

Kahuku Complex 21st Century Community Learning Centers Proposal

Got **S.T.E.A.M.**? Kahuku Complex has **S.T.E.A.M.**! Although this complex is better known for its Red Raider football team, the viral Kahuku High 2015 graduation video, irresistible shrimp trucks, and thirty-foot waves crashing along the winding North Shore, there is a new passion to be known for it's S.T.E.A.M. educational programs.

There is more to Kahuku Complex than the fertile, rich, and historically impacted 32-mile area on Oahu's Windward coastline where a narrow two lane Kamehameha Highway fronts Kahana Valley, Kualoa Ranch, the ever popular tourist attraction at Polynesian Cultural Center, the growing Brigham Young University-Hawaii campus (BYUH), and the world famous surfing spots on the pristine waters of the North Shore. Irrefutably, this area is vibrant and steeped with Hawaiian culture, legend, and natural resources in the Kahana Valley, the 5,200-acre state park which is the only remaining publicly owned ahupua`a in the state of Hawai`i, on to Punalu`u where the natural springs nourish the kalo and rice cultivation, and Pu`u-o-Mahuka Heiau, the largest sacred Oahu native Hawaiian place of worship. The breathtaking beauty of the Koolauloa area reveals sparsely populated pockets of homes in the valleys, with schools dotted nine (9) miles apart, on a winding 25 mile per hour tourist-paced road.

This nine mile distance from one school to another, reveals a slight difference in their disaggregate data and student needs, yet serious pockets of concern prevail and compound this urgency for the State of Hawai`i Department of Education Windward District Office, through the support and encouragement from the Complex Area Superintendent and school principals, to submit this 21st Century Community Learning Center HDOE grant on behalf of four (4) Kahuku Complex schools with 40% or more of their students on free or reduced meals and a struggling Strive HI score of 275 or less. Hauula, Kaaawa, Kahuku Elementary and Kahuku High and Intermediate will directly

benefit from the extended learning opportunities to provide enriching S.T.E.A.M. (**Science, Technology, Engineering, Art and Math**) programs addressing Common Core State Standards in reading, math, and science with integration of traditional Hawaiian knowledge and the cultural arts, dance, and music.

Why S.T.E.A.M. instead of S.T.E.M.? S.T.E.A.M. is a pathway that takes the benefits of S.T.E.M. learning and completes the package by integrating the principles through the **Arts**. It allows students to apply, create, use their knowledge of art practices, elements, design principles and standards to create an intriguingly marketable and motivating product. Sincere S.T.E.A.M. projects integrate two or more standards from Science, Technology, Engineering, Art, and Math. The heart of the S.T.E.A.M. approach is process-based learning with collaborative planning, flexible scheduling, and professional development.

For years, the square MP3 players sat in the market, but the Apple iPod caught the eye of the consumer and engaged them in a titillating and appealing way. Locally, a textile artist reported her desire to place adorable dog prints on fabrics. She quickly discovered she needed to rely on the mathematical “translation” standard, the transformation of the plane that slides every point of a figure the same distance in the same direction. Singer-songwriter Jack Johnson, a proud Kahuku High and Intermediate graduate, who donates to the Kokua Hawaii Foundation to the equivalence of 80% of the foundation’s operating funds, says two of his favorite things are “drawing and playing an instrument.” This school year, he will join three other artists in the Turnaround Arts Program initiated at three Oahu public schools. The promising National Turnaround Arts three year evaluation study resulted in 23% improvement in math proficiency, 13% increase in reading proficient, improved attendance, and a decrease in student disciplinary problems. (Honolulu Star-Advertiser, 8/13/15)

The targeted Kahuku Complex schools, Hauula Elementary, Kaaawa

Elementary, Kahuku Elementary, and Kahuku High and Intermediate, have embraced the knowledge that art and design lead to innovation and technology. So often our schools have undervalued arts in the classroom, that it's time to realize that art, especially the Native Hawaiian cultural arts, is relevant to sustaining this precious culture, traditions, and values. It's a belief that the cultural arts and design, working in concert with science, technology, engineering, and math, will bring global innovation to move us into a future career, one we are uncertain of its title, but certain we'll be prepared and career ready.

Part One: Need

There is the ***SCIENCE in S.T.E.A.M.***, a branch of knowledge or study dealing with facts or truths that are systematically arranged and show the result of behavior or academic gains when analyzing our four Kahuku complex school needs. When viewing the disaggregate data from formative assessment and reflecting on summative and qualitative data, there are commonalities among Hauula Elementary, Kaaawa Elementary, Kahuku Elementary, and Kahuku High School and Intermediate. Yet we are cognizant that because of the distance between one school to another, one neighborhood from the other, their community concerns, student needs, and populations reflect several differences. Therefore, it was necessary to sometimes take all four schools separately and construct the SCIENCE aspect that will reflect their needs.

These four Kahuku Complex schools serve a student population of 2,400 from grades K-12, who live in Koolauloa, with it's breathtaking beauty, sparsely populated areas, with serious pockets of concern compounded with an urgency to assist:

1. students at risk with high absenteeism, drop outs, and health concerns
2. students who enter kindergarten without the early childhood education of

preschool

3. students' academic risks in reading, math, and science

When the Windward District Office grant writing team met with each principal, these principals were astutely aware of the complex and individual school needs. If the award is granted, the Koolauloa Community Learning Centers (KCLC) Project propose to address these glaring student and family needs.

Students at Risk Needs: In spite of the rich heritage and seemingly promising legacy of natural and cultural resources, the majority of the community families continue to struggle from the effects of the economic depression in the early 2000's. An average 61.7% of the students qualify for free and reduced meals. Kahuku Complex displays a low 2010 per capita income at \$15,258 to the State's \$29,227. This alarming calculation indicates that the per capita income is 26.8% less than the Hawaii average and 23.4% less than the National average. The towns of Hauula and Kahuku record a low per capita income of \$12,684 and \$13,748, respectively. It is no surprise that the poverty level in the Kahuku Complex is 22.7% greater than the Hawaii average and 19.1% greater than the National average. (U.S. Census Bureau)

These families living on the rural North Shore of Oahu struggle to provide the basic survival needs for their family. Seventy percent of the working population acquire jobs outside the complex area with an average travel time that is 10% greater than the Hawaii State average and 26.9% greater than the National average. Families who take their personal cars to their Downtown or Waikiki jobsite, average over one hour and thirty minutes of travel time each way. Compound their travel with the mix of tourist admiring the thirty-foot waves and the slow 25 mile an hour travel through the thirty two mile stretch, these families will easily clock two hours of commute time to arrive to their destination or home. It's no surprise that the number of people who take public transportation in the Koolauloa area is 35.3% greater than the Hawaii average and

48.1% greater than the National average. If not taking the public transportation, then the number of carpool workers in Koolauloa is 32.1% greater than the Hawaii average and 98.9% greater than the National average. (U.S. Census Bureau) Subsequently these working parents spend an exorbitant amount of time commuting to and from work, often working multiple, minimal wage jobs, and leaving their children without adult supervision or positive role models during the critical after school hours of the day.

Surprisingly, only 119 students or 12.7% of the elementary students were enrolled in the State's A+ program (A+ Management System, May 2014). Because all three elementary schools are DOE managed A+ sites, they all close at 5:30 p.m. and charge a monthly tuition of \$85. Families prefer not to pay \$85 for each of their children and choose to have them watched by their elderly grandparents, relatives, or neighbors. This leaves the elementary child with basic or sub-standard custodial care, possibly viewing hours of non-educational television and playing non-stimulating indoor games.

Kahuku High and Intermediate School lacks regular, on going after school programs because the sports, clubs, and other extra-curricular activities are seasonal, sporadic, and fail to meet on a regular basis. Yet those critical hours between 3:00 to 6:00 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex (Fight Crime: Invest in Kids, 2003). As a result, the data of the Koolauloa area reflected in the Center of the Family 2000 study found these children to be at greater risk due to the high rate of families on welfare, the family's use of alcohol, tobacco, and drugs, and their low academic performance. The study exposed that the eighth graders in this area were using illicit drugs and substances higher than the statewide levels. It was flagged as a "serious one" in regards to the substance abuse among Koolauloa eighth graders.

An additional risk factor is the significantly high percentage of Native Hawaiians who are enrolled at the four (4) targeted schools. Hauula's Native Hawaiian students register the majority at 67.3% with the other schools ranging from 41.5% to 48.4%. Evidence mounts, that Native Hawaiians are over-represented with the highest rates in morbidity, mortality, chronic health conditions, and obesity. They have one of the poorest health history statuses compared to other ethnic groups in the state of Hawaii. In 2009, Hawai'i Department of Health reported an alarming statistic that Native Hawaiians had a prevalence rate of 69.6% for being overweight or obese. Childhood obesity, especially in rural and low-income communities such as Koolauloa, reveal that 40% of the children entering kindergarten are overweight or obese.

