21st Century Community Learning Center

Kohala Complex

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Executive summary

This evaluation is being conducted as a requirement of the 21st CCLC protocol and to assess program need, program design, program implementation, and to identify resources available to promote success.

Program implementation refers to how well a proposed program or intervention is put into practice. A formative evaluation, also known as process or implementation evaluation is performed to examine various aspects of an ongoing program in order to make changes/improvements as the program is being implemented. Evaluation is most relevant and helpful when it is delivered in regular intervals in formative fashion. This provides both quantitative and qualitative data to teachers, mentors and the Advisory Council for the purpose of improving instructional delivery and identifying the gaps that may be occurring. The primary purpose of this evaluation is to assist in the identification of areas possibly requiring changes in the future. The process of educational program evaluation is the "systematic collection and analysis of information related to the design, implementation, and outcomes of a program, for the purpose of monitoring and improving the quality and effectiveness of the program.

Major findings and recommendations

The Kohala Complex project seeks to implement an after-school program using a combination of mentorships, modules, tutoring, and parent education to meets its goal of improving student achievement in reading, math, and science.

The intention is to implement a value added program that will enrich the lives of Kohala's youth through: 1) yearlong mentorships that provide students with the ability to develop skill sets with both depth and breadth alongside a community role model; 2) 9-18 week interest-based modules in STEM areas (chosen based on student interest) via school-based personnel and community partnerships; 3) academic support—tutorial, enrichment, homework assistance; 4) incorporation of a coherent professional development program for teachers and staff; and, 5) parent workshops.

Mentorships are a powerful teaching and learning strategy with sustained results. By definition, mentors are experienced teachers who commit to an ongoing relationship where they advise, teach, and pass on their knowledge

to willing students. The characteristics that make mentorships work is the fact that they are a synthesis of ongoing experiences, observations, modeling, and analysis that help students interact at a higher depth of knowledge.

The comprehensive program that is being proposed includes long and short term learning activities, embedded academic assistance across all content areas, and an ongoing program of community education. This diversified approach would help to improve student outcomes in both academic and social-behavioral arenas. Academically, there would be an increase in both reading and math achievement scores and overall grades. Social-behaviorally, the complex seeks to create greater liking for school, support higher rates of homework completion, lower levels of behavioral problems and drug use, and increased self confidence, social competence, leadership skills, civic engagement, attendance, graduation rates, and post high school aspirations.

This project will include the coordination of efforts with established community partners. The selected partners offer a diverse set of skills and opportunities for our students. Program partners collaborate with the site administrators to offer students an array of after school and interim offerings during the duration of the grant. The goal is to foster relationships with our partners that will extend beyond the grant cycle. Partners have extended informal support to the schools prior to this proposal and are committed to building sustainable relationships.

Resources

This project will include the coordination of efforts with established community partners. The schools have secured partners who are committed to a long-term investment of providing quality learning experiences for students and building the capacity of the community to support its youth. More than $400,000 of community in-kind support of goods and services has already been secured by project proponents. The selected partners offer a diverse set of skills and opportunities for our students. Program partners collaborate with the site administrators to offer students an array of after school and interim offerings during the duration of the grant. The goal is to foster relationships with our partners that will extend beyond the grant cycle. Partners have extended informal support to the schools prior to this proposal and are committed to building sustainable relationships.

Partners

Big Island Substance Abuse Council (BISAC) is a community based organization that will support the schools' efforts of promoting positive choices for youth. A BISAC representative is part of the Hokupa'a Council. A major function of the Hokupa'a Council has been to bring student voice into the program mentorship and module offerings. The Hokupa'a Youth Council is comprised of 4-5 student representatives who have received training as youth facilitators. Students surveyed peers to determine interest areas for mentorships and modules.

The University of Hawaii system (University of Hawaii at Hilo-North Hawaii Education Center and Hawaii Community College) will partner with the Kohala Complex 21st CCLC to provide extension courses for students and parents in the complex. Access to higher education is an important option for our parents and has proven to be an excellent predictor of students matriculating into college after high school.

The Kohala Village HUB is a non-profit organization located in North Kohala that supports community sustainability through programs focused on education, culture, arts, and food.
The Kahilu Theatre, a not for profit organization will serve as a partner in the arts. The organization is committed to ensuring that the arts are a vital part of our children's education and supports outreach programs. Kahilu will sponsor a series of youth arts education programs throughout the year aimed at serving youth ages of 5-18.

