

21st Century Community Learning Center

Kohala Complex

Evaluator- Ann Earles

Period covered: June 2, 2016 to June 1, 2017

Submitted: May 14, 2018

Executive summary

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

Program implementation refers to how well a proposed program is put into practice. Implementation evaluation is performed to identify problem areas in order to make changes and improvements as programs are being implemented. 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 occur. The primary purpose of this evaluation is to assist the current Kohala Complex staff as they try to implement this well designed program amid the turmoil of staff turnover, both at the local and state level.

Major findings and recommendations

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

Findings

In the last year there was turmoil with the hiring and departure of two program directors, and a third person, who took a year off from classroom teaching to undertake this assignment, currently in the program director position. Although there are manuals which were maintained under the leadership of Dan Williams they were not enough to ease the transition of an individual with no prior exposure to 21st Century Community Learning Center programs into the position as program director. With the leadership changes at the state level this new director had no one to guide her through the process of planning and implementation of programs, data collection and end of the year reporting. If webinars were held the director had no knowledge of them, thus received little training.

While programs ran at each site, there was little oversight and no communication between coordinators and principals, and, at times, no program director to facilitate interactions. No meetings were scheduled or held, thus responsibility for data collection and entry was not assigned and

not completed. Two of the coordinators attended at least one training, but this was prior to the hiring of the present director. Some data was collected and entered into 21APR, but not enough to complete this report.

All coordinators encountered problems recruiting teachers for after school programs. Restriction of extracurricular hours for teachers employed by the DOE, strict requirements for outside teachers, the isolation of this community 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 administration.

With limited oversight and guidance the coordinators and program director were confused about what data needed to be collected to complete the end of year report and to whom it was to be submitted.

Despite the difficulties encountered programs were run at each site and the number of participants served increased.

All 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.

While special events for families were planned and well attended, no ongoing programs for adult family members have been instituted.

One Complex wide event was held in December and another in the spring.

The Kohala Complex staff endeavors 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.

Recommendations

- Continue to offer unique programming at each school site
- Establish formal communication between program director, principals and coordinators via regular scheduled meetings
- Renew efforts to establish adult programming
- Investigate 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
- Involve coordinators in complex event planning in the beginning stages
- Plan annual Complex-wide events, with all site coordinators participating

Program description

This comprehensive program includes long and short term learning activities, embedded academic assistance across all content areas, and an ongoing program of community education. This diversified approach helps to improve student outcomes in both academic and social-behavioral arenas. Academically, there will 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.

Resources

The Complex has 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 been pledged. The 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

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) partners 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 serves 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 sponsors

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 focuses 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 provides educational opportunities in radio broadcasting to participants through mentorships. In addition, KNKR assists the schools by providing an important venue to communicate with parents through radio broadcasts.

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

The Kohala Complex program coordinates 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 provides 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 assist with summer program instructional support.

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

The Kohala Complex, building upon the success of prior 21st CCLC programs, is presenting a program utilizing the abundant community

resources available. The existing infrastructure fosters the success of this endeavor.

The comprehensive program 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 program recognizes the need to promote respect for self and others, to eliminate bullying, to improve school attendance and promote a higher percentage of graduating students. The relationships built, fostered in sustained mentorships along with skill acquisition, will promote the value of being “pono”, of good moral character.

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, Kohala Middle, and Kohala High are Strive HI continuous improvement schools. In addition, Kohala Mission School, a small private, faith-based school and home-schooling round out the educational offerings in this community.

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 the schools to engage parents as partners in raising student achievement.

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	<u>Goal 3:</u> 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 parents will show improvement on measures of parent attendance at activities and response rate of mail and email correspondence	<u>3a.</u> Percentage of parents attending program events. Activities, and parent workshops
		<u>3b.</u> Percentage of the number of parent response rates on the School Quality Survey
		<u>3c.</u> Percentage of parents accessing electronic communication tools
		<u>3d.</u> Percentage of positive parent feedback on program activities.

Clients

Confusion and staff turnover have resulted in a lack of complete data for this portion of the APR.

Kohala Complex schools consist of Kohala Elementary School with 350 students, Kohala Middle School with 189 and Kohala High School with 250. Sixty-nine percent of the student population qualifies for free or reduced lunch across the three campuses.

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. There are also a number of home-schooled children in the community. This totals more than 811 potential students to be served along with their families.

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.

Programs run during the school year at Kohala High School included tutorials, jewelry making, weight training, robotics and cheerleading. Individual school year staffing information is not available. Programs ran for 39 weeks.

Summer programs included STEM activities, Physical education, arts & music and college & career coaching. Staff consisted of one (1) volunteer administrator, three (3) paid college students, three (3) paid school day teachers, three (3) paid non-teaching school staff and six (6) other volunteer staff. Summer school ran for six (6) weeks with a five (5) week bridge program for incoming freshmen.