To exacerbate matters, the daily attendance rate at the targeted Kahuku Complex schools ranged from 91.2% to 93.7% in 2012-13, well below the State average of 95%. A closer look at the daily absentee rate in 2012-13 unfolded 11.3 to 15.9 daily absences compared to the State's average of 9 days. A deeper look at attendance patterns show that a certain subset of students with 15 or more absences a year, account for a disproportionate percentage of the absences. At Hauula Elementary, these chronic absenteeism recorded a high of 32%. Kahuku Elementary and Kaaawa Elementary proactively experimented with consistent calls to the home when students were absent. Parents responded and sent their students to school because, "The school said so." As a result, Kahuku's chronic absenteeism dramatically dropped from 23% in 2012-13 to 9% in 2013-14. Kaaawa's chronic absenteeism was 23% in 2012-13 and 6% in 2013-14. Last school year, Kahuku's students were motivated to attend school regularly to have key staff members shave their heads. This school year, the students will be motivated by having four staff members dunked in a pool of water, if their 99% attendance goal is met at least one day that week. At Kaaawa and Kahuku Elementary, the school principals realize that extrinsic motivation may work for a year or

two, but following that, parents will begin to avoid calls from the school and develop a negative perception, or the pranks of shaving heads and getting staff soaked, will no longer motivate the students. These principals realize that each student needs to intrinsically be motivated to want to come to school because they feel inspired by their academic gains and they discover that school is fun and engaging. Implementing stimulating after school enrichment programs will allow students to utilize the skills they learned within the day and solidify it with hands-on activities and real-life skills.

This early disengagement from school, exacerbated by high poverty, and low levels of family education have been linked directly to school dropout rates. As a matter of fact 7.5% to 12.3% of Kahuku High students dropped-out during school years 2010-11, 2011-12, and 2012-13. In 2013-14, 9.3% of the students dropped out of Kahuku High and Intermediate. Ultimately poor academic performance is the strongest predictor of dropping out of school. It is difficult to analyze if the students were not capable of attaining higher grades, or if their disinterest affected their acquisition of better grades.

The **SCIENCE** of the data is clear and reveals a compelling need to provide high quality after school programs and services to this high-need population. Providing enriching, project-based culturally relevant programs during the after school hours, will ultimately improve school attendance, shape behavior, curb inappropriate behavior, mentor students to focus on their coursework, motivate them to achieve better grades, and academically support them to perform well on state assessments. Studies show that teens who do not participate in afterschool programs or do not have available programs in their neighborhood are nearly three times more likely to skip classes than teens who do participate. These teens are also three times more likely to use marijuana or other illicit drugs, and are more likely to dabble in drinking, experiment with smoking, and engage in some form of sexual activity. (YMCA of the USA, 2001)

Early Childhood Education Risk: The second at-risk indicator is the number of kindergarten students who attended preschool. Only 58% to 68% attended some form of preschool in 2013-14, thereby leaving 42% to 32% missing the development of the critical component of reading: phonemic awareness. These students missed the systematic understanding of rhyming words and that words are made of a chain of sounds with each sound represented by a letter or letters. Absent in their early literacy development is the love of authentic literature and critical vocabulary development, where adults read exciting award winning books and stories. Consequently, it becomes imperative to close the reading gap because approximately 75% of students identified with reading problems in 3rd grade may still be reading disabled in the 9th grade. (The National Reading Panel Progress Report, 2/22/99)

When the Kahuku Complex school principals were surveyed (2013 Hawaii State School Readiness Assessment) if their school offers on-going parent workshops on child development and learning, they gave it a 1.0 rating of “not yet beginning.” These Kahuku principals know that parents would benefit from family engagement programs that demonstrate the importance of consistently reading to their children, playing games that stimulate their phonemic awareness and vocabulary, and introducing them to the recognition of shapes and letter sounds. Above all, parents need to instill the importance of school and the importance of attending school on a daily basis. Implementing extended day programs to build foundation reading skills in vocabulary and phonic awareness skills, capped by parent training, will actualize tremendous academic gains and close the learning gap.

Academic At-Risk Needs:

The current academic achievement trend report for the Kahuku Complex reveals a predictable trend with the elementary students at Hauula, Kaaawa, Kahuku

Elementary Schools in reading and math scores. That trend is slowly dipping in achievement and the Response To Intervention (RTI) Tier 1 students who are supported by their core program is decreasing, leaving an increase in number of Tier 2 students who are below benchmark and the number of Tier 3 students who become certified for Special Education programs.

Both Hauula and Kahuku are implementing the statewide reading basal and on-line program, McGraw-Hill's Wonders. At Kaaawa, they continue to implement the Johns Hopkins program, Success for All. These scientifically-based reading researched core programs should theoretically boost 75-80% of their children at benchmark, if the program is delivered with a high degree of integrity and by highly trained teachers. In actuality, this expected level of student competency hovered well below, with Hauula averaging 61.45%, Kaaawa with 71.57%, and Kahuku Elementary with 69.4% in their Tier 1 group. This data translates into a larger group of Tier 2 and 3 students or students not achieving reading competency. Hauula recorded 38.55% of their students in Tier 2 and 3, with Kaaawa at 28.43%, and Kahuku with 30.6% of their students who require supplemental or intensive intervention programs.

At Hauula, their Reading Proficiency scores from 2010-11 have dropped from 62.5 to 53.8 in 2013-14 for grades 3, and 72.1 in 2010-11 to 58.7 in 2013-14 for grade 4. The same trend is seen at Kahuku Elementary with 2010-11 Reading Proficiency scores at 75.4 at grade 3 and 70.0 in 2013-14. At Kaaawa, reading proficiency for grade 5 dropped from 75.0% in 2010-11 to 43.8% in 2013-14. Although Kahuku High experienced an increase in their reading and math scores between 2010-11 and 2013-14, math proficiency rates are well below the state benchmarks. Students not scoring proficient in reading and math require explicit reading instruction, extended learning opportunities, systematic repetition of skills, and high quality instruction to accelerate their learning and close the academic gap.

The math Strive HI Performance Report was significantly lower in 2013-14 than previous years, with Hauula receiving only 21 of the 40 points, Kaaawa receiving 23 of the 40 points, and Kahuku receiving 24 of the 40 points. Science proficiency rates were poor, with Hauula, Kaaawa, and Kahuku Elementary acquiring 6 of 20 points, Kahuku High and Intermediate received 18 of the 40 points in math, 28 of the 40 points in reading, and a paltry 4 of the 20 points in science proficiency.

Math instruction needs to move from the traditional American model of using concrete objects, then abruptly presenting abstract calculations. Instead, math problems should begin with a rich problem, have students use concrete manipulatives, problem solve by creating a picture or bar model, have students share their solution, then move to the abstract model and calculation. The Asian philosophy and pedagogical approach has much merit in having students understand math, problem solve, utilize critical thinking skills, and communicate effectively. In addition, strategically designed S.T.E.A.M. programs will actualize growth in math and science scores.

The revealing 2013-14 data follows:

		Hauula	Kaaawa	Kahuku El.	Kahuku High & Inter.
Enrollment 2013-14		308	124	493	1464
% of Kindergarten students who attended preschool		58	63	68	N/A
# of students in Sp. Ed. Programs	2011	15.7%	6.4%	8.0%	12.1%
	2012	12.1%	6.7%	7.3%	13.2%
	2013	13.6%	8.9%	7.1%	12.5%
Attendance Data: State is 95%		91.8%	94.5%	95.3%	92.2%
# of Daily Absences: State is 9		14.7	10	8.4	14.0
Chronic Absenteeism- Students with 15 or more absences		28%=0 pts of 20	6%	9%	Not available
% of students enrolled for the entire school year. Drop out data of enrollment for entire school year		86.0%	87.1%	91.7%	2011-12: 12.3% 2012-13: 7.5% 2013-14: 9.3%
Freshmen began 2010-11 and graduated 2013-14		N/A	N/A	N/A	88.8% with 50% college bound
% of student receiving free or reduced-		70.8%	54.8%	67.1%	50.2%

cost lunch				
Native Hawaiian Students	67.3%	48.4%	41.8%	41.5%
Employment Status	In 2010, State had 6.3% unemployed, Kahuku Complex had 6.2%			

