

21st Century Community Learning Center

Kealakehe Complex

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Period: June 5, 2015 to May 26, 2016

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Executive Summary

As required by the 21st CCLC grant this evaluation is being conducted to: identify strengths and weaknesses of each center's activities, improve our ability to plan and implement programs, document our organization's progress toward meeting goals, identify unmet community needs, assess the impact of current offerings, provide feedback to staff and administration on areas needing improvement or revision, and provide a tool useful for communicating to community partners and prospective funding sources about 21st CCLC programming effectiveness.

The evaluation process will enable the CLC team to

- Assess the effectiveness of programs.
- Identify successful programs
- Expand ongoing programs or specific activities.
- Plan and implement new programs.
- Determine the needs of our target population.
- Increase the chances of reaching and effectively serving our target population.

Each center's program listings, locations, established partners, challenges, solutions, data collection system and future plans were evaluated.

Findings

While programs ran at each site, there was little oversight and no communication between coordinators. No meetings were scheduled or held. One coordinator in particular struggled with knowing what her responsibilities were. She was unable to find written policies and procedures and felt she had no support or guidance.

All coordinators encountered problems recruiting teachers for after school, resulting in combined or cancelled classes. Restrictions for teachers employed by the DOE, strict requirements for outside teachers and the limited number of hours available combined to limit interest.

All coordinators expressed the need for ongoing training, considering the changes in reporting mechanisms and requested data for the grant, and changes within the DOE regarding contracts and vendor requirements.

With limited oversight and guidance the coordinators continued to have difficulty obtaining some of the data needed to complete their paperwork and therefore, struggled to finalize and submit it in a timely manner.

Despite the difficulties encountered the coordinators were able to increase the number of programs run and the number of participants served at two of the three sites.

Two of three sites conducted summer programs, open 5 days per week, averaging 5 hours per day.

All sites had school year programs, averaging three hours per day, 5 days per week.

Adult programming remained an unsettled issue. While Family Nights and other special events are planned and well attended, no ongoing programs for adult family members have been instituted.

No Complex wide events were planned and, due to lack of safe transportation, no crossover programs were conducted.

Recommendations

Solicit feedback from CLC staff, teachers, principals and the community regarding impact of 21st Century programming, and decide if there is a future for these services. Without leadership and training coordinator frustration may lead to program disruption and a disastrous final year.

Encourage the program director to facilitate communication between site coordinators, teachers and administrators to provide much needed leadership and focus.

Provide each site with an up-to-date 21st Century manual for reference and maintain it

Strengthen communication and data management infrastructure

Provide ongoing training for new and continuing coordinators

Conduct regular CLC staff meetings to support the cohesiveness of the complex through sharing of ideas, problems, and solutions

Discuss sustainability

Program description

Origin

Kailua-Kona is a census-designated place (CDP) in Hawai'i County, Hawaii, United States, in the North Kona District of the Island of Hawai'i. It is the center of commerce and of the tourist industry in West Hawai'i. The population is currently around 15, 000 permanent residents.

The permanent population of North Kona is very ethnically diverse, with about 25% of the population being Hawaiian or Part-Hawaiian. Residential stability is lower than in most communities, the child abuse rate is double the state average and the percentage of idle teens is higher than in most communities. The graduation rate of 78% at Kealahou High School still ranks below the national average and only 38% go on to higher education. 22% of young adults out of school do not have a high school diploma or equivalent, and the per capita income of a family of four living in North Kona is 25% lower than the state average, with about 19% of families with children living below the poverty level. Of these, over 44% are single female households with children under the age of 19. The cultural diversity of North Kona is evident in the non-white population which includes Japanese, Filipino, Portuguese, Mexican, African, Vietnamese, Native American, Eskimo, Aleut, Korean, Micronesian, Samoan, Guamanian, and other Pacific Islanders. Of these, 18% speak a language other than English, with 43% able to speak only limited English. Many of those able to speak English speak a different language at home. Many others speak a form of Pidgin English which is very much the everyday language in Hawaii, accompanied by cultural practices which have a negative impact on the education of children. North Kona has among the highest proportions of children under the age of 18 in the state, the highest rate of child abuse and neglect, and the highest rate of death for ages 1 through 14 in the state.

