

Kealahehe Complex

Kailua-Kona, HI

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Summer 2013- School Year 2013-2014

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Executive Summary

Evaluation

The implementation process, which assesses the complex staff's ability to define and set goals, identify and address barriers and challenges, and initiate activities determined to be of the most importance, is being evaluated. At the end of the first year the evaluation process is especially important to new and returning staff. Three new site coordinators were learning about the concept of 21st Century Community Learning Centers as they were learning the role of the site coordinator: planning and implementing programs, enrolling students, recruiting teachers, establishing community partner connections and completing necessary paperwork.

The evaluation process will enable the CLC 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.

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

Findings

The Kealakehe Complex is comprised of three elementary schools- Holualoa, Kahakai and Kealakehe Elementary. The three principals have committed to supporting the CLC, and a site coordinator is in place at each site.

Holualoa Elementary School has a new principal and a new coordinator, neither of whom was familiar with 21st Century programs as of October 2013. New programs began shortly after the October meeting, with the new coordinator assuming her position. Her main challenge was completing the necessary paperwork. With support from her predecessor she was able to do so.

Kahakai Elementary School has a new principal with no prior 21st Century experience. The coordinator from the last grant cycle was present at the beginning of this cycle, but has since transferred the program to her successor. Several summer programs had been sustained from the last

grant cycle, and new and existing programs were conducted this school year.

Kealakehe Elementary School's principal was present last grant cycle and is familiar with and supportive of 21st Century concepts. A new coordinator came on board in time to offer both summer and school year programs. The community is excited about the grant renewal. This new coordinator has made exciting changes including an off-site program held in the community room at the neighboring Transitional Housing development, which primarily shelters Micronesian immigrant families. Getting enough teachers for her numerous programs proved to be a challenge. Many were not willing to commit to so many hours after school. Her solution was to suggest having them split the week up between two teachers to help avoid burnout. Understanding the CLC grant and the work involved left the coordinator in awe! She quickly learned that the 17 hours allotted is not nearly enough to complete the task. The only solution for a conscientious coordinator is to stay longer and take work home.

Recommendations

Confirm the commitment of principals, administrators, coordinators and support staff to provide high quality programs to students, families and the community.

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

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

Provide ongoing training for new and continuing coordinators and other staff.

Make available an updated site manual for reference.

Recruit new and maintain present community partnerships.

Recruit new program providers and work to retain well attended programs.

Establish communication and data management infrastructure.

Solicit feedback from students, parents, teachers and the community regarding value and effectiveness of current offerings, and desired new programs.

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 K-12 Kealakehe Complex is expected to serve around 5000 students, and the grant serves @2,300 of those students.

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. More than half of the adolescents in North Kona responding to a statewide survey reported a lack of interest in school. The graduation rate at Kealakehe High School is 87%; however, only 39% go on to higher education. Twenty-two percent 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 state projects a 95% increase in multi-national immigration, with increasing numbers of English as a Second Language students entering the schools. 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. Some others speak a form of Pidgin English which is part of the everyday language in Hawaii. North Kona has among the highest proportions of children under 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.

Limited recreational and cultural opportunities exist in this community. There is no cultural or community center, and no college or university as yet. The public library is closed Mondays and is open only one evening a week. There are 9 parks, one regulation size baseball field and one Olympic size pool in the community. Competition for use of facilities is intense for coaches. There is scanty, unreliable public transportation other than a few buses for workers in the resort areas.

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. The University of Hawaii is building a community college on the Kona side, in hopes that it would boost the local economy by providing more white-collar jobs and spur higher

education thinking. Construction has begun at Palamanui, and the recently appointed chancellor hopes to offer some classes as early as Fall 2015.

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. Many of the 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 to 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.

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

Clients

Kealekehe Elementary School is part of a K to 12 complex. It is a restructured school, achieving Adequate Yearly Progress (AYP) in 2010-2011; however, based on the 2012-13 Strive HI results, KES was deemed a Focus school and launched a concentrated continuous school improvement process. Many children walk to school. Homes are close together, although the service area does require 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 nearby. About 1100 children attend yearly, of whom 74% are eligible for free and reduced lunch.

Kahakai Elementary School is centered in a mixed residential community, now changing rapidly with the expansion of affordable housing in that area. 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 620 children attend yearly, of whom 68% 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.

At almost 1,800 feet, 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 500 students are enrolled, of whom about 48% are eligible for free and reduced lunch.