Academic Achievement – Kahuku Complex Trend Report

Hawaii State Assessment		Reading % by Grade Level						
School	School Year	3	4	5	6	7	8	10
Hauula	2010-2011	62.5	72.1	42.9	55.9	na		
	2011-2012	58.8	60.0	63.6	57.1	na		
	2012-2013	59.2	76.5	66.78	81.8	na		
	2013-2014	53.8	58.7	65.7	67.6	na		
Kaaawa	2010-2011	71.4	76.5	78.3	75.0	na		
	2011-2012	88.9	80.0	80.0	91.3	na		
	2012-2013	87.0	88.9	70.0	85.0	na		
	2013-2014	73.7	75.0	93.8	43.8	na		
Kahuku	2010-2011	75.4	80.3	75.9	79.4	na		
	2011-2012	69.0	84.1	73.8	76.5	na		
	2012-2013	71.7	82.4	70.6	80.0	na		
	2013-2014	70.0	60.3	71.9	75.4	na		
Kahuku Inter/Hi	2010-2011	na				56.8	48.8	53.5
	2011-2012	na				63.7	62.2	64.0
	2012-2013	na				63.0	63.4	51.3
	2013-2014					74.4	66.8	67.9

Hawaii State Assessment		Math % Proficiency by Grade Level							Science % Proficiency by Grade Level		
School	School Year	3	4	5	6	7	8	10	4	8	10
Hauula	2010-2011	43.8	60.5	37.1	41.2	na			--		
	2011-2012	70.6	65.7	43.2	37.1	na			25.7		
	2012-2013	40.8	66.7	37.5	54.5	na			21.2		
	2013-2014	53.8	47.8	65.7	43.2	na			26.1		
Kaaawa	2010-2011	61.9	70.6	60.9	57.9	na			--		
	2011-2012	77.8	55.0	56.0	56.5	na			10.0		
	2012-2013	82.6	77.8	40.0	60.0	na			35.3		
	2013-2014	52.6	65.0	75.0	50.0	na			25.0		
Kahuku Elem.	2010-2011	69.6	66.7	68.4	70.6	na			--		
	2011-2012	70.0	52.2	67.7	63.0	na			11.6		
	2012-2013	61.0	58.8	45.6	66.2	na			20.9		
	2013-2014	68.6	46.6	67.2	53.8	na			29.3		
Kahuku Inter/Hi	2010-2011	na				38.5	28.2	21.0	--		
	2011-2012	na				48.1	38.3	30.6	--		
	2012-2013	na				41.0	48.9	25.9	--	23.1	--
	2013-2014	na				53.4	45.3	28.9	--	26.7	--

School	Math Proficiency	Reading Proficiency	Science Proficiency	Math Growth	Reading Growth	Chronic Absenteeism	Achievement Current Year Gap	2 Yr. Gap Reduction	Total Points Earned
Hauula Elementary 35% Gap	53% (21/40 pts)	63% (25/40 pts)	29% (6/20 pts)	63 (100/100 pts)	50 (50/100 pts)	28% (0/20 pts)	33% (27/40 pts)	25% (28/40 pts)	257/400 pts
Kaaawa Elementary 23% Gap	57% (23/40 pts)	69% (28/40 pts)	31% (6/20 pts)	37 (0/100 pts)	30 (0/100 pts)	6% (20/20 pts)	32% (27/40 pts)	-13% (0/40 pts)	104/400 pts
Kahuku Elementary 24% Gap	59% (24/40 pts)	69% (28/40 pts)	29% (6/20 pts)	62 (70/100 pts)	51 (50/100 pts)	9% (20/20 pts)	24% (30/40 pts)	-16% (0/40 pts)	227/400 pts
Kahuku High & Inter. 27% Gap	44% (18/40 pts)	70% (28/40 pts)	21% (4/20 pts)	38 (0/30 pts)	46 (9 of 30 pts)	88% graduation rate (88/100 pts); 61% college going rate (6/10 pts)	40% (12/20 pts)	1% (6/20 pts)	197/400 pts

Disaggregate Data: Strive HI: Student Group 2013-14 Performance Report

School	Reading Target 77%		Math Target 64%		Science Target 33%	
	Native Hawaiian	Disadvantage	Native Hawaiian	Disadvantage	Native Hawaiian	Disadvantage
Hauula	56%	60%	45%	50%	13%	n/a
Kaaawa	61%	n/a	46%	n/a	27%	n/a
Kahuku El.	74%	66%	61%	55%	36%	27%
Kahuku High & Inter.	63%	60%	32%	32%	11%	13%

The Koolauloa Community Learning Center Project (KCLC) will address the outlined needs by providing strategic learning opportunities during after school and when school is not in session by servicing approximately five hundred thirty (530) students of:

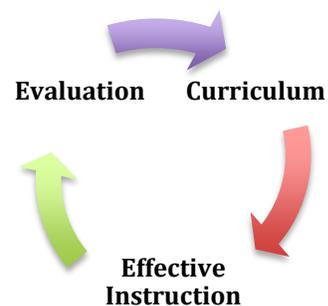
- Low socio-economic needs who are performing well below and approaching benchmark on reading and math assessments
- Kindergarten and first grade students who require additional “double dosing” of reading and math skills as well as enhanced language and vocabulary development
- Extra tutorial, differentiated strategies, and additional learning time, often required by special needs students
- Tutorial and successful support of the 2.3 GPA requirement for extra- and co-curricular students at Kahuku High and Intermediate to afford them consistent opportunities to stay engaged in school with caring coaches, tutors, and mentors who monitor their success
- Enriching programs that continue to keep students engaged in school

- Boosting the Tier 1 Response to Intervention group by providing explicit instruction, utilizing the vocabulary and sight words of the Wonders selections

Part Two: Quality of Proposed Project: The *TECHNOLOGY* in *S.T.E.A.M.* is the knowledge of techniques, methods, and processes, that can utilize machines, computers, and devices to solve problems, produce goods, or provide a service.

The Koolauloa Community Learning Center (KCLC) Project proposes to connect the knowledge of the school data and what it informs us, with the development of strategic after school, intersessions, and summer session programs for students in grades K-12. The project will collaborate with partners (KEAC, Kualoa Ranch, Kokua Hawaii Foundation, Koolauloa Health Clinic, Pacific American Foundation, Kahuku Public and School Library, and Title I) to combine high quality after school academic extended learning, engaging enrichment opportunities, and family learning activities into a comprehensive after-school program. KCLC provides that coordinating tool to maximize the impact of services offered.

The goal of the KCLC is to adequately serve the diverse communities along the 32 mile coastline with effective programs that target the community's glaring needs. The effective implementation of programs will rely on the "Circle of Success:" Curriculum, Instruction, and Evaluation.



Let us first address the proposed Curriculum: scientifically-based, best practices, addressing the Common Core Standards.

The proposed program goals, objectives, and outcomes:

Goals:

- Increase the number of students who receive academic learning support after school;
- Expand the existing after school options to engage more students and families;

- Develop a comprehensive after school program framework that encourages collaboration and continuity among the after school options;
- Increase the number of students achieving state reading, math and science standards at each of the participating schools.
- Increase the number of students who are college and career ready.

Objectives and Outcomes:

- 40% of each center's regular students will increase their math and reading scores from fall to spring
- 50% of each center's regular students will show improvements in academic behaviors such as school attendance, classroom performance, and homework completion as shown in the 21st CCLC teacher survey
- 100% of centers will offer high quality services in at least one core academic area
- 100% of the centers will offer enrichment and support activities such as nutrition and health, art, dance, music, S.T.E.A.M., physical fitness, remediation, tutorial, college and career readiness opportunities, and place-based learning
- 75% of centers in the complex will offer services to parents, senior citizens, and other adult community members
- 100% will offer services at least 12-15 hours per week on average during the school year and provide services when school is not in session
- 100% will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs
- 100 % of centers are located in high-poverty communities

Connections between program offerings and the Common Core Standards in

Math and Language Arts:

KCLC will provide programs that make clear connections to the Common Core Standards that define the knowledge and skills the students should learn during their K-12 education. State Common Core Standards will be achieved in Reading, Math, and Science. These programs address the "Principles of Effectiveness" by aligning to the objective data and assessment, have performance measures to ensure quality academic enrichment opportunities, and demonstrate scientifically-based research to meet the State's academic achievement standards. These programs and strategies support the KCLC Project's goals, objectives, and outcomes for academic and social success. They include:

- Consistent, explicit lessons that embrace a robust daily focus on early literacy: Phonologic awareness of segmenting and blending sounds, language

development, learning the alphabetic principle, developing fluency, vocabulary, and comprehension of the written code will address the disparity of students who enter kindergarten without the early childhood education of preschool. Their parents will receive training of how to support their children to accelerate their learning.

