solving and team building opportunities.
- Incorporate healthy choices, healthy foods, healthy activities in all programs.
- Provide a Day Camp that will be inclusive for educationally, emotionally and physically disadvantaged students.
  - 100% of students will experience team building opportunities
  - 100% of students will experience new recreational activities
  - 100% of students will participate in making healthy foods.
  - 80% will attend regularly
  - 80% of students will improve getting along with others
  - 80% will demonstrate improved behavior
  - 80% will report (self) satisfaction with enrichment and support activities
- Provide an after-school teacher to improve reading skills.
- Improve common core mathematics skills specifically in the areas of measurement and geometry.
- Students will be exposed to and taught modern day construction skills.

### **C. Clients involved in the program**

All grade levels pre-k through 12 participated. The student body consisted of 396 individuals. Many family members also participated in some of the activities that were offered. The student demographics are listed in the following table:

<b>Student Demographics</b>		
<b>Grade Level</b>	<b># of Students</b>	<b>Percentage</b>
Pre-K	36	9.1%
1st	28	7.1%
2nd	34	8.6%
3rd	33	8.3%
4th	23	5.8%
5th	27	6.8%
6th	38	9.6%
7th	26	6.6%
8th	43	10.9%
9th	30	7.6%
10th	25	6.3%
11th	32	8.1%
12th	21	5.3%
<b>Total</b>	<b>396</b>	
<b>Ethnicity</b>		
Asian	8	2.0%
Black	3	0.8%
Hispanic or Latino	1	0.3%
Native Hawaiian or Pacific Islander	297	75.0%
White	70	17.7%
Don't Know	17	4.3%
<b>Total</b>	<b>396</b>	
<b>Gender</b>		
Male	204	
Female	192	
<b>Other Characteristics</b>		
Special Needs	47	11.9%
Free Lunch	267	67.4%
Complex Title 1 Eligible Percentage		79.22%
Limited English	0	0.0%

**Attendance**

Most of the activities offered were well attended by the students. The overall attendance for all programs was noteworthy. 362 individuals (91.4% of the entire student body) took advantage of one or more programs. There was a total of 16,631 encounters with all partners. 119 (30%) students utilized 21<sup>st</sup> CCLC activities for 30 or more days during the reporting period. Additionally, 513 family members participated in one or more of the programs throughout the reporting period. Overall student attendance is shown on the following table:

<b>Overall Attendance</b>		
	Summer	School Year
Program Partner	5/29/16 to 7/29/16	8/1/16 to 5/26/17
Hana Arts	683	597
Hana Health Center	0	557
Holani Hana	73	279
Kipahulu Ohana	48	78
Makahana Ka Ike	403	2,323
Maui Interscholastic League	473	29
Read Aloud America	0	828
Reading Teacher	560	394
YMCA	20	114
Youth Center	1,074	8,098
<b>Totals</b>	<b>3,334</b>	<b>13,297</b>

#### **D. Characteristics of the program materials and resources**

The program was designed to service students with several programs operating at the same time at different locations thereby serving the interest of a majority of the students. Overall the programs are helping students to meet current academic and non-cognitive goals.

#### **Program materials used**

Program Partner	Materials Provided by 21 <sup>st</sup> CCLC
Hana Arts	paints, fabric, clay, glue, paper, ukulele strings, water balloons, utility knives, raffia, paint, rope, wood, drum sticks, inks
Hana Health Center	none
Holani Hana	snacks, scissors, gloves, cups
Kipahulu Ohana	multiple arts and crafts supplies
Makahana Ka Ike	none
Maui Interscholastic League	existing facilities and equipment utilized
Read Aloud America	books, bumper stickers, rulers, dexals, pens, office supplies, handbooks, banners, monthly prizes and awards
Reading Teacher	existing facilities and equipment utilized
YMCA	acrylics, brushes, canvases, beads, lines, tools, tie dye, t-shirts, tubs, bands, various sports supplies, cooking supplies, gloves, rubber boots, extra rubber slippers
Youth Center	none

#### **Resources Available**

Various Hana School and community facilities were utilized:

- Vacant Hana School classrooms
- Hana School athletic fields
- Hana School shop building

- Hana Arts classrooms
- Ada Kukui building site
- YMCA building
- Camp Keanae
- Kapahu living farm
- Wailua Nui Taro Patch
- Hana Youth Center

**Activities**

Partnerships were developed with many long time Hana and Maui County organizations. Many of the activities occur simultaneously, so students had the opportunity to choose which activities they preferred. The following chart lists the partners and the activities they provided:

Program Partner	Activities
Hana Arts	art bark, Hana legends, hula, winter wonder camp
Hana Health Center	walk it to win it
Holani Hana	hale building
Kipahulu Ohana	farming
Makahana Ka Ike	Conventional building skills, farming
Maui Interscholastic League	flag football, FAST
Read Aloud America	reading and listening skills
Reading Teacher	reading improvement
YMCA	team building, recreational activities, healthy living, cooking skills, art projects
Youth Center	culinary arts, math & reading tutorials, homework assistance, music, arts, community service, computer instruction

**Staff activities and procedures**

All partners are required to document the attendance at their activities. Laptop computers, containing software specifically developed to compile their attendance, were given to each participating partner. That software then compiles and maintains the attendance records for all partners on a central server.

There is a monthly meeting that all partners are asked to attend. During that meeting oral reports are given by each partner to the group. Any new issues are discussed at that time. Partners also use that forum to share any new ideas, issues or problems with the group.

Each partner develops their own policies and procedures to monitor their specific local operations and activities.

## **Program administration**

The Hana Complex 21st CCLC Project Director planned and implemented the program budget, hiring and scheduling of staff, and operational policies and practices for these after-school programs with the cooperation of staff and volunteers.

The Project Director worked with the school, families and 21st CCLC grant partners to implement the Hana Complex 21st CCLC Project program. The Director monitors and evaluates the program and supervises the staff to ensure effective program operations.

### **E. Staff and others involved in the program**

The Hana Complex 21<sup>st</sup> CCLC administrative staff consists of a project director, a coordinator, a database administrator and the school's account clerk. All of the positions are part time in nature. One of the site coordinators is on site daily and the principal, vice-principal and program director are available for questions and problems. The hours for each of these positions vary and range from 4-10 hours per week.

The activities of the partner organizations are monitored daily through the use of the locally developed electronic attendance system. Their activities are also monitored by utilizing the reports given in the monthly meetings. The database administrator is available 24x7 to supply technical support and generate any reports needed.

### **Partnership organizations**

Numerous partnerships have been developed in the Hana area. The following charts list those partnerships, their stated activities and instructional hours.

Program Partner	Purpose	Staffing
Hana Arts	Art education utilizing local Hana artists in providing instruction in drama, music, dance and visual arts.	2 to 6 depending on activity
Hana Health Center	Encourage healthy lifestyles	2
Holani Hana	Teach traditional Hawaiian building skills	1
Kipahulu Ohana	Cultural arts and crafts. Simple farming techniques	1 to 4 depending on activity
Makahana Ka Ike	Convention building skills, measurement and geograhly skills, farming	up to 30
Maui Interscholastic League	Team sports	2
Read Aloud America	Improved reading and listening skills	20

Reading Teacher	Reading improvement	1
YMCA	Team building, recreational activities, healthy living, cooking skills, art projects	12
Youth Center	Culinary arts, math & reading tutorials, homework assistance, music, arts, community service, computer instruction	5

Program Partner	days per week	hours per day	average participants	family supported	college and career readiness
Hana Arts	5	2	20+	yes	yes
Hana Health Center	5	2	20+	yes	no
Holani Hana	2	4	30+	yes	yes
Kipahulu Ohana	3-5	5	30+	yes	yes
Makahana Ka Ike	5	8	30+	yes	yes
Maui Interscholastic League	3	2	20+	no	no
Read Aloud America	1 month	2	100+	yes	yes
Reading Teacher	5	2	20+	no	yes
YMCA	5	5	60+	yes	no
Youth Center	5	8	100+	yes	yes

## Evaluation Design and Results

### A. Purpose

This evaluation is designed to determine if the program is operating as planned, provide feedback about the activities being offered, determine whether the program is producing the types of outcomes desired, and help clarify program goals and objectives. The results will be discussed with the staff in order to determine the program's current strengths and weaknesses. The evaluation will also be used to communicate to the partners their program's overall effectiveness.

### B. Plan

This evaluation is designed to address the 21st CCLC objectives, as outlined in the performance indicator chart. In addition to monitoring participant attendance, behavioral and academic indicators, the evaluation will ensure the program is meeting guidelines for program content, partners, family engagement, program hours and service to high-need populations. To measure program effectiveness, data will include: the number of regular attendees (30 days or more), total number of student

participants, number of family served, behavioral and academic indicators. In the future, the current year's results will be compared to the previous grant years in order to reflect changes over time. Site Coordinators are responsible managing quantitative data and the partners enter their own activities' attendance. A questionnaire was distributed to all current partners. The results of that questionnaire were used to complete many of the evaluations requirements. Hana School utilizes State of Hawaii, Longitudinal Data System (LDS), a technology platform designed to help educational leaders collect data, evaluate programs, and make decisions based on performance and outcomes. State of Hawaii, Longitudinal Data System (LDS) will be used to perform analytics and provide the data required for annual performance reporting.