The evidence of need for these schools is much like the evidence cited for other schools on the Big Island, some which has been presented above. Some other Hawaii Island schools are worse off than these three. However, the other schools on the Big Island with higher concentrations of Native Hawaiian families, with even more children eligible for free and reduced lunch, and who are consistently **not** meeting yearly performance standards are receiving Race to the Top funds because of their designation as a "Priority Zone" schools. Kahakai, and Holualoa Elementary Schools, tough as their situation is, are schools that remain in "Continuous Improvement" per their Strive HI data and thus are not directly receiving Race to the Top money. They have benefited from state-wide technological improvements via RTTT. As mentioned earlier, Kealakehe Elementary is a "Focus" school. As such, KES has received limited RTTT funds for training for school improvement through the Victoria Bernhardt needs assessment protocols. If resources needed relative to resources already available is considered, then these three elementary schools continue to need additional funding for comprehensive program offerings.

Students, parents, and the community learn of 21st Century Community Learning Center opportunities and accomplishments through public service announcements,

school web sites, DOE website, and newspaper articles. Private school and home-schooled students in the complex area who learned about the CLC programs attended programs at each of the centers.

Programs

In summer 2013, activities were held at two of the three centers. During the summers, small group intensive tutoring is available for students only marginally proficient in these skills, and the 21st Century Learning Center resources support primarily enrichment activities which can be upgraded to reinforce reading and math. These vary from school to school but consistently integrate enrichment with academics. Programs included Jump Start, Kindergarten Readiness, Drama, Japanese, Lego Robotics, sports and music.

School year activities were provided on-site in the Center located in each school except for the Transitional Housing program. The children travel safely to and from the school as they usually do.

During the school year, all 2nd through 5th grade students who are falling behind in reading comprehension and math problem solving will have available one-on-one intensive tutoring, at least 30 hours per student, using evidence-based instructional materials. During the school year, non-formal activities such as the well-regarded school gardens in Holualoa and the robotics program in Kahakai will be upgraded to maximize applied reading comprehension and math problem solving (including STEM skills) for these grades.

The new regulations permit serving only parents of student attendees. Although no adult programming has been instituted job-oriented English training and activities throughout the year focusing on what parents can do to boost achievement are planned. The highly popular and effective family nights, combining family fun activities with academic and enrichment information are being planned.

A continued initiative in all three schools is expansion of fifth grade preparation for sixth grade expectations. This concentrated effort connects the fifth grade teachers with the middle school sixth grade teachers in a sustained examination of the detailed skills and approaches required. We expect as a result the transitioning fifth graders from these three schools will be judged as well prepared by their new sixth grade teachers. An orientation day for incoming 6th graders have been scheduled for the spring of 2015 on the intermediate school's campus, along with a parent night where administration shares about logistics and expectations.

Further, to the extent possible, a sustained initiative will provide intercession academics. One avenue to be explored is a clearinghouse of these five-day teaching and tutoring possibilities that could be of interest to high school juniors and seniors looking for service opportunities, as well as seniors/retirees willing to donate 2-4 hours a day for five days tutoring.

Activities

664 individual students participated in summer programs, school year programs or both. Programs included reading, math, Robotics, basketball, debate, ukulele, Kindergarten readiness, Soda Box Library, track, Japanese, audio/visual, drama, art, homework help, volleyball, sewing, Kia`i`aina Kualoia, Avant-Garde Studio, Youth outreach, creative movement, computer, gardening, and tutoring.

Staff

Roles and responsibilities: The staff consists of one project director, 3 principals, three site coordinators and one evaluator.

Project coordinator (SRS):

- Oversees grant requirements are met for duration of grant
- Monitors the academic progress of student participants with data provided by principals and site coordinators
- Meets with principals and coordinators on a regular basis (quarterly and as needed)
- Meets with evaluator on a regular basis (semi-annually as a minimum)
- Meets with complex accountant to monitor program budgets (semi-annually and as needed)
- Provides Professional Development to coordinators and teachers

Principals:

- Hires coordinator and teachers
- Determines programs to be offered
- Selects and purchases curriculum and assessments for participants
- Monitors the academic progress of student participants by analyzing student assessments with coordinator prior to submission to evaluator
- Provides analyzed student assessment data to project coordinator
- Meets with project coordinator at minimum on a weekly basis
- Meets with evaluator and project coordinator on a semi-annual basis
- Provides a safe and hazard-free environment for program