- Supplemental instruction in reading to increase their reading fluency, vocabulary and comprehension and utilize the three tiers of vocabulary words from their Wonders and Success for All reading materials that will address the academic reading risks.
- An intriguing math program that begins with concrete manipulation of objections, bar models, then application of the symbolic system and the fluency development of four mathematical applications will help to address the math risks.
- Project-based, culturally relevant, off-site core curriculum, technology and digital learning, all with rigorous hands-on lessons to develop a passion for learning, encourage college and career readiness, and motivate students of high absenteeism, and drop outs to want to attend school
- S.T.E.A.M programs using Lego Camp Kits, We Do, VEX IQ and Mindstorms to motivate students interest in science and math, enhance their critical thinking skills, immerse them in problem solving situations, and work collaboratively on integrated lessons. In addition aquaponics, garden programs, and off-site rigorous instruction will provide hands-on learning in real-life settings.
- S.T.E.A.M efforts will utilize traditional Hawaiian knowledge and the cultural arts, dance, and music to develop sense of self and pride in their Hawaiian legacy.
- Nutrition, health and wellness programs to educate students and families about healthy foods and lifestyles to address the health risk factors of the Native Hawaiians in the community.
- Consistently scheduled, non-school hours programs that monitor the student's progress and keep the student actively engaged.
- On-going academic support and monitoring for Kahuku High and Intermediate's 2.3 GPA requirement to participate in co- and extra-curricular activities. Participants in co- and extra-curricular programs in Kahuku High and Intermediate will be required to attend a tutorial program 4 times a week, throughout the year in order to maintain the 2.3 GPA or higher. The coaches and tutors will frequently monitor the attendance, grades, and student's behavior on and off campus. These coaches and tutors will support the students' academic achievement, ensure the completion of assignments and clearance to participate in extra and co-curricular activities. Students will be continually encouraged to perform well in school, as well as on the playing field.
- Working with parents to be literacy partners of reading and math through their child's early childhood development
- A cultural arts center, utilizing the kupuna and kumu resources in the community
- Purposeful family engagement programs that will focus on intentional, parent learning of early childhood literacy; health and wellness; and college and career readiness preparations

Description of the extent to which programs and services is proposed:

The KCLC Project will be intentionally designed to ensure that services are available to any student not yet performing at the proficient level, traditionally the Tier 2

and Tier 3 students. Participants will be drawn from students not achieving benchmark on the State Assessment Program, the iReady/STAR assessment, and teacher recommendations.

The KCLC Project will feature an average staff to student ratio of 1 to 12. This low ratio enables staff to tailor learning experiences directly to individual student needs and will enhance supplemental and intensive student learning and achievement. A proposed typical schedule of the KCLC Project at the four targeted schools will be:

Time	Kaaawa Elementary: Instruction/Programs	
2:15-3:15 PM	<ul style="list-style-type: none"> • Achieve 3000 (Tier 2/3 to develop reading fluency, vocabulary, and comprehension) • IXL Math (development of math fluency to retrieve math facts with automaticity) • Singapore Math (a program with proven success that begins with the concrete, moves to bar models, student explanations, then provides the application and abstract model) • Study Skill Building • Early childhood phonemic awareness and phonics skill building 	
3:15-4:15 PM	<ul style="list-style-type: none"> • Book Club: to embrace the love of literature and leisure reading • Integrated, S.T.E.A.M. process-based learning of cultural-based crafts as kapa, lauhala weaving, Hawaiian saddle making, fitness games, and dance • 4H Club • Kokua Hawaii Foundation organic farming/gardening, student operated farmer's market, wellness projects • Kualoa Ranch Partnership Activities • Video/movie making, integrating the arts with technology • S.T.E.A.M. – Robotics, Lego, VEX IQ, Lego Camp Kits integrated with Art 	
4:15-5:15 PM	Enrichment Activities as above	

Time	Hauula Elementary: Instruction/Programs	 
2:15-3:15 PM	<ul style="list-style-type: none"> • Homework and Research – Student Media Lab for research, projects, homework • Singapore Math • Early childhood phonemic awareness and phonics skills building activities 	
3:15-4:15 PM	<ul style="list-style-type: none"> • S.T.E.A.M.: Establishing a Cultural Arts Center for the integration of hula, chant, language, cooking, music, and art (Hauula offers a K-6 Hawaiian Language Immersion Program (HLIP)) • Garden Club: garden to table with focus on wellness, nutrition, and fitness • S.T.E.A.M.: Robotics, lego, VEX IQ, Lego camp kits, collaborating with the Cultural Arts Center • Student Leadership 	

4:15-5:15 PM	Enrichment Activities as above
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Time	Kahuku Elementary: Instruction/ Programs	
2:15-3:15 PM	<ul style="list-style-type: none"> • iReady for Reading and Math • IXL Math • Singapore Math • Early childhood phonemic awareness and phonics skill building 	
3:15-4:15 PM	<ul style="list-style-type: none"> • Physical Fitness, Dance, DanceDance Revolution, Zumba, Sports (integrating S.T.E.A.M.) • Entrepreneurship Store • S.T.E.A.M.: Robotics, We Do and Mindstorms lego, VEX IQ, Lego Camp Kits • Art: Where art and design lead to innovation and technology • Organic Gardening, Aquaponics, Sustainability • Healthy Cooking and Math • Chess Club • Music – Ukulele with intentional connections with the math standards • Video Production – student broadcast, documenting school events, performances, activities, public service announcements 	
4:15-5:15 PM	Enrichment Activities as above	

In May 2014, the Board of Education granted Kahuku High and Intermediate a waiver and raised the student-athlete eligibility level to 2.3 GPA with no F's, in order for students to be eligible to participate in sports. This "No good grades, no play" policy ultimately motivated the students to acquire better grades with the vision that "Higher expectations lead to high achievement." The results were overwhelmingly positive as 285 seniors actualized a 285% spike in academic and athletic scholarship values. In 2014, \$600,000 in scholarships were awarded and in 2015 with the 2.3 GPA requirement, \$1.7 million was awarded. To maintain this effort and to support the students working below the requirement, the after-school tutorial/study hall, four times a week, will be mandatory.

The Kahuku High and Intermediate school schedule may look like this:

Time	Kahuku High and Intermediate: Instruction/Programs	
From Dismissal for 1 hour	<ul style="list-style-type: none"> • 2.3 GPA for participation in Extra Curricular Activities: Study Hall and tutoring of athletes, performing arts students, and the general student population • Homework and Research at Student Media Lab for research, projects and homework 	
2 nd hour	<ul style="list-style-type: none"> • Homework and Research Lab: open until 7-8 pm and Saturdays. Parents must accompany student • Health and Nutrition by cooking right • Green Team (Farm to Table) • Speech/Debate and History Club – History Day and We the People • Graphics Design/Entrepreneurship • Olelo film making • Drama 	
3 rd hour	Enrichment 2 Selection: Array of academically infused programs offered that reflect the surveyed interests of the students.	

If the grant is awarded, KCLC will establish a 100% FTE position, request a certificated teacher list, interview, and select a project director. This project director will immediately conduct a meeting with each sub-grantee site principal, site coordinator, Title 1 coordinator, and other school leadership members in attendance. This meeting will establish the parameters of the site's programs and activities that adhere to the non-regulatory guidelines of the grant focused on the student needs, This preliminary planning and discussion assures that the program is offered to target students and families who attend schools eligible for Title I targeted assist or schoolwide support.

The topics that are discussed and agreed at this initial meeting are KCLC's fit with the schoolwide improvement plan, target group(s), curriculum aligned with the school's curriculum in the core subject areas, enjoyable student-centered extensions and outcomes, daily schedule with assurances of 12-15 hours a week of course offerings, assurances of supplemental services that do not supplant the school's regular programs, assigned rooms, staffing, intersessions, required pre- and post- evaluations,

assessments, surveys, and other supplemental support. The regular school day staff, principal, support staff, parents and students will be surveyed to receive their input on the needs of the students, family engagement needs, intersession components, and summer session design. When parents enroll their child, they also agree to participate in the family engagement activities and events. It is imperative that all stakeholders understand that KCLC is a comprehensive part of the schoolwide initiative and should not be treated as a separate program.

This grant will be available to support public and private school children, and similar initial meetings and discussions will be conducted with private school officials to develop plans to have their students access the same secular programs. Although there are no neighboring private schools, an email invitation and electronic registration forms will be sent to other private schools that express an interest in offering the extended learning opportunities to their students. Included on this list and in the nearest proximity of 40 miles, is St. Ann Model Schools.