Kailua-Kona was struck hard by the 2008 national financial crisis. With tourism down restaurants and many hotels either scaled back their operations or closed. The main restaurant drive, Ali'i drive, has been greatly plagued by closures of restaurants and stagnant economic growth. Rising levels of "vog" have taken its toll on Kona citizens, prompting some to move to clean-air towns, such as Waikoloa and Waimea. A UH campus extension has opened on the Kona side. Hopefully that will boost the local economy by providing more white-collar jobs and spur higher education thinking. This tourist-dependent community has been hit hard by the recession, worsening the trends in socio-economic indicators. This area has one of the highest Robin Hood indexes (an economic indicator of disparities within a community, which promotes wide-ranging tensions) and the highest percentage of private schools to public schools on our Island. Those families with the means send their children to- and support- private schools. However there is great cultural pride and identity in the Island population, and strong family and community support for trying to give the children a good start in life and a good education.

Goals

Offer 21st Century learning activities that foster academic achievement, improve self-esteem, & improve habits of the mind that positively affect participation, health, and personal motivation. Motivate all students to reach the highest educational levels possible, anticipate graduating from high school, and aspire to attend post-secondary education. The schools will continue through this and other resources to enrich students' experiences in many areas to create more well-rounded students.

Offer 21st Century learning programs that promote parent involvement and community participation, including parent workshops that increase academic & conversational vocabulary. To the extent permitted by new regulations, prompt parents to acquire the English and math skills they need to support their children's achievement.

Extend opportunities to participate in 21st Century activities to public & private school students in the area and students who are home schooled via websites, newspaper articles, and announcements.

Incorporate professional development for teachers and staff.

Cultivate the gate-keeping skills needed to generate direct instruction, academic-related enrichment, and family education initiatives.

Clients

Kealekehe Elementary School is a restructured school, achieving Adequate Yearly Progress (AYP) in 2010-2011. Many children walk to school. Homes are close together, although the service area requires some busing. Kealekehe serves all of the elementary age children from a recently opened Transitional Housing project, resulting in a sudden and large influx of children from multi-problem families trying hard but dealing with issues such as unemployment, alcoholism and drugs. Cultural activities are very important in this school, with a high concentration of Native Hawaiian families. Out of the 1021 children who attend about 65% to 70% are eligible for free and reduced lunch. A little over 20% of students attended CLC programs.

Kahakai Elementary School is centered in a mixed residential community. The school has been distinguished as a community center with activities such as Multicultural Nights and Parents' Math Nights, and can count on enthusiastic, sustained support from a core of parents in the community. Kahakai has participated in innovative programs such as the Soda Box Library for preschoolers and kindergarten children for several years with positive results. About 695 children attend, of whom 75% currently are eligible for free and reduced lunches -the highest it has ever been. Homelessness has hit hard in this school. Many families are now economically marginal or sub-

marginal, with family members sleeping on couches, floors, or even in cars. Almost a third of the student body attended CLC programs.

Holualoa Elementary School is located on a narrow winding country road going through a quaint half-mile long community. Few are able to walk safely as there are no sidewalks. This is Kona coffee country, where many descendants of Japanese immigrants and their children continue the family businesses. The demographics have shifted dramatically. Where families were making ends meet, now many are reduced to subsistence living, and for the first time, many students come from migrant families. At over 115 years old, this legacy school is beloved by its community of farmers and artisans. Families appreciate the enrichment programs such as Japanese language and culture, and enjoy a sustained partnership with the venerable Donkey Mill Art Center. Holualoa Elementary is a small rural school. About 482 students are enrolled, of whom about 60% are eligible for free and reduced lunch. 50% of enrollees attended CLC programs.

Program demographics

	Holualoa	Kahakai	Kealakehe EI		Total	
FRPL	89	107	43		239	
EL	33	16	0		49	
SPED	4	0	4		8	
Male	101	87	57		245	
Female	141	105	61		307	
Summer period	6/8-7/2/ 2015	6/8/2015- 7/2/2015	6/8/16- 7/2/16			
Attendance	82	96	0		178	
School year period	8/31/15- 5/13/16	8/31/15- 5/13/16	8/31/15- 5/13/16			
Attendance	163	192	223		578	

Characteristics

Activities

578 individual students participated in summer programs, school year programs or both, providing academic support and enrichment. Programs included reading, math, Robotics, basketball, debate, ukulele, Kindergarten readiness, Soda Box Library, track, Japanese, video editing, drama, art, homework help, volleyball, sewing, Kia`i`aina Kualoia, Avant-Garde Studio, Youth outreach, creative movement, computer, gardening, and tutoring, Leadership Council, music, Jump Start and Kahalu`u Camp. As it has for many years, Donkey Mill Art Center provided many hours of programming and staff support, and Walmart provided some materials for sewing and crafts. Changes in programming reduced the need for solicitation for materials from local businesses.

