

Kohala Complex- Hawaii Island

Ann Earles

earlesan@hawaiiantel.net

808-883-3919

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Executive summary

The evaluation process assists programs in recognizing accomplishments, refining program design, and assessing effects on students, staff and the community. In addition to assessing program impact, evaluation is an ongoing process that can provide guidance essential to the program's responsiveness to changing community needs. Evaluation is most relevant and helpful when it is delivered at regular intervals in an informative, non-critical manner. Assessments provide feedback to the CLC team and result in modification and improvement of programs and services. Annual evaluation is conducted most importantly to assess current programming, plan strategies for the upcoming year, and to expand approaches to sustainability. This summary evaluation will 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. It will be used as a bridge from the 21st Century programs to those programs sustained by other funding and community support.

Conclusions

Kohala is the ideal community to support a Community Learning Center. This population, with many senior citizens and retirees of diverse cultures has embraced the learning center and will continue to support programs for its children.

In its final year the Kohala Complex was again able to present successful school year and summer programming, as well as a major complex-wide event. The goal of creating at least one self-sustainable program per year of the grant was realized with the expansion of the Robotics program and a commitment from school administrators and volunteer instructors to keep it running. Award-winning teams were again fielded in all three levels- Kohala Elementary School, Kohala Middle School and Kohala High School. The sustainable community garden, established in the first year of programming, has generated interest in farming as a means of making a living in this community, and will be continued. A local restaurant is exploring a way to secure produce from the garden to serve to its customers. The drama program is overwhelmingly successful. Teachers, students and families recognize the opportunities drama programs present for boosting self-esteem and developing leadership qualities, and have planned for its continuation. The mentoring program is secured, and mentors will continue to be part of the garden, drama and robotics programs.

Enrichment programs and availability of online access will be maintained by school staff.

The Kona Community School for Adults continues to provide extension courses for students and adult residents in the complex. 21st Century adult programs did not progress as planned or anticipated. Although needed programs were scheduled, interest waned and attendance was low, forcing cancellation. Some

adults who were interested did not have children who were 21st Century attendees and were told they couldn't participate.

Transportation issues continue to be addressed. Vans procured with grant funding will be available for activities. Responsibility for their maintenance and terms of use are still in discussion.

The innovative data collection system, developed by the program director and used by the site coordinators has provided accurate, complete data for APR reporting. This system will be useful for any future program evaluations and every effort should be made to sustain it.

Recommendations

- Maintain established community partnerships
- Continue to seek resources to assure sustainability
- Continue annual community events to keep the CLC visible
- Sustain transportation options
- Maintain data collection infrastructure

Program description

Origin

The community of North Kohala is a sheltered community with a population of about 7,000 people. This community has many positive and sought after aspects, however small size and geographic isolation present many significant challenges.

Within this community, sports programs were well established. A large gap in youth services existed because not all youth are interested in sports; therefore, many students were left without options to engage and participate in afterschool activities. The option to engage in ongoing activities that are offered in the larger communities of Hilo and Kona are not feasible because of the distances involved (35 to 100 miles) and the dearth of transportation services. Offering programs that are community based and relevant to youth interests fulfilled an urgent need in this population. Cross-complex van transportation addresses the lack of public bus service.

Students in this complex lag behind their peer group in both national and state-based assessments, although significant improvement in grades was achieved over the last few years.

The Mission of Kohala Elementary is to provide an education for each student by implementing the Hawaii Content and Performance Standards with support from the school, the family, and the community. KES made Adequate Yearly Progress (AYP) in 2010-2011, 2011-2012 putting us in a "Good Standing, Unconditional" status according

to NCLB. KES ended 2012-2013 with preliminary scores of 71% (Reading) and 58% (Math) which would make nine years of continuous academic improvement going back to 2004-2005. As a result, our Reading and Math scores have jumped 42% and 34% respectively since 2007.

Kohala Middle School is currently a school in good standing. Kohala Middle School is committed to building partnerships with students, families, and the community to develop academic and personal growth in a safe, supportive environment. The school's staff has worked diligently to provide a solid academic program with a variety of extracurricular activities both within the school day and as extended opportunities after school and during interim periods. Kohala Middle School's two VEX robotic teams led the winning tournament championship at the First Hawaii State Middle School held on December 2013. This gave them the opportunity to qualify for the World VEX Championship in April, 2014 in California. Kohala Middle also won the Programming Skills Award.

Kohala High School has continued to make progress in the implementation of standards-based instruction within our classrooms to meet the needs of our twenty first century learners. The school posted a 13% gain in math and remained constant in reading achievement scores in 2013. In two years, math scores increased by 31% and reading scores by 10%. Had AYP still been in effect, the school would qualify for good standing based on meeting all targets over a two year period. In 2013, Kohala High School was awarded Bronze medal status in the US News and World report of the best high schools in the nation. Additionally, the school was a recipient of the Strive Hawaii Award for our progress in math achievement. Programs include robotics, drama, sustainable farming, industrial arts, graphic arts, service, and culinary arts. Kohala students, with the support of their advisors and coaches establish a strong presence at local, state, and national levels.