HIP Agriculture is a community organization that will focus on teaching environmental stewardship through sustainable agriculture practices. They are committed to empowering the next generation through programs designed to engage Hawaii's youth in sustainable agriculture and land stewardship.

Kohala's community radio station, KNKR will provide educational opportunities in radio broadcasting to participants through mentorships. In addition, KNKR will assist the schools by providing an important venue to communicate with parents through radio broadcasts.

Na Leo public television will provide educational opportunities in video production for both youth and community during after school and evening hours. Students will also be able to create public service announcements promoting 21st CCLC programs to be broadcast over public access stations.

The Kohala Complex program will leverage resources by coordinating with the USDA National School Breakfast and Lunch Food Service Program to provide both breakfast and lunch during intercession programs and after school healthy snacks for participants.

Food Corps America will provide gardening instructional support. AmeriCorps VISTA program provides a career and college readiness volunteer to support student transition. During the summer, returning college students through the AmeriCorps program will assist with summer program instructional support.

The respective School Community Councils (SCCs) will serve as a valuable partner in this project. The SCC groups will serve as an advisory council for the program and will assist in progress monitoring. Quarterly reports will be reported to the council and less formal month progress reports will be a part of the monthly meetings.

The Kohala Complex, building upon the success of prior 21st CCLC programs, has planned a program utilizing the abundant community resources available. The existing infrastructure will aid in the success of this endeavor.

Program description

The comprehensive program being proposed includes enrichment programs in reading, math, and science through high interest mentorships and modules that link to literacy standards within the Common Core Standards. The goals, objectives, and outcomes of this project are based on a comprehensive needs analysis of area schools conducted by school and community officials.

The community of North Kohala is considered to be rural with a population of approximately 6,000 residents. Established in 1926, Kohala High began as a K-12 school. In 1995, the elementary school became an entity unto itself. Subsequently, in 2001, Kohala Middle School was established on its

own unique campus five miles away creating three distinct schools that comprise the Kohala Complex. The three schools are working to solidify a true K-12 construct that will fully prepare our learners to be college and career ready. All three Complex schools, Kohala Elementary with 353 students, Kohala Middle with 181, and Kohala High with 276 are Strive HI continuous improvement schools (7/2014) with Strive HI indexes that range from 159 (middle) to 233 (high). In addition, Kohala Mission School, a small private, faith-based school of 22 students has elected to participate in the programs offered through the 21st Century Community Learning Center, totaling 832 students and families to be served.

Sixty-nine percent of the student population qualifies for free or reduced lunch across the three campuses.

Student Behavioral Longitudinal data for the 2014-2015 schoolyear shows exponential increases in number of incidents. There were more Class B incidents during the 2014-2015 school year than during the previous three school years combined. Class C and D incidents more than double compared to the previous school year, and Class A incidents more than tripled.   The proposed program recognizes the need to promote respect for self and others. The relationships built fostered in sustained mentorships along with the skill acquisition will promote the value of being "pono", or of good moral character.

Goals

Among the many positive outcomes of after school programs that have been reported are improved reading and math achievement scores, better grades, greater liking for school, higher rates of homework completion, lower levels of behavioral problems and drug use, decreased levels of body mass index and obesity, increased self-confidence, and gains in social competence, leadership skills, and civic engagement (Durlak et. al, 2010). The goals and expected outcomes for the 21st CCLC programs are: to increase student engagement in school through after school program offerings that reinforce skills reflected in the Common Core State Standards, and to build strong family relationships with school and engage parents as partners in raising student achievement.

Table C: Goals, Objectives, and Performance Indicators

Identified Need	Outcome Indicator	Performance Indicator
	Goal 1: 50% of student participants will demonstrate academic improvement on interim and yearend summative assessments.	
Need to increase student achievement in reading and math	Objective 1: Participants will demonstrate academic improvement in reading and/or math.	1a. Percentage of student participants who improve grades or maintain 3.0+ gpa reading or an MP+ rating
		1b. Percentage of student participants who improve grades or maintain 3.0+ gpa in math or an MP+ rating
		1c. Percentage of student participants who improve grades or maintain 3.0+ gpa in science or an MP+ rating
		1d. Percentage of participants who demonstrate growth on year end norm-referenced assessments in reading, math, and/or science
		1e. Percentage of participants earning positive teacher reports of progress made within classroom program of CCSS instruction
		1f. Percentage of students entering college after high school
		1g. Percentage of on time graduation and promotion rates
Need to improve student respect and address chronic absenteeism	Goal 2: Student engagement in school will increase as evidenced by 30% decrease in negative behavioral incidents and reports	
	Objective 2: Participants will show improvement on measures such as attendance and decreased behavior referrals.	2a. Decrease in percentage of chronic absences (15 or more) each quarter
		2b. Decrease in the number of referrals that indicate student disrespect for self and others.
		2c. Percentage of teachers reporting rate of on task behavior for program participants
Need to increase parent involvement	Goal 3: Parent interaction with schools will increase as evidenced by 30% increase in parent participation at program events and parent offerings.	
	Objective 3: School relationship with	3a. Percentage of parents attending program events. Activities, and parent workshops