Proposed timeline for implementing programs and services:

Implementation Objectives	Target Date, Procedure and Indicators
Allotment and Budget	Upon allocation of T funds to 941, 18050 <ul style="list-style-type: none"> • Establish two separate accounts for Program ID 18050 <ul style="list-style-type: none"> ○ 941-2 for Kahuku 21st CCLC ○ 941-1 for Castle 21st CCLC • Create BD2 and acquire approval from Managing/Fiscal Agent, Complex Area Superintendent (CAS)
Hire KCLC Project Director (PD)	Immediately upon approval of grant and allocation of funds <ul style="list-style-type: none"> • Certificated teacher position established for KCLC Project Director (PD). Hiring from provided list.
Initial Principal's Meeting	4 weeks prior to opening of Site(s) <ul style="list-style-type: none"> • Initial Principal's Meeting conducted with school principal, school's leadership team and KCLC Project Director. • Principal may survey students to poll student interests in enrichment activities. (Surveys conducted quarterly or mid-year) • Sites develop student application with relevant information as: contact information, pick-up and drop-off procedures, picture-taking and video approvals, safety information
Hire Site Coordinators (4) and Teachers	3-4 weeks prior to opening of Site(s) <ul style="list-style-type: none"> • Local media, partner websites, and site newsletters to post vacancies for KCLC • Site Coordinators (SC) and KCLC teachers recruited/selected and placed on Casual Payroll System • Advisory Council informed of progress and request their input

	<ul style="list-style-type: none"> Principals and Site Coordinators are provided a list of vendors and links that offers various programs Quarterly SC meetings are placed on the calendar with agendas, sign in sheets, and meeting minutes filed in KCLC binder as indicators: initial meeting and review of evaluation procedures and data, training on Y4Y enrollment and information, sharing of best practices and invite program vendors to share their proposed programs, closing procedures and celebrations
Enroll Students	<p>At least 2-3 weeks prior to start date</p> <ul style="list-style-type: none"> SC will distribute approved student application forms to targeted students SC calls parents to remind and encourage. Parents are committed to be partners in their child's learning and agree to attend the four intentional family engagement events. Send parents a written confirmation of start date/time/place to parents. Have A+ parents submit an A+ Authorization Form (implemented beginning 8/15) to have student attend another after-school program on campus.
Develop Implementation Procedures and train Site Coordinators	<p>2-3 weeks prior to start date</p> <ul style="list-style-type: none"> Train on KCLC Handbook (21st CCLC binder from the State) Worksheet procedure explained Purchase Order procedures and samples explained Safety procedures reviewed KCLC Flashdrive distributed to Site Coordinators with pertinent information: P.O. and justification form, timesheets, grant proposal, student information, Site Coordinator submittal forms and procedures, safety procedures, and evaluation
Opening of Site	<p>Opening date</p> <ul style="list-style-type: none"> Site Coordinator submits weekly summaries of student data, attendance, staff absences, discipline concerns, glows, and grows to project director Site Coordinator organizes attendance procedures and collects data. Enters attendance data weekly on attendance-demographic spreadsheet IReady/STAR pre- assessment data collected and input on attendance-demographic spreadsheet Site Coordinator submits purchase orders with an attached "Justification Form" to identify the purpose of the items, the program objectives, how it is tied to the KCLC objectives, and whether the items are "Reasonable, Allowable, and Necessary" Visible "Locator Board" is posted on campus with KCLC programs and room numbers
Additional Forms and Evidence	<p>Within 14 days of opening</p> <ul style="list-style-type: none"> SC submits safety forms, Family Involvement schedule, and final schedule to Project Director (PD) Staff sign and identify venue of Bloodborne Pathogen video viewing PD reviews each site's "Emergency Bag" with student contact numbers, emergency numbers, school emergency procedures that include evacuation and closing of KCLC site information Submits purchase orders and Justification Form Staff enroll in Y4Y site and provided links and resources
Student Progress Reports	<p>End of each quarter</p> <ul style="list-style-type: none"> KCLC teachers complete Progress Report Site Coordinator distributes report to principal, Project Director, homeroom teacher and parent. A response section is provided
Monitoring sites and programs	<p>2nd quarter</p> <ul style="list-style-type: none"> Project Director observes each site at least two (2) times a month. Written observations are provided to the SC and teacher Site Coordinators conduct observations and meet with the observed KCLC teacher, template provided in the KCLC Flashdrive File copies in KCLC binder and submit to Project Director
Progress Monitoring	<p>Prior to 3rd quarter</p> <ul style="list-style-type: none"> Mid-year assessment administered to inform academic and programming changes
Fixed Assets	<p>Mid-December and mid-April</p> <ul style="list-style-type: none"> Fixed Assets verified by SC, filed in KCLC binder, communicated with PD.

Evaluation	April <ul style="list-style-type: none"> • Staff Questionnaire, Teacher Survey, & Parent Survey – Distribute • Data Manager compiles information, creates tables and graphs • Documents reviewed by external evaluator during summer • Reasonable Assurance forms distributed, signed, filed
Prepare: Closing of Site	To be announced, date in 4 th quarter <ul style="list-style-type: none"> • Last Day of KCLC: To be determined • 2 weeks prior to closing day, send written notices to parents, inform office, staff, administration, A+ • Collect fixed assets and supplies
Closing	1 week following closing <ul style="list-style-type: none"> • Store all supplies, books, fixed assets. Store in an identified, secured area. • Identify location and number of boxes to Project Director at closeout meeting • SC files communication logs, weekly attendance sheets, reports, sign-in sheets in KCLC binder. Submits binder to Project director with on-going evidence • Final Attendance-Demographic Spreadsheet submitted
Intersessions	October, December, March, Summer <ul style="list-style-type: none"> • Similar procedures as above
Payroll Certifications	<ul style="list-style-type: none"> • Following December 31 of year • Following June 30 of year
Evaluation Meeting	Following November <ul style="list-style-type: none"> • Discuss the goals and evaluation data and how it informs instruction and programs • Discuss relevant changes, where needed, as recommended by the external evaluator and stakeholders

Experience with implementing an after school/out-of-school time program: In 2003-2008, the KCLC was awarded a 21st Century Community Learning Centers grant. Through this grant, the program provided homework assistance, tutorial support, and supplemental after school instruction. Since 2008, the Kahuku Complex schools have utilize their weighted student formula and Title 1 funds to provide supplemental support to Tier 2 and 3 students. In several A+ after school programs, homework start is provided, as well as learning labs for reading and math support.

Family Engagement: Parents and families have the most lasting and direct impact on a child's learning and social behavior. Research indicates that students whose parents and family are involved in their education are more likely to adapt well to school, attend school more regularly, consistently complete their homework, earn higher grades and scores on tests, graduate from high school, demonstrate positive attitudes and behaviors, demonstrate improved behavior, and are likely to enroll in higher education than students from less involved families. (National Dropout Prevention Center, 2003) Increasing family involvement is an important goal of KCLC.

Goals, objectives, and outcomes for participation of family members: The

goals, objectives, and outcomes of family involvement include:

Objectives	Outcomes	Performance and Assessment Measure
<p>75% of the centers in the complex will offer services to parents, senior citizens, and other adult community members.</p> <ul style="list-style-type: none"> ○ All centers will plan and implement at least four, quarterly, intentional family involvement activities to increase the literacy knowledge of the family ○ Family involvement activities will partner with Title 1 and other community partners ○ Centers will provide parent literacy and educational services throughout the school year to help parents support their children's learning. These include: <ul style="list-style-type: none"> ○ Phonemic awareness and phonics learning strategies will be provided ○ Achieve 3000 on-line learning training will be provided to allow parents to assign reading articles and view their child's comprehension scores ○ Singapore activities will begin with a rich problem to parents and assist them with utilizing math manipulatives and drawing bar models ○ Centers will collaborate with parents as partners in their child's learning, to develop enrichment programs at the sites <ul style="list-style-type: none"> ○ Parents required to accompany students to use the media lab. Exemplars and rubrics will be posted ○ Centers will hold health and wellness events in collaboration with KCLC partners (Kokua Hawaii Foundation, Koolauloa Health Center) where: harvested produce is sold, healthy recipes are demonstrated, effective gardening techniques demonstrated, and Recycle, Reuse, Reduce ideas and go plastic free encouraged ○ Centers will provide behavior and skill-building with students to develop career readiness and strong citizen skills ○ Mini-Hooike with display of S.T.E.A.M activities at mid- and end of KCLC programs ○ Parents will be introduced to the Kuder Career Planning System. 	Changes in academic achievement	Reading and Math Assessment pre- and post-: IReady and STAR data information and progress monitoring
	Changes in attitudes towards school and learning	<ul style="list-style-type: none"> ○ Homeroom Teacher surveys ○ Student surveys ○ Parent surveys ○ Quarterly Progress report from KCLC teachers to parents and homeroom teachers
	Changes in school behavior (attendance, discipline referrals)	<ul style="list-style-type: none"> ○ School attendance data ○ Chronic absenteeism data ○ Discipline data ○ Homeroom Teacher survey
	Changes in Family literacy levels	<ul style="list-style-type: none"> ○ Parent surveys ○ Family involvement event survey ○ Parent training surveys
	Changes in family/home learning activities	<ul style="list-style-type: none"> ○ Family involvement event surveys when parents list activities/strategies they have implemented at home
	On-going communication between the school and home	<ul style="list-style-type: none"> ○ Quarterly progress reports ○ Semester parent survey of proposed enrichment programs

The second circle of success is to ensure **effective instruction** by recruiting and retaining high quality KCLC staff, providing a safe and accessible site to students and staff, effectively and consistently disseminating information about the program to the community, utilizing volunteers and seniors, conducting periodic observations,

supporting staff with pertinent training, conducting periodic planning and collaboration meetings and providing adequate resources to all stakeholders.

