

**A Statewide Evaluation of the
21st Century Community Learning Centers Program
(Project Year Covering the Summer of 2011
through School Year 2011–2012)**

**Lolito Sagaysay
Terry Ann F. Higa
Aric D. Nakamura
Elliott M. Oshiro**

January 2014

Contents

Executive Summary	v
A Brief Background About the 21 st CCLC Program	1
The 21 st CCLC Evaluation Sub-Grantee Reports	2
The 21 st CCLC Profile and Performance Information Collection System (PPICS).....	2
The Multi-Year Evaluation Design and Methods.....	3
Review of the sub-grantee reports	4
Findings about On-Site Monitoring and Technical Assistance	5
Findings about Center Operations	6
Findings about Sub-grantee Funding	6
Findings about Sub-Grantee Hours of Operation	9
Findings about Paid and Un-paid Staffing	9
Findings about Community Partnerships	14
Findings about Students Served by the Sub-grantees	14
Findings about Student Enrollees at the Sub-grantees	14
Findings about Target Populations that Received Services by the Sub-Grantees.....	27
Findings about the Activities Implemented at the Centers.....	27
Findings about the Types of Activities Implemented, by Content Area	28
Findings about the Sub-grantees’ Status on the KPIs	35
Findings about Student Academic Behavior, non-KPIs.....	35
Findings from the Review of Sub-grantee 2011–2012 Narrative Reports.....	51
(a) Do the 2011–2012 narrative reports show evidence that the sub-grantees are examining implementation and outcomes of their centers?.....	51
(b) Does the review of the sub-grantee narrative reports show evidence that clarification is needed in any area of the HIDEOE-SPMS evaluation report template or improvement in use of the report template?	52
Conclusions about the Status of Sub-grantee Reports and Recommendations for Improvement Based on a Review of the 2011–2012 Sub-grantee Reports	67
Recommendations to Improve Program Effectiveness	68
References	70
Appendix A	72
Appendix B	79
Appendix C	86

Executive Summary

The Hawai'i Department of Education (HIDOE) 21st Century Community Learning Centers (CCLC) Special Programs Management Section (SPMS) contracted a team of evaluators from Curriculum Research & Development Group (CRDG) from the University of Hawai'i at Manoa College of Education (UHM-CoE) to evaluate the statewide program. The purpose of the evaluation was to work in collaboration with the HIDOE-SPMS Educational Specialist to design and implement a state-level evaluation report that addresses how the overall 21st CCLC program and the key performance measures are meeting its program goals.

Awardees of 21st CCLC funds are referred to as sub-grantees and are granted five years of funding to provide services targeting students needing services beyond what can be provided in the regular classes. According to 21st CCLC guidelines, sub-grantees receive the same funding for the first three years of the five-year funding cycle. In the fourth year, funding is reduced by 25% of the amount of the initial year. In the fifth year, funding is reduced by 50% of the amount of the initial year. The purpose of this policy is to transfer responsibility for funding from the federal government to the state government, and prepare the sub-grantee to sustain the project operations and activities under other sources of support, encouraging program sustainability.

The 21st CCLC program funding is intended to be used to provide opportunities for academic enrichment to help students (particularly students in high-poverty areas and those who attend low-performing schools) improve their academic performance and behaviors in core academic subjects by offering a broad array of academic enrichment services outside of regular school hours (Retrieved from <http://doe.k12.khi.us/nclb/21cclc/index.htm>, 6/15/2011). The services include homework help, tutorial services, academic enrichment activities, and opportunities for their families to improve literacy and related educational development. Center students (referred to as regular center students) who participate in center activities for 30 or more days are to be considered in studies of effects on academic achievement and academic behavior. The objectives for these regular center students are stated in the Hawai'i 21st CCLC key performance indicators (KPI), including four objectives and eight related outcome indicators. The KPIs are adapted from the Government Performance and Results Act (referred to as GPRA) performance indicators associated with the 21st CCLC program and were revised during the program years as deemed necessary by the HIDOE-SPMS.

The 21st CCLC program funded 15 sub-grantees (associated with 102 centers) for implementation in the project year spanning the summer of 2011 through School Year (SY) 2011–2012. This included 2 sub-grantees (total of 14 centers) that were in their first year of funding, 4 sub-grantees (total of 25 centers) in their second year of funding, 5 sub-grantees (total of 35 centers) in their third year of funding, and 4 sub-grantees (total of 28 centers) in their fourth year of funding.

A five-year evaluation design was developed in the previous evaluation contract year. The evaluation design is based on national research and local reports about the 21st CCLC program. The underlying logic model is represented in a graphic display to show how the research flowed into the implementation study and outcome study. Recommendations for program improvement were based on reviews of the national literature, the performance reports about the Hawai'i sub-grantees in 2008–2009 and 2009–2010, and considerations for the Hawai'i 21st CCLC program based on the 2010 auditor's comments. These recommendations are shown as part of the multi-year evaluation design in Appendix C.

The focus of this year's evaluation is to (a) document and report the state-level on-site monitoring and technical assistance for the 21st CCLC program; (b) analyze and report the data from the 21st CCLC Profile and Performance Information Collection System (PPICS); and (c)

review the 21st CCLC sub-grantee reports for completeness. We provide further elaboration about the purpose and methods for each study.

The 21st CCLC PPICS

The PPICS is an on-line data-collection and report-generation system. Learning Point Associate is contracted to operate PPICS. Each sub-grantee has a login name and password to access PPICS. Each sub-grantee in their second through fifth year of funding completes the Annual Performance Report section of PPICS, which includes information about center operations, center activities and clients, center host schools, regular students' academic behaviors (results of the teacher survey), and regular students' academic achievement data. The APR section is the main source of data for our analyses.

Review of the Sub-grantee Reports

All sub-grantees are required to submit a narrative report to the HIDEOE-SPMS state program manager at the end of each year. The HIDEOE-SPMS 21st CCLC Program Manager provides the sub-grantee leaders and their evaluators with an evaluation report template to use as the basis for their reporting. The evaluation report template includes the Hawai'i 21st CCLC key performance indicators (KPIs), which are part of the performance measures. These performance measures and KPIs are customized for the State of Hawai'i from the GPRA.

The CRDG evaluator reviewed the sub-grantee evaluation reports to determine whether or not sections of each report were complete in terms of addressing the HIDEOE-SPMS evaluation report template. The purpose of reviewing the sub-grantee reports is to provide the 21st CCLC State Program Manager with insightful information about reporting practices, that is, if sections of the evaluation report template needed clarification, or if some sub-grantee report writers (leaders or their evaluators) needed support with expanding evaluation capacity. The HIDEOE-SPMS evaluation report template was developed into a checklist and sections of each report were rated as complete, incomplete, unclear, or not included. The final ratings were summarized by (a) section of the report template to see if many report writers seemed to need clarification about how to address the section; (b) sub-grantees' years in project (a measure of growth in evaluation capacity); and (c) urban or rural location (a measure of access to evaluation resources).

The State-level On-site Monitoring and Technical Assistance

We had the dual roles as state-level evaluator and sub-