

21<sup>st</sup> 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 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 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 will use 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 will use it to provide stakeholders with information they require including number of people served and community impact.

Tools used for assessment include interviews, surveys, observations, attendance logs, grades and standardized testing scores. 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.

Prior to applying for the CLC grant Friends of the Future administration and the program director met with school administrators. While in theory the addition of after-school programming was welcomed by the schools, implementation has been met with some resistance. In some instances the CLC coordinators were treated as "outsiders", not included in after-school program planning, denied space for conducting programs, denied access to data, and teachers were not encouraged to work with CLC staff in aligning programs with curriculum.

As more programs have been instituted and CLC presence becomes larger tensions have eased and staffs are learning to work together. Issues regarding data collection are still being discussed.

## **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 growing through May 2016. The staff has remained stable, which is a key factor in program success, programs were developed and the strategies for implementation functioned well. Web site access was established at [www.babystepshawaii.org](http://www.babystepshawaii.org) to aid in student and community awareness.

Programs were developed and implemented to supplement the school-day curriculum at each site. Coordinators work with teachers to monitor academic programs & actively recruit struggling students into tutoring programs.

Partnerships were established with scientific program providers, including Canada France and Keck Observatories to increase students' interest in the sciences.

Over the course of this first year the CLC has experienced growth in the following areas: percent of participating youth per site, number of community partners 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 and ending with high school college/career programming have been implemented. After school activities are in place at each school. Working with 4 sessions coinciding with four quarters of the school year, each session was 7 weeks long. Offerings are different at each site with at least 9 hours per site per week.

Waimea Elementary and Waimea Middle School both offered a three-week summer school program with a science and math focus. Classes ran for six hours per day. HHIS held summer math classes.

The Advisory Board that has been established will help attract more community-based instructors, increase the amount of financial/in-kind support from community partners and increase the number of donors and amount of donations.

## **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 efforts to develop adult programming

- Sustain positive working relationship with school office personnel to aid in data retrieval
- Institute ongoing regular communication with principals to insure their support
- Expand avenues for positive interactions with teachers
- Maintain community awareness efforts through Advisory Council, 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 21<sup>st</sup> Century Community Learning Center in Honoka`a 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.

Honokaa and Paauilo 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 years, two schools have become charter schools and two 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 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 Prekindergarten through 12<sup>th</sup> grade. This will align a continuum of efforts beginning with infants and their families working towards school readiness, including afterschool and summer programs for elementary, intermediate and high school students, with the ultimate goal of supporting college and career readiness. Our programming will utilize a STEM theme to focus our efforts. By narrowing our focus, we hope 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 programs to meet the needs of students, we will keep the cultural perspectives and histories of the communities and their families in mind. 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 expertise. Using our STEM focus, and realizing that Hawaii Island is home to many science-based companies, our island is a natural science laboratory ripe with local opportunities.

## **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.

A look at the Honokaa Complex CLC schools’ data reveals the following information:

Honoka`a HIS enrollment 664 with 61.4% Free and reduced lunch

Pa`auilo EIS enrollment 232 with 73.3% Free and reduced lunch

Waimea EL enrollment 552 with 70.5% 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.

Public, private and home-schooled students in Waimea, Honokaa and Paauilo, and the surrounding communities are the participants to be served by this project. Those students in existing A+ programs will be our primary targeted audience as they are already on the campus. Our programs will provide learning opportunities in the afternoons and cut down on 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 too much unsupervised time on their hands.

### Demographics

	HHIS	Paauilo	Waimea El	Waimea Mid	Total
FRPL	35	27	78	30	170
EL	6	8	1	0	15
SPED	2	3	4	2	11
Male	26	26	77	33	162
Female	27	31	87	37	182
School Year	8/11/2015-5/20/2016				
SY Att	53	57	164	70	344
Summer Att	6/19-7/17	0	6/19-7/17	6/19-7/02	
	UNK	0	23	53	

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

Friends of the Future agreed to spearhead this work and 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 of only five awards made statewide. Their involvement in the elementary schools and their partnerships and ability to convene all feeder preschools in the three 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. Knowing a child learns best through hands-on experiences and discovery, this program provides the space and equipment for individual discovery, hypothesizing and experimentation in a science, math and engineering environment. Some of the students have participated in robotics and ROV competitions. Others have researched and created Science Fair projects using the resources available at Earl’s Garage. Leaders of Earl’s

Garage will provide the Engineering after-school programming and/or mentoring for Waimea Elementary, Waimea Middle and Paauilo.