Recruiting and Retaining Staff: Immediately when the award is granted, and continuously throughout the school year, staff vacancies will be posted on the four school's websites as well as the websites of the various partners as KEAC, Koolauloa Health Center, Pacific American Foundations, Windward District Office communication department updates, and the local MidWeek newspaper. At the monthly advisory council meetings, the recruitment efforts will be announced.

To retain staff, the Success for All Cycle of Effective Instruction will involve: Active Instruction, Teamwork, Assessment, and Celebration. At each site, a Site Coordinator is there to support the needs of the staff and conduct quarterly staff meetings. Staff members will assist in developing the agenda. Staff members will be trained in Beginning Reading Foundation Skills, Singapore Math, Achieve 3000, Y4Y, S.T.E.A.M. and IXL implementation to ensure they are confident in their active instructional delivery. To boost their confidence through the year, progress monitoring or formative assessment data will inform them of their successes along the way, with celebration to honor their valued efforts.

Safety and accessibility of the program site: Safety is of major concern when planning after school hour programs. Each site will be equipped with a "Red Emergency Evacuation Bag" filled and continuously replenished with first aid supplies, the school's emergency safety procedures, evacuation maps, student contact and emergency numbers. The KCLC programs will be held at the student's school with rooms assigned by the principal. Site Coordinators will post visible signs throughout campus highlighting the time, program, and classroom number. All KCLC staff are

notified that the A+ program on their campus has at least two trained and certified

CPR and First Aid staff.

Disseminating information about the program to the community: KCLC will create their own website with links to each school’s website. The Advisory Council, KEAC, will also provide a link to KCLC’s website to assist in disseminating information. The site coordinator will be responsible for distributing notices and updates once approved by the principal.

Role of volunteers, seniors: Kupuna, Kumu, and community resources will provide staffing for the Cultural Arts program. Volunteers will need to follow the DOE guidelines.

To ensure effective instruction, observations, meetings, and shared resources will be frequently conducted to monitor the integrity to the program as well as the effective classroom management that ensures student safety.

- The Project Director will observe each site at least two times a month and make written observations that are shared with the Site Coordinator and teacher
- The Site Coordinator will monitor each class using an observation template and hold conferences with the staff following the written observations
- In addition, the Site Coordinator will submit weekly summary reports to the Project Director, who reports directly to the Complex Area Superintendent
- Quarterly meetings with the Project Director and Site Coordinators will be conducted to discuss the “glows” and “grows” of KCLC. At these meetings, Y4Y resources, After School Alliance resources, S.T.E.A.M resources and vendor project offerings are provided. For instance, a representative from M.U.V.E. Dance Program and other vendors can showcase their after school offerings
- Project Director will attend monthly Advisory Council meetings to share the updates and receive input from the community members

Training or Professional Development will follow as suggested:

Who will receive:	What information:
KCLC Project Director, Site Coordinators, and teachers	The KCLC Project proposes to send at least two conference participants to one of the following approved conferences, adhering to the timelines, approvals, and DOE purchasing procedures: 1) 21 st Century Community Learning Centers Summer Conference, 2) The After School Institute Annual Conference, 3) Beyond School Hours Conference, 4) National Afterschool Association Annual Convention, 5) Best Out-Of-School Time (BOOST) Conference. While there, the conference participants will be assigned to focus their breakout sessions on elementary curriculum, secondary curriculum, or data management. Upon their return, a debriefing meeting will be held to share their acquired learning with the Project Director. Following, the conference participants

	will share their learning at the first Site Coordinators' meeting. At that meeting, they suggest ways in which the best practices can be implemented, or discuss its implications to the sub-grantee sites.
All KCLC Project Director, Site Coordinators and teachers	In addition, all KCLC Project Site Coordinators, Project Director, and KCLC teachers will sign up and enroll with the Y4Y website during the first year of implementation or their first year of KCLC employment. At the quarterly site coordinator's meetings, site coordinators will learn the broad spectrum of project-based learning lesson plans, technical support, and professional development. They will "model and lead" their KCLC teachers through the process and highlight the website offerings. The KCLC Site Coordinators will observe the implementation of the project-based lessons and provide valuable feedback to encourage further use of the website.
All Staff	All Staff will receive staff development training on S.T.E.A.M.
Parents, Teachers & Site Coordinators	To assist the Early Childhood Literacy efforts and close the reading gap, training on Building Foundational Reading Skills will provide the KCLC teachers with training and instructional routines for phonemic awareness and alphabetic principle development. This effective scientifically based reading research strategies incorporated in the training will emphasize the phonemic awareness development continuum: word and sound comparison, rhyming, sentence segmentation, syllable segmentation, syllable blending, onset-rime blending, onset-rime segmentation, blending individual phonemes, segmenting individual phonemes, and phoneme manipulation. (Local vendors will present quotations.)
Teachers implementing Achieve 3000 and IXL	Participants will be provided intensive training on the five-step procedure of Achieve 3000, Level Set assessment, the data management component, and the assignment of selections. Participants will receive training on the IXL procedure and appropriate student assignments.
Teachers & Site Coordinators	Wonders Training: At Kahuku and Hauula Elementary Schools, their teachers recently implemented the McGraw Hill Reading Wonders Program. Many of the students are intensive learners that require frequent teaching or exposure to the reading components of Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension. These are the students left behind and unprepared to unlock the reading code. During the KCLC program, the teachers will use the Wonders story selections and work with the following: <ul style="list-style-type: none"> • Phonics development of the selection • Sight words in the selection • Blending phonemes • Vocabulary development using the 3 tiers of words • Then re-read the selection to reinforce their learning
Teachers and Site Coordinators	Singapore Math training is learning a new process of having students solve problems, develop deep thinking, share their ideas, and learn from one another. Students will embrace an effective method to solve complex problems using pictorial diagrams called bar models.

Part Three: Adequacy of Resources

ENGINEERING is the "application of scientific, economic, social, and practical knowledge in order to invent, design, build, maintain, research, and improve structures, machines, devices, systems, materials, and processes." The KCLC will utilize the wealth of resources and partners to design and develop effective non-school hour programs that academically impact students' learning. These partners will be key stakeholders who will help sustain the efforts of KCLC, beyond the funding's sunset.

The KCLC Project will **ENGINEER** efforts with Title I and other school

improvement funds by increasing learning time and serving as a primary mechanism for increasing academic enrichment learning programs. During the summer sessions and intercessions, the three elementary schools will partner with the school’s intersession program to provide a comprehensive reading, math, and science literacy program. This is a critical time for schools to make progress in closing the academic gap and reduce the summer learning loss. These programs include reading and math in the afternoon, with some sites offering literature, art, dance, home economics, hydroponics, project-based science lessons, culture-based learning, and STEAM Summer Camp Kits (Architecture, Zoo Animals, and Eggstraordinary Programs) following the core curriculum. These extensions ensure students are immersed in using graphic organizers extensively, problem solving skills, and incorporate literacy efforts using hands-on instruction, making the curriculum rigorous and driven by the Common Core State Standards.

At Kahuku High and Intermediate, a Summer Bridge Program, targeting at risk 7th and 8th graders, will be held during the summer session to improve language arts, math literacy, science skills, sharpen study skills, develop social skills, as well as familiarize students with campus resources to prepare them for the transition to high school.