Goals

The goals of the Kohala Complex 21st Century CLC were to address:

- The void existing in the menu of services offered within the Kohala community that engage youth in meaningful activities that support a wide variety of interests and stimulate connections to academic achievement.
- The lack of academic preparedness of students
- The need to serve the educational and literacy needs of parents and adults within the community

This was done through programs which did the following:

- Provided meaningful learning activities that correlate to higher aspirations and academic achievement

- Provided a forum for students to learn and apply specific skills within extended learning projects with positive role models.
- Incorporate a coherent professional development program for teachers and non-teaching staff

Clients

The Kohala community is considered rural in nature. It experienced the demise of the sugar plantation industry which adversely affected the local economy, forcing many families to move. Although this occurred in the 1970's the community never completely recovered from this event. North Kohala has become more of a bedroom community with most of the population existing on service industry employment along the West Hawaii coast of the island. Current population is around 7, 000 with a total of 850 enrolled students. The recent slide in the economy has placed yet another burden on families, with loss of many jobs and severe decrease in hours in others. Rural communities lack the breadth of services for youth that their more urban counterparts are offered. For the targeted age groups of 5-17 few programs were offered other than athletics. All three schools are designated Title I schools, indicating that a significant percentage of the school populations qualify for free and reduced lunch, and are thereby designated as being in need of supplemental funds to lend further academic support to these disadvantaged children. The 2008 Hawaii State Assessment (HSA) results indicated vulnerability in academic achievement. While performance in Reading met national NCLB proficiency targets for Kohala High and Middle, all schools failed to meet proficiency ratings in math by a significant percentage. The most recent Hawai'i Drug Survey indicated that 59% of the Kohala community's 10th graders reported having used an illicit drug compared to the average of 33% of 10th graders statewide. Drug abuse has contributed to broken families, and has resulted in many children being raised by their grandparents.

Characteristics, materials and resources

School facilities and the Kohala Intergenerational Center will continue as program sites. All sites are now easily accessible by the target populations. A strong commitment has been secured by all three principals from the schools to support the continuing activities.

Ka Hana No`eau, a federally funded community grant program, will continue to support mentorships in the Kohala area. Ka Hana No`eau makes available mentorships in specific interest areas for students during the course of each year.

Kohala Coalition Against Drugs (KCAD) is a community based organization that will continue to assist in providing positive activities for youth. The KCAD board of directors is comprised of 12 volunteers from the community and school. A major function of the group has been involvement in the planning of preventative drug free youth activities within the community during school breaks, evenings and weekends. This partner's philosophy is that engagement in positive activities provides the best chance of success in both academic and social realms.

The Kohala School Community Councils (SCCs) also serves as a valuable partner in this project. SCCs are comprised of school, community and business representatives who meet monthly and assist schools in the implementation of their Academic/Financial planning.

The Kohala Community Athletic Association (KCAA) serves as a partner in athletic activities. The CLC team coordinates with this organization to offer students an array of options and to offer assistance with transportation.

Additionally grant funds were used to secure transportation to ensure that everyone has access to all programs. Arrangements will be made to maintain the vans and terms of use will be established.

Staff

48 Kohala Complex paid staff were involved in CLC programs during the school year, while 41 participated in summer programming. College and high school students assisted in staffing the summer programs. Several private citizens and community volunteers, as well as the community-based associations previously mentioned have been working with the CLC staff. 20 community members volunteered during the school year, and 13 during the summer. These included volunteer Robotics instructors. Volunteers devote the number of hours necessary to complete their assumed tasks, with several contributing more hours than paid staff. CLC staff included a project manager, a program director, site coordinators and an evaluator. Turnover in the site coordinator positions continued. All positions are part-time and the number of paid hours worked is dictated by DOE regulations, with no one allowed to be paid for more than 17 hours per week. One new coordinator was hired this year.

Evaluation Design

The evaluation process is designed to determine the strengths and weaknesses of each center's activities, improve our ability to plan and implement programs, document the Complex's progress toward meeting its goals, discuss and pinpoint unmet community needs, assess the impact of current program offerings, and to prepare a tool that provides feedback to staff, volunteers, parents and participants, and communicates to community partners and other prospective funding sources about program effectiveness.

Methodology

Data collected:

Number and types of programs in place and discontinued- quarterly

Available facilities- monthly

Internet access availability- monthly

Current grade statistics- quarterly
Graduation statistics- annually
College enrollment statistics- annually
School drop-out rate- annually
Employment statistics- annually
Transportation availability- monthly

Instruments

Pre- and Post-survey, Assessment rubrics to measuring progress toward standard achievement, Student quarterly grades, Student reflective writing, Student oral presentations, Mentor ratings, Performance assessment (to determine proficiency in targeted skill(s), Hawaii State Assessment proficiency results, AIR Quarterly assessment, Edison Benchmark Assessments, NWEA, School Attendance Data, AVID Tutorial Log assessment, Student pre-/post survey on student career aspirations, AVID Binder, Student transcripts, College acceptance data, Student PTP (personal transition plan), Student registration for upcoming school year, School behavioral referral data, Number of participants, Feedback, Attendance records, Teacher Survey forms, Lesson plans incorporating use of information gained, Administrator observations/walkthrough data, program director oversight.