Staff

Programs were overseen by the site coordinators who are allowed 17 hour of paid time. All worked well beyond the allotted hours. Principals were available for support. 21 teachers were hired for summer programs, while 46 staffed the school-year programs.

Partnerships

Donkey Mill Art Center and Big Island Dance Council were the only partners recognized during this reporting period.

Evaluation

This evaluation will be used to determine whether or not the program is operating as planned, provide feedback about the services being offered, determine whether the program is producing the types of outputs and outcomes desired, and help clarify program goals and objectives. Discussing the evaluation process and findings with the director and coordinators and presenting the report in writing to the principals enables the team to ascertain the strengths and weaknesses of each center's activities, improve planning and implementation of programs, document progress toward meeting goals, discuss and pinpoint unmet community needs, assess the impact of current offerings, provide feedback to staff, volunteers and participants, and communicate with community partners and other prospective funding sources about program effectiveness.

The evaluation includes monitoring and evaluation of program inputs (resources required by the program in the schools), activities (what the schools actually did as a 21st Century CLC), and outputs (results associated with or attributable to program activities). Outcomes will be evaluated primarily in terms of initial outcomes such as evidence of participation by focal students and intermediate outcomes with regard to knowledge, skills and attitudes. The evaluation was designed to follow current practice by discussing what is happening in each school that could work in synergy with 21st Century CLC's to promote student achievement and aspirations. However this year no meetings or discussions were held prior to the evaluation.

Key performance indicators

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. Of 173 teacher surveys returned 91 students showed improvement in classroom behavior and 101 showed improvement in completing homework.

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 were developed and implemented at each site to supplement the school-day curriculum.

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.**

All sites offered academic and enrichment activities. One center did not offer summer programming

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.**

Only the Holualoa Center involved partners during this reporting cycle.

- **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 remains an issue with this complex. Movie Nights and special events involving parents remain the only adult-oriented programs.

Data sources: Program calendars, 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.**

All centers offer after school programs 5 days per week, 2-3 hours per day. Two of the three sites provided summer programs in 2015. No information on intersession or Holiday programs was submitted

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

The number of low-income participants per site is monitored by calculating the number of participants qualifying for free and reduced lunch and the number of A+ kids participating per site. All three are Title 1 schools

Data sources: Database, school records, program calendars

- **Participants in 21st 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.

Kealakehe: 55% of those who needed to improve their math grade did, 68% of those who needed to improve their reading grade did.

Kahakai: 100% of those who needed to improve their math grade did, 100% of those who needed to improve their reading grade did.

Holualoa: 36% of those who needed to improve their math grade did, 32% of those who needed to improve their reading grade did.

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

Conclusions and recommendations

There is a lot of work to be done in this final year of the 21stCCLC grant. Quality programs are being run, but the number of programs is decreasing and the number of participating students is not increasing. Coordinators are becoming frustrated at the lack of leadership, changes in data being requested and changes in DOE policies regarding vendor requirements. Monthly site coordinator meetings which are proven to strengthen the complex, allow for development of complex-wide events, and provide the opportunity for exchange of ideas and problem solving are not being conducted.

Progress has been made toward the goals of offering 21st Century learning activities that foster academic achievement, improve self-esteem, & improve habits of the mind that positively affect health, and personal motivation, motivating all students to reach the highest educational levels possible, anticipate graduating from high school, and aspire to attending post-secondary education.

The CLC has faltered somewhat in its goals to offer 21st Century learning programs that promote parent involvement and community participation, extend opportunities to participate in 21st Century activities to public & private school students in the area and students who are home schooled via websites, newspaper articles, and announcements, incorporate professional development for teachers and staff and cultivate the gate-keeping skills needed to generate direct instruction, academic-related enrichment, and family education initiatives.

There is time to increase efforts toward achieving these goals and to make this final year a rewarding one for staff, students and families

Recommendations

Solicit feedback from CLC staff, teachers, principals and the community regarding impact of 21st Century programming to decide if there is a future for these services

Encourage the program director to facilitate communication between site coordinators, teachers and administrators to provide much needed leadership and focus.

Provide each site with an up-to-date 21st Century manual for reference and maintain it

Strengthen communication and data management infrastructure

Provide ongoing training for new and continuing coordinators

Conduct regular CLC staff meetings to support the cohesiveness of the complex through sharing of ideas, problems, and solutions

Discuss sustainability