The biggest challenge at Kohala High School is getting ongoing consistent student participation. This continues to be the biggest area of struggle because of competing activities such as athletics, clubs, drivers education, courts dances (prom, mayday, homecoming, winter-ball) and college level courses. Efforts to increase participation include putting announcements in the morning bulletins, putting up fliers around campus, talking to athletic coaches, and sending emails to the entire KHS staff encouraging them to recommend students to the programs. Early in the school year we created a survey given to all students to gauge what kind of programs the students were interested in so we could find programs to match.

Information regarding programs run during the school year and summer, activities and individual staffing at Kohala Middle School is not available.

The biggest challenges for the Middle School include transportation, developing good programs and not being a part of complex-wide event planning.

Mentors provide transportation when necessary because of lack of public transportation and school busses, but that should not be part of mentoring and there should be a better solution.

Attending the 21st CCLC conference last year provided some good ideas for new programs. A successful drone program has been developed and implemented.

The Complex Jamboree was presented with little coordinator input regarding location, time and events.

Programs run during the school year at Kohala Elementary School include Kohala Unupa'a, sports, theatre, ELL, Lego engineering, garden and Hawaiiiana. Individual school year staffing information is not available. Programs ran for thirty-one (31) weeks

Summer programs included STEM activities and Arts & Music. Summer staff consisted of one (1) volunteer administrator, one (1) paid college student, three (3) paid school day teachers, eight (6) paid non-teaching school staff, four (4) other paid staff and one (1) other volunteer. Programs ran for five (5) weeks.

The biggest challenge for Kohala Elementary school was a decrease in funding, finding vendors to supply mentors with supplies they needed and not being part of Complex-wide event planning such as the Spring Fest.

The elementary program and mentors would like to have been involved with that event. The previous year was a collaboration of all schools and everyone participated. This year's program was more of a fundraising event and had far less emphasis on 21st Century programs and student involvement.

Attendance- Does not include Kohala Middle School summer attendance and may not be accurate for other programs

	Male	Female	UNK	FRPL	ELL	SPED	Total
Kohala High School							
Summer	26	27		27	1	13	53
School year							50
Kohala Middle School							
Summer	NA						
School year							50
Kohala Elementary School							

Summer	64	71	7	77	4	11	142
School year							100
Total							405

Staff

During this reporting period there are four (4) 21st CCLC staff members in place, three site coordinators and one program director. The current program director was hired in August 2017 and the three site coordinators have been in place since August 2016.

During the school year there were three (3) paid administrators, ten (10) paid community members, two (2) paid parents, three (3) paid school day teachers, one (1) paid non-teaching school staff, and five (5) subcontracted staff who worked around the Complex, overlapping in some areas.

Community partners

Kohala Village Hub: provides a variety of classes, workshops & enrichment programs

Naturally Hawaiian: Artist Patrick Ching

Kahilu Arts: Hula, chorus, Hip-hop, Circus acts
 Hawaii Institute of Pacific Agriculture: Through field trips, in-class presentations and after-school programs, HIP Ag instructors provide interactive, hands-on, place-based learning opportunities.

KNKR radio station: integrates radio with extra-curricular activities at both Kohala High School and Kohala Middle School for students and volunteers to have an outlet for creative expression.

Food Corp: provides gardening support to expand school gardens

ELL: provides programs for English language learners

Na Leo public television: provides educational opportunities in video production

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 aligns 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 Grade Reports Percentage of participants attaining a 3.0 gpa in reading, math, and/or science In elementary: percentage	Formative – 3 x per year Summative—1 x per year In spring semester Quarterly grade reports in October, January, March, and June

	of participants meeting standards in reading, math, and/or science	
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	<u>Parent Involvement/Engagement</u> Percentage of parents attending program events. Activities, and parent workshops Percentage of parents accessing electronic communication tools	Collected at each event Quarterly
Satisfaction Surveys	<u>School Quality Survey</u> <u>Program generated parent surveys</u> Percentage of the number of parent response rates on the School Quality Survey	Annually in spring semester quarterly
Focus Groups	<u>3e. Percentage</u> 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 fosters learning as a lifelong process, utilizes resources efficiently, and develops important partnerships with parents to ultimately improve student achievement.

Data such as grades, standardized test scores, teacher surveys and attendance statistics were not made available for reporting. Neither were council reports or community meeting notes.

Recommendations

- Continue to offer unique programming at each school site
- Establish formal communication between program director, principals and coordinators via regular scheduled meetings
- Renew efforts to establish adult programming
- Investigate 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
- Involve coordinators in complex event planning in the beginning stages
- Plan annual Complex-wide events, with all site coordinators participating