KCLC Project will coordinate and collaborate with:

<p>KEAC: Advisory Council</p> <p>With website to disseminate information about the KCLC Program</p> <p>KCLC Program will also open it's</p>	<p>The Koolauloa Education Alliance Corporation (KEAC) is a proactive, non-profit partnership with education, business, and community members dedicated to support and empower students with the academic, career, citizenship and social skills necessary to meet the challenges of the 21st century, and to become successful, contributing members investing in the community.</p> <p>KEAC began as a corporation to manage the increasing demand for the Red Raider booster items and was organized exclusively for charitable, scientific and educational purposes, more specifically to provide active career pathways, partnering, and support to the Kahuku Complex Schools.</p> <p>Presently, KEAC has evolved and is a viable organization with a new mission within the Koolauloa community. They conduct monthly meetings, with members in attendance as principals, vice principals, teachers, students, Kahuku Hospital CFO, community members, business members, parents, and will soon branch out to other</p>
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own website with links to KEAC and the school websites.	<p>non-profit organization members, faith-base members, and political representatives.</p> <p>The KCLC Project Director will attend the KEAC monthly Advisory Council meetings with the meeting minutes routed via Google.docs. KCLC presently has several minutes and updates as evidence of this partnership. The valuable input and insight from it's array of members will provide a comprehensive view of the after school programs that are needed in the community.</p> <p>KEAC provides resources and tips for students and parents with post-secondary education goals. Since going to college is more than a decision — it's a process, there are helpful resources to guide students and parents as they prepare for college applications, acceptance and success with ways to explore the connection between learning to workplace realities and prepare students for careers.</p> <p>KEAC is a fiscal sponsor to Advancement Via Individual Determination (AVID), a structured, college preparation program that creates a rigorous college-going culture, The Green Team (farm to table team), the Film Club, and Kahuku.org.(entrepneurship)</p>
Kualoa Ranch	<p>Kualoa Ranch will offer a wide variety of outdoor, off-site learning activities about the natural environment aligned with the Common Core State Standards in science and social studies. These activities include "Animal Friends and Nature Walk," "Lokoi`a Ancient Hawaiian Fishpond," "Ahupua`a Environmental Exploration," "Malama `Aina of Caring for the Environment," "Sustainability," and "Outdoor Environmental Lab."</p> <p>Kualoa has partnered with Kaaawa Elementary for years because of a long-standing trust-funded program. A similar program will evolve for Kahuku and Hauula Elementary Schools.</p>
Koolauloa Health Clinic	<p>Kahuku High and Intermediate School serves as home to the Red Raider Health Center (RRHC), Hawaii's only complete school-based health center. The RRHC is owned and operated by Ko`olauloa Health Center (KHC) which is a federally qualified health center. The on-campus center provides both medical and dental care, including treating students for acute illnesses, chronic conditions, providing sports physicals, dental screenings and treatment, even fitting athletic mouth guards. KHC has additional clinics in the region at Hau`ula Kai Shopping Center and in Kahuku town. These clinics provide services offered at the RRHC and also ob-gyn and behavioral care. KHC would like to partner with Kahuku High and Intermediate School and elementary schools to be a source to educate and encourage the students and other residents of the Ko`olauloa region to live healthier lifestyles. In addition, KHC would like to serve as a resource for promotion of oral health, management of obesity and diabetes, and counsel individuals on alcoholism and other substance abuse.</p>
Pacific American Foundation (PAF)	<p>A non-profit organization dedicated to improving the lives of Pacific Americans will create and provide lessons extended beyond the classroom. Kahuku High and Intermediate School parents will be introduced to the Kuder Career Planning System. The system would enable parents to help their children plan their school program. The PAF's Natural Resource Stewardship Program Project will provide after-school mentoring clubs, Saturday institutes, intersession camps and summer bridge courses.</p>
Title 1	<p>Partnering with Title 1 will provide family engagement activities that are intentional, regularly scheduled, and purposeful to focus on promoting literacy and family engagement. Title 1 will partner with KCLC to incorporate the Response to Intervention lessons to identified students and collectively utilize the funds from both sources to maximize the efforts to increase student achievement.</p>
Kahuku Public and School Library	<p>The partnership with the Kahuku Public and School Library on the campus of Kahuku High & Intermediate School will provide access to authentic literature books and resources for parents.</p>
Kokua Hawaii Foundation	<p>Kōkua Hawai'i Foundation's 'ĀINA In Schools program will provide trainings and resources to support: school gardens via after-school garden clubs; nutrition education through healthy snack programs and cooking classes; and assist with developing family and community outreach.</p>

Sustainability Plan is the **ART** of the program. If the award is granted, the efforts to sustain a similar level and intensity of the grant programs will be addressed through yearly meetings with the school principals and partners. The discussion will highlight the effective programs and the data that supports its effective practices and programs. Principals will develop a “Sustainability Plan” to utilize their existing funds to maintain extended learning time programs or partner with existing federal, state, and local programs. The partnership with KEAC and Kokua Hawaii Foundation will help support continued family engagement programs that warrant the greatest needs.

- Each budget line should be discussed for its importance to continuing programs after the grant sunsets
- Personnel as the project director, site coordinator, external evaluator, and equipment purchases may or may not be needed
- Identifying “In kind donations” should be on the discussion agenda
- Continuous collaboration with partners is important
- Continuous evaluation of all practices and identification of what is deemed critical and necessary
- Sustainability planning must be conducted throughout the duration of the grant and not just near its end.

Part 4: Program Evaluation:

The third circle of success is **EVALUATION**, the effective practice of analyzing relevant data that informs program change. Since **MATHeMatics** is the “science that draws necessary conclusions” KCLC will use mathematics to review the data, maintain and enhance what’s working, and move to adjust what’s needed.

Hauula and Kahuku Elementary, and Kahuku High and Intermediate have purchased and implemented iReady, a diagnostic Reading and Math on-line license that pinpoints each student’s needs according to the sub-skill level. This assessment will be administered at least three times a year with frequent progress monitoring to assure that the students are on track and well on their way to reaching their targets. If adequate student progress is not achieved, then iReady prescribes and provides rigorous, grade-level instruction and practice with downloadable lessons to support the student’s needs

thus allowing for differentiated learning in small group instruction. The Diagnostic & Instruction of iReady was built for the Common Core Standards and provides data-driven prescriptions for teachers and administrators to determine exactly where to focus their instruction and minimize the “guess-work” of what’s needed. The data-driven reporting is simplified and can predict student performance on state assessments and inform further changes of instruction.

At Kaaawa Elementary, their scientifically based reading and math researched based program, Success For All, administers STAR 360 and Gates assessment. This assessment can also be used for progress monitoring purposes to differentiate the student’s learning in the cycle of reteaching or extra practice planned to meet student needs.

The KCLC Project will carefully follow the procurement procedures and craft a contract for an external evaluator to provide an extensive evaluation. The roles and responsibilities are identified as assisting in the development and implementation of the evaluation plan, to include data collection, analysis and preparation of the evaluation report, and review entries into the national data management system, all while following the 21st Century Community Learning Center grant guidelines. The contractor will provide an executive summary to the Complex Area Superintendent, principals, project director and site coordinators with evaluation results that will “refine, improve, and strengthen the program.” To assist the external evaluator with the critical data, a Data Manager will provide all the tables and graphs of the June 1st – May 30th data by July 31. This will include, but not limited to:

- Number and percent of all students at each site and reportable students on site
- Number and percent of grade levels served
- Ethnicity, gender, ELL, Free/Reduced and SPED students

- Comparison of Reading and Math grades and assessment
- Parents, students, staff, and teacher surveys
- Questionnaire for Site Coordinators
- Summary of Program Activities and Partnerships
- National Data Management Site Annual Progress Report Summary

To assess progress toward the performance measures and to otherwise evaluate the effectiveness of the KCLC Project, the evaluation is designed to answer three questions:

1. What are the background characteristics of students, staff, and schools participating in KCLC?
2. What is the nature, quality, and intensity of services provided to students and families through KCLC?
3. What are the academic and other outcomes achieved by students and families participating in KCLC?

The Goals of KCLC:

- Increase the number of students who receive academic learning support before and after school;
- Expand the existing after school options to engage more students and families;
- Develop a comprehensive after school program framework that encourages collaboration and continuity among the after school options;
- Increase the number of students achieving state reading, math and science standards at each of the participating schools.
- Increase the number of students who are college and career ready.