parents will show improvement on measures of parent attendance at activities and response rate of mail and email correspondence	3b. Percentage of the number of parent response rates on the School Quality Survey
	3c. Percentage of parents accessing electronic communication tools
	3d. Percentage of positive parent feedback on program activities.

Clients

Kohala Complex schools consist of Kohala Elementary School with 353 students, Kohala Middle School with 181 and Kohala High School with 276. In addition, Kohala Mission School, a small private, faith-based school of 22 students has elected to participate in the programs offered through the 21st Century Community Learning Center. This totals 832 potential enrollees and families to be served.

In the years leading up to 2014-15, the public schools experienced growth or maintained a range of achievement on the Hawaii State Assessment; however, as the state moved from this assessment to the Smarter Balanced Assessment (SBAC), the schools have struggled to adjust from a system that measured minimum proficiency to a standards based assessment based on the Common Core. Current SBAC scores indicate that Complex students lag well below both national and state peer groups.

During this reporting period only one program was implemented. That was a tutoring program at the high school in the spring of 2016, attended by 56 students. Of those 38 were eligible for free or reduced lunch, 2 were EL, 11 were SPED, 29 were male, and 28 female.

Staff

During the reporting period no 21st CCLC staff was in place. A new program director and three site coordinators have been hired since August 2016.

Evaluation design

Project Evaluation will be an ongoing process, and will involve both formative and summative assessments. The project objectives are aligned

with performance indicators, measurement tools, and outcomes to ensure that assessments are indeed measuring what they are intended to measure. The included table delineates how this project will align its objectives, performance indicators, outcomes, and methods of evaluation.

Data Collection

Component	Type of Data Reported	Testing Frequency, or Frequency of Collection
Performance Assessments	Standardized Test Data Percentage of participants meeting grade level benchmarks/levels	Formative – 3 x per year Summative—1 x per year In spring semester
	Grade Reports Percentage of participants attaining a 3.0 gpa in reading, math, and/or science In elementary: percentage of participants meeting standards in reading, math, and/or science	Quarterly grade reports in October, January, March, and June
Behavioral Data	Electronic Comprehensive Support System (ECSSS) inputted data on Class A,B,C, and D offenses	Quarterly
Attendance Data	Student Information System (eSIS) data on student attendance data Decrease the number of absences for identified students	Quarterly data will be used to track number of school absences per participant.
Personal Communication	Student Progress Teachers (middle and high) Tuesday envelopes teacher progress reports; mentor progress reports	Information updated every two weeks Weekly and monthly communication sent home to parents

Learning Logs/Reflections	Student entries for each module and or mentorship	Quarterly review
Sign in sheets Login data	Parent Involvement/Engagement Percentage of parents attending program events. Activities, and parent workshops Percentage of parents accessing electronic communication tools	Collected at each event Quarterly
Satisfaction Surveys	School Quality Survey Program generated parent surveys Percentage of the number of parent response rates on the School Quality Survey	Annually in spring semester quarterly
Focus Groups	3e. Percentage of positive parent feedback on program activities.	Quarterly for all parents After each parent meeting/workshop/module

Conclusions

The Kohala Complex CLC is a unique entity. The community is quite isolated so must rely on its own members to provide extended educational opportunities and after school enrichment programs. Community partnerships offer a rich pool of expertise and quality resources to support program offerings. Community based education is a means to address the challenge to expand schools' traditional role and create interdependent relationships among school, home, and wider community. With the incorporation of community based educational opportunities, this project will foster learning as a lifelong process, utilize resources efficiently, and develop important partnerships with parents to ultimately improve student achievement.

Recommendations

- Offer unique programming at each school site, with a focus on quality
- Plan annual Complex-wide events, with all site coordinators participating
- Focus on establishing adult programming
- Secure transportation options to assure access to programs complex wide
- Institute regular coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems and solutions
- Provide intense training for CLC staff in data collection and grant requirements
- Maintain written instruction manuals of policy and procedures for reference