Site Coordinators) limited to 17 hours per week :

- Oversees daily operations at each school for 21st Century program
- Assists with the recruitment of teachers
- Provides orientation and training for teachers
- Recommends programs to be offered

- Creates a system for disbursement of information on program offerings, program schedules, student application process, parent orientation, and culminating activities
- Assists with the selection and purchasing of curriculum and assessments for classes
- Collects, sorts and assists with the analysis of student assessment in collaboration with teachers and principal
- Meets on a weekly and/or as needed basis with principal

Teachers: Summer= 13, School Year= 38

- Provides effective remedial instruction for students following a curriculum using best practices
- Takes attendance
- Collects student data in the form of formative and summative assessments
- Completes 21st Century paperwork as necessary
- Participates in Professional Development

External evaluator:

- Provides detailed templates and guidance to the school on what is required with a calendar of due dates so there are no surprises
- Develops and conveys an overall understanding of the evaluation plan
- Answers questions on inputting and formatting data
- Inputs data into PICCs and assures all required data are sent in a timely manner
- Site visits each school for one afternoon a quarter to observe a sample class or activity
- Collects student achievement data, teacher survey data and observations in a formative/process report
- Meets quarterly with the principals to provide written progress report with timelines
- Prepares an annual formative/summative report on the grant's progress and achievements

Technical support:

- Provides support with student data collection

Evaluation

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were learning the role of the site coordinator: planning and implementing programs, enrolling students, recruiting teachers, establishing community partner connections and completing necessary paperwork.

The evaluation process enables the CLC 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.

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

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 follows current practice by discussing what else is happening in each school that could work in synergy with 21st Century CLC's to promote student achievement and aspirations. As previously stated, the evaluator and the staff members meet quarterly to discuss progress and obstacles, and to the extent possible, resolve problems in program implementation and quality. The orientation is accountability, but most emphatically working together to achieve the grant purposes using the evaluation results. The Project Coordinator (SRS) is involved of these discussions.

Results

New staff and veterans have committed to establishing a quality center and are ready to commence training and putting in the work to do so. Meetings are planned so that those with experience can assist new members with their planning and implementation. Accomplishments from the previous cycle were reviewed and partnerships are being affirmed or reestablished. The principals are committed to the 21st Century efforts and pledge themselves to follow emerging opportunities to help sustain the program. Coordinators are working hard to institute new programs in order to not disappoint students who are flocking to sign up for available classes.

Each center has school year enrichment programming with 15 hours per week being the norm, and all centers plan for summer programming in 2015. Family activities are planned at one site. Although adult programming is discussed at every meeting no adults have been served as yet.

All programs were well attended, some had waiting lists, and none were cancelled. Fund raisers are well supported by community businesses.

Over 50% of regular attendees from each site improved their math grade by the end of the school year while an average of 38% improved their reading and language arts grade.

Recruiting enough teachers for after school programs proved to be a challenge. Many were not willing to commit to so many hours after school. One solution is to have the week split up between two teachers of the same grade level. This assures continuity and may delay burnout.

Learning CLC protocols and how to complete the necessary forms has been a challenge. Time is devoted at each meeting to discussing efficient ways of gathering required data and APR form completion.

Recommendations

- Maintain and support a program coordinator to facilitate communication between the site coordinators and the administrators, and provide much needed leadership and focus
- Continue monthly coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems and solutions
- Maintain site manuals for reference
- Provide training for new and continuing coordinators.
- Recruit new and maintain present community partnerships
- Recruit new program instructors, and recognize instructors of well attended programs by providing positive feedback
- Strengthen communication between school-day staff and Learning Center staff
- Refine data management process
- Solicit feedback from students, parents, teachers and the community regarding value and effectiveness of current programs
- Assess community needs for future programs
- Continue to assess community needs and institute programs to address them.

Community Partners

The site coordinators are new to these positions and to the 21st Century program. Much of their time was spent starting programs, enrolling students and orienting school staff. The

Community Partners list will expand as they become more comfortable in their new roles. Some of the following were partners during the previous grant cycle and have affirmed interest in continuing their partnerships, and some are new partners:

Big Island Dance Council
Big Island Honda
Cal-Kona Produce
Costco
Donkey Mill Art Center
Holualoa Foundation for Arts & Culture
Honaunau Market
KTA
Safeway
School Community Councils
Suisan
UFO Parasail
Wal-Mart