The outcome indicators in the table below are to meet the KCLC objectives of:

- Students demonstrate improvements in the academic achievement of participating students;
- Students demonstrate improvements in the non-cognitive indicators of student success;
- Students offered high-quality educational, developmental, and recreational activities
- Family members of participating students are offered programs and services provided by the 21st CCLC using best practice activities; and

Outcome Indicators

Outcome Indicator	Performance Measure & Assessment Instruments
40% of each center's regular students will increase their math and reading scores from fall to spring	Reading and Math Assessment of pre- and post-: iReady data management information and progress monitoring will be administered at Hauula, Kahuku Elementary, and Kahuku High and Intermediate. Kaaawa will administer the STAR 360 Assessment for their Success for All Program for summative assessment and progress monitoring.
50% of each center's regular students will show improvements in academic	Assessment: Teacher's survey – Student improvement in learning behavior

behaviors such as school attendance, classroom performance, and homework completion as shown in the 21 st CCLC teacher survey	<ul style="list-style-type: none"> • Summative information on quarterly Student Progress Reports from KCLC staff to homeroom teachers and parents • Facilitate the Social Development of Participating Student • Provide a Safe and Secure Environment
100% of centers will offer high quality services in at least one core academic area	<p>Assessment: Documentation in National 21st Data Management system</p> <ul style="list-style-type: none"> • KCLC staff questionnaire • KCLC survey to Kahuku Complex parents and community • Initial principal, Site Coordinator, Project Director, Leadership team meeting before KCLC Project begins yearly at each site • Weekly Site Coordinator summaries as evidence
100% of the centers will offer enrichment and support activities such as nutrition and health, art, dance, music, technology, STEAM, physical fitness, remediation, tutorial, and off-site learning	<p>Assessment: Documentation of enrichment and support activities through:</p> <ul style="list-style-type: none"> • KCLC staff questionnaire • KCLC Program Summary • Initial Principal's meeting summary • Project Director's observations at least two times a month and relevant data • Student application forms with course offerings and description
75% of centers in the complex will offer services to parents, senior citizens, and other adult community members	<p>Assessment: Documentation of services and family engagement activities.</p> <ul style="list-style-type: none"> • Site Coordinator to submit evidence of planned, intentional family engagement activities no later than two weeks of the program start. • Family engagement agendas and schedules • Course offerings and Sign In Sheets
100% will offer services at least 12-15 hours per week on average during the school year and provide services when school is not in session	<p>Assessment: Documentation of hours of services</p> <ul style="list-style-type: none"> • Principal's Initial Meeting to draft a proposed schedule • Site Coordinator to submit evidence of course schedule • Project Director's observations and recorded data • Weekly Site Coordinator's summaries that document hours of services offered
100% will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs	<p>Assessment: List of Partnerships</p> <ul style="list-style-type: none"> • Staff surveys, weekly site coordinator summaries, agendas, and student surveys • Agendas and attendance to Advisory Board Meetings and Partnership Meetings: Koolauloa Education Alliance Corporation, Kualoa Ranch, Koolauloa Health Clinic, Pacific American Foundation, Title 1, Kahuku Regional & School Library, Kokua Hawaii Foundation
100 % of centers are located in high-poverty communities	Title I eligibility table

The KCLC student evaluation approach will employ a “cycle of continuous improvement” by feeding information back to the school staff through quarterly program reports completed by the KCLC teacher and routed to the homeroom teacher, principal, and parent. This report will include the student’s behavior and academic gains. These brief, written reports serve as quarterly project updates. The end-of-year summary report will provide a “summative” evaluation of project outcomes with parent and teacher feedback.

Part 5: Budget: It is important that the Koolauloa Community Learning Center project director and clerk understand the DOE budget, rules, and constraints to assist them in being mindful stewards of the precious funds. When approving, encumbering, and making expenditures, the constant question is, “Are these purchases Rreasonable, Allowable, and Necessary? (RAN) Here are the budget items that were processed through the RAN screening:

Personnel:

- The KCLC Project Director will ensure smooth implementation of the day-to-day curriculum operations of the KCLC Project as described in the grant application. This responsibility encompasses managing aspects of the KCLC staff, recruiting students and families, coordinating with partners and evaluator, and continually reviewing the curriculum, conducting quarterly Site Coordinator meetings, implementing and evaluating of the program.
- The KCLC clerk will input payroll, purchase orders, approval to pay, and other clerical tasks necessary to the program. The clerk will collaborate with the project director to complete bi-annual payroll certifications for all KCLC staff. The clerk and the project director will continuously seek information, clarification, and periodic allotment status reports from the Windward District Office (WDO) business manager.
- At each site there will be a minimum of three (3) teachers and one (1) site coordinator with plans to support up to seven teachers per elementary site and up to twelve teachers at the high school and intermediate site.
- During the months of June and July, a data manager will be contracted to collect, calculate, and create graphs of all data received from the KCLC Site Coordinators and iReady data.
- The external evaluator will be contracted to review and analyze data and enter further data into the 21st Century Data Management System, analyze the data, and develop the executive summary. The executive summary will be shared with the CAS, site coordinators, principals, teachers, and parents.
- Up to two KCLC staff will attend summer conferences and provide valuable feedback.

Supplies: All purchase orders are routed through the project director, the clerk, then reviewed by the Complex Area Superintendent (CAS). The CAS will scrutinize purchase order worksheets and sign those deemed reasonable, allowable, and necessary under the 21st CCLC grant guidelines. When meeting with each principal during June 2015, these principals possessed an astute knowledge of what was needed to actualize academic success for their students.

- S.T.E.A.M. kits as Summer Lego Camp, and WeDo will encourage Science, Technology, Engineering, Art and Math acceleration because our nation's future economic prosperity is closely linked with student success in the STEAM fields.
- Garden, aquaponics, farm-to-table supplies will help increase the students' awareness of the three main causes of obesity – diet, lifestyle, and lack of education.
- Dance software and supplies will motivate students to attend school and develop a healthy lifestyle,
- Bus transportation to and from off-site programs will provide, hands-on, culturally relevant, project-based learning at Kualoa Farm, Kahana Valley, farms, fishponds, lo`i and other sites.
- Supplies for culture-based learning will instill a sense of self and pride their Hawaiian legacy.
- Parent-Involvement “finger food” refreshments for Early Learning parent trainings, wellness parent workshops and Kuder course trainings, to name a few. Sub-grantee sites may purchase student supplies deemed necessary and reasonable.
- Singapore Math manipulatives and workbooks
- S.T.E.A.M. Staff Development Kit

Equipment: The Kahuku Complex principals are fully aware that equipment purchased through the 21st CCLC funds can only be used during KCLC programs and activities. To this end, they carefully selected equipment that is aligned with college and career readiness, academic achievement, and movement to increase graduation rates and school attendance. All purchases will follow the procurement procedures of acquiring necessary quotations and will adhere to the allowable conditions of the grant assuring they are necessary, reasonable, and allowable.

- NXT Mindstorm or VEX IQ kits will be purchase to expose students to Robotics and competition tournaments.
- Chromebooks and charging station carts will be used for iReady diagnostic and prescriptive lessons. Chromebooks will have technology in the hands of the students' continuous learning in reading, mathematics, and science.
- Die cut Cricut machines, programs, and trimmers for the media lab
- iPads and a charging station cart for on- and off-site learning as photo documenting and research retrieval
- iMac, Apple TV, and HD Camcorder for video productions
- Xbox and flat screen TVs for enriching physical development activities

In-Kind Resources include custodial services, custodial supplies, use of the school's duplicating machines, facilities, electricity, water, computer labs and if needed, the school's office staff, and media lab to mention a few.

Part 6: Advisory Council

The Koolauloa Education Alliance Corporation (KEAC) will be the Advisory Council in partnership with the Koolauloa Community Learning Centers (KCLC). The KCLC Project Director and site coordinator(s) will attend the monthly KEAC meetings and be in advisory capacity with its members. These current members include principals, vice principals, teachers, students, Kahuku Hospital CFO, community members, business members, Kualoa Ranch staff, and parents. KEAC has plans to include other non-profit organization members, faith-base members, and political representatives.

The Advisory Council meetings are held on the first Wednesday of the month at 9:00 am at the Kahuku Public and School Library. The minutes of the meeting are posted and shared on google.docs. Members also receive email action item notices from the minutes.

Ten years ago, KEAC initially was established as a proactive, non-profit partnership with education, business, and community members with a mission to empower students with their academic, career, citizenship, and social skills needed to meet the challenges of becoming successful, contributing members who will continually invest in their community. KEAC began as a non-profit corporation to manage the exciting demand for Kahuku Red Raider booster items through the Kahuku.org, on-line retail venture.

KEAC has since evolved as a viable organization with a new mission within the Koolauloa community. Their mission is to effectively communicate within the community and provide community support where needed. KEAC is presently a fiscal sponsor to AVID (Advancement Via Individual Determination) which is a structured, college preparation program that creates a rigorous college-going culture. AVID's organized Red Binders are a daily resource for the Kahuku High students. KEAC

sponsors the Green Team, a farm to table project, the Film Club, and Kahuku.org, an entrepreneurship venture.

With KEAC as its Advisory Council, KCLC can meet with community stakeholders to inquire about the pulse of the community and its needs. KCLC can inquire about parent involvement efforts that will continuously provided and upgrade the Science, Technology, Engineering, Art, and Mathematical skills of its Koolauloa families. Having KEAC as a viable Advisory Council, will ensure that parent involvement, college and career readiness, and after school programs are sustained, well beyond the sunset of any awarded grant(s). For now and for the Koolauloa students and community, it will be full S.T.E.A.M ahead.