Technological support

There was no one within the community with the technical expertise to develop and maintain a website for the 21st Century program, and there was not funding available to hire a technician from outside. Information regarding programs was and will continue to be available in the SCC (Student/Community Council) newsletter and on their website. The final report will be disseminated by the schools and through the SCC.

Activities

School staff will continue to provide direct and ongoing academic support through tutorial services that occur after school and during intersession periods each academic year. Students will have access to online educational opportunities during non-school hours to assist with both credit recovery and enrichment. Ka Hana No`eau will offer the following additional mentorships: Hawaiian Saddle-making, Taro Propagation, Native Hawaiian Plant Propagation, Cultural Arts, Culinary Arts, Hula, Events Planning, and Industrial Technology. Other enrichment programs offered included but were not limited to: table tennis, karate, art, cooking and foreign language exposure.

Results

The Kohala Complex was able to present successful school year and summer programs as well as a popular complex-wide event. The goal of creating at least

one self-sustaining program per grant year was realized. Drama, the community garden, robotics and the mentoring programs will continue with volunteers from the community, student participation and commitment from school staff.

KES ended 2012-2013 with preliminary scores of 71% (Reading) and 58% (Math) which would make nine years of continuous academic improvement going back to 2004-2005.

Kohala Middle School's two VEX robotic teams led the winning tournament championship at the First Hawaii State Middle School held on December 2013.

In 2013, Kohala High School was awarded Bronze medal status in the US News and World report of the best high schools in the nation.

Mentors from Ka Hana No`eau have been successfully integrated into several programs. Each mentor has a specific passion and area of expertise. To date there are robotic mentors, drama mentors and gardening mentors.

The annual 21st CCLC Complex-wide event was planned and executed, primarily by school staff.

21st Century adult programs did not progress as planned or anticipated. Although needed programs were scheduled, interest waned and attendance was low, forcing cancellation. Some adults who were interested did not have children who were 21st Century attendees and were told they couldn't participate.

An innovative, systematic data collection system was developed by the program director. This results in accurate, complete data for the APR. This model should be introduced to other 21st Century programs and maintained for future use.

The outcome evaluation serves to address the following program performance indicators, established by the U.S. Department of Education for the 21st CCLC program:

- Students participating in the program showed improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes).
- Core educational services: 100% of centers offered high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.
- Enrichment and support activities: 100% of centers offered enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

- Community involvement: 100% of centers established and maintained partnerships within the community that continue to increase levels of community collaboration in planning, implementation, and sustaining programs.
- Services to parents and other adult family members: Centers **did not** provide services to parents and other adult family members although they were offered.
- Extended hours: 100% of centers offered services at least 15 hours on average and provided services when school was not in session, such as during the summer and intersessions.
- High-need communities: 100% of Centers are located in high-poverty communities.
- Participants in 21st Century Community Learning Centers demonstrated academic improvement in reading/language arts and/or math. .
- 21st Century adult programs did not progress as planned or anticipated. Although needed programs were scheduled, interest waned and attendance was low, forcing cancellation.

Recommendations

- Maintain established community partnerships
- Increase efforts to seek resources to assure sustainability
- Continue annual Complex-wide community events to keep CLC visibility
- Offer unique programming at each school site, with a focus on quality
- Continue efforts to institute adult programming
- Sustain transportation options to assure access to programs
- Maintain data management infrastructure

Kohala Complex Community Partners 2013-14

Kohala Community Athletics Association –programming & use of gym facilities, \$3,500

Ka Hana No'e 'Au -workshops programming (mentoring for Hawaiian youth), \$2,500

Kohala Surety Corp.- supplies & support, labor, \$2,500

Kohala High School Community Council - program planning & refreshments at Spring Fest, \$500.00

Kohala Elementary School Community Council -program planning & refreshments \$2,000

County of Hawaii- Dept. of Parks and Recreation -venue, staffing & programming, \$2,000

Jim Trump- supplies for school garden, \$2,000

Jonathan Bartch- donated use of equipment and labor\$1,000

Todd Andrews – prepare perimeter field area \$7,500

Sage Farms – advisor in soil conditioning – \$6,000

Alvin Kawamoto –KHS Robotics volunteer instructor, \$2,500

Jesse Lovitz –KHS Robotics volunteer instructor, \$2,500

Fern White - KHS Robotics volunteer coordinator, \$5,000

Cheryl Cabrera – KMS Robotics volunteer - \$2,500

Masa Kawamoto – donated equipment and operator for garden restoration project.
\$2,500

Big Island Astronomy Club - Guest Speakers and Stargazing \$3,000.00

Hawaii Learning Center- programming \$2,500.00

John Keawe- Music performance and gifts \$1,700