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 Honokaa 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 this first year outside of enrolled students, will grow in popularity as the word gets spread. The meal program will run on the same schedule as the summer school programs, providing breakfast and lunch for all students.

All programs are conducted on DOE campuses with the exception of the Honokaa Play and Learn group which meets at North Hawaii Education and Research Center in Honokaa. 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 council, when completed, 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: Honokaa 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 allows 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.

### **Keiki Steps to Kindergarten: Honokaa 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: Paaulo El and Waimea 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.

## **Engineering Continuum –“Use of Objects”: Paaulo El and Waimea El**

“Use of Objects,” is a planned engineering continuum to support the development of problem solving skills and flexibility of thought as young children figure out how things work.

## **After School Activities**

Honokaa High: Technology, Tutoring, Synergistic Modules Labs, Art and Farming

Paaulo El: Use of Objects, Hula, Gardening, Music, Cooking, Tutoring and Art

Waimea El: Use of Objects, Ukulele, Gardening, Hula and Art

Waimea Middle: Robotics, hula, gardening, cooking, art, ukulele and tutoring

## **Summer School: Waimea El, Waimea Middle**

Waimea Elementary and Waimea Middle School both offered a three-week summer school program with a science and math focus. Their classes ran six hours per day. Mixed age groupings based on enrollment and classes met Monday through Friday. Offerings focused on Hawaii Island science.

## **Summer School: Honokaa High and Intermediate (HHIS)**

HHIS offered 3 week enrichment class which ran 6 hours per day, 5 days a week. This was geared toward incoming students and those wanting help preparing for the next grade level.

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

The Honoka`a Complex staff consists of a program director and four coordinators who have been with the program for the full year. The site coordinators are on site daily and the principals, vice-principals and program director are available for questions and problems. All teachers 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 to the same constraints as DOE employee. Coordinator hours vary according to program size, and range from 10-15 hours per week.

Friends of the Future (FOF), a Hawaii 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 Hawaii 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 in spring and fall.

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

Partnership established with scientific program providers, including Canada France and Keck Observatories. Culturally significant enrichment and stimulating technological programs started including Spanish 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, & evening programs, new programs offered at each site. Advisory Board established to assist in increasing the percentage of community-based

instructors, improve satisfaction with programs, increase in the amount of financial/in-kind support from community partners, increase in number of donors and amount of donations

- **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.**

Adult programming is still in the developmental stage. A Parent Night was held in Waimea, with over 200 people attending. Ideas for adult programs were floated.

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 college/career programming have been implemented. After school activities are in place at each school. Working with 4 sessions coinciding with four quarters of the school year, each session was 7 weeks long. Offerings are different at each site with at least 9 hours per site per week. Waimea Elementary and Waimea Middle School both offered a three week summer school program with a science and math focus. Their classes ran six hours per day. HHIS held summer math classes.

- **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.

Data sources: Database, school records, program calendars

- **Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.**

Monitoring changes in test scores and school grades of students who participate 30 days or more in CLC activities is required at the end of spring and fall semesters

Data sources: Database; school principals, site coordinators, teachers

## **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, starting with Summer2015 and growing through May 2016. The staff has remained stable, which is a key factor in program success, programs were developed and the strategies for implementation functioned well. Web site access is available at [www.babystepshawaii.org](http://www.babystepshawaii.org)

Information on the program will continue to be disseminated through notices in the North Hawaii 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 communities. We also send information to the Community Calendar which is sent via email to 550 residents in North Hawaii, and forwarded to two 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 Honokaa High and Intermediate School's website as well as the 21stCCLC site located at [www.babystepshawaii.org](http://www.babystepshawaii.org) for public review.

The team continues to track potential partners and funding sources to maintain and supplement the program. Sustainability efforts began 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. The Honokaa 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
- Increase efforts to develop adult programming
- Sustain positive working relationship with school office personnel to aid in data retrieval
- Institute ongoing regular communication with principals to insure their support
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- Maintain community awareness efforts through Advisory Council, newspaper and internet