### **C. Schedule**

This year all activities relating to this evaluation, with the exception of student attendance and monthly meetings, were created and administered in the past six weeks. This was primarily do to the Hana Complex receiving the evaluation requirements document late in the school year.

### **D. Results**

#### **Implemented as planned**

The program was implemented as planned. The project director met with the potential partners to develop the initial planning program. All of the partners suggested in the grant application were processed into the program. The program serviced a total of 396 students; 118 students were reportable (receiving 30+ days instructional time). Upon implementation, all partners achieved/maintained their activity goals specified in the grant.

#### **Implementation challenges**

The most common challenge we had was getting partners to consistently input their attendance data. Early on it was unfamiliarity with the software and then later it was just related to them not finding the time to input. The coordinators were able to assist with data entry and input greatly improved as the year went on.

#### **Partnerships implemented and maintained**

All partnerships suggested in the grant application were implemented and maintained as planned.

#### **Next Year**

Due to the limited opportunities for partnerships in the Hana area, there are no current plans to develop any new partnerships. There are plans to begin having partners store and access their

attendance data on an internet-based server rather than the current school-based server. This will make it much easier for the off-campus partners to upload their attendance data.

**E. Results of youth and program outcomes**

<b>Objective 1. Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.</b>		
<b>Outcome Indicator</b>	<b>Performance Measure</b>	<b>Results</b>
1.1 Students participating in the program will show improvements on measures such as school attendance, classroom performance.	1.1a Percentage of regular program participants with teacher reported improvement in turning in homework on time AND classroom participation	90.7%
	1.1b Percentage of regular program participants with teacher reported improvement in attending class regularly	75%
	1.1c Percentage of regular program participants with teacher reported improvement in student classroom behavior	89.8%

<b>Objective 2. 21st Century Community Learning Centers will offer a range of high quality educational, developmental, and recreational services.</b>		
<b>Outcome Indicator</b>	<b>Performance Measure</b>	<b>Results</b>
2.1 Core educational services: 100% of centers will offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Percentage of centers that offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science Percentage of centers that offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science	100%
2.2 Enrichment and support activities: 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Percentage of centers that offer enrichment and support activities such as academic assistance, remediation and enrichment nutrition and health, art, music, technology, and recreation	100%
2.3 Community involvement: More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs	Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs	100%

<b>2.4</b> 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.	Percentage of centers that offer services to parents and other family members enrolled in the program	100%
<b>2.5</b> Extended hours: More than 75% of centers will offer services at least 12-16 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.	Percentage of centers that offer services at least 12-16 hours per week on average and provide services when school is not in session, such as during the summer and holidays	100%

<b>Objective 3. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.</b>		
<b>Outcome Indicator</b>	<b>Performance Measure</b>	<b>Results</b>
<b>3.1</b> High-need communities: 100% of centers are located in high-poverty communities.	Title I schoolwide eligible and percentage of students eligible for free or reduced lunch	100%

<b>Objective 4. Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.</b>		
<b>Outcome Indicator</b>	<b>Performance Measure</b>	<b>Results</b>
<b>4.1</b> Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	Percentage of regular program participants with teacher reported improvement in reading/language arts	71.3%
	Percentage of regular program participants with teacher reported improvement in math	84.3%

## **Conclusions and Recommendations**

### **Conclusions**

- All of the 21<sup>st</sup> CCLC Objectives were met.
- The learning center successfully delivered an effective comprehensive program of partnerships, engaging project-based enrichment activities and meaningful family learning activities designed to support the learning of the students.

- Most of the activities provided were reading/language or cultural in nature. Science and mathematics related programs were almost non-existent.
- All programs were well attended by the complex's students (92.4% attended activities and 30% for 30 days or more).
- Due to the area's geographic isolation and lack of area businesses, local partnerships related to math and science are not easily created.
- The program is well managed utilizing part-time coordinators and existing Hana School staff. Attendance and academic data were easily obtained and available.

### **Recommendations**

- Bring in math and science projects from outside the Hana area. Have the project leaders come in two times a week so the travel burden would be minimized.
- Utilize Hana teachers after hours for math or science related activities.
- During the summer months assist a partner in developing a science summer camp.
- Emphasize the inclusion of family members in all future activities.
- Maintain established community partnerships
- Continue to seek resources to assure sustainability
- Maintain and improve data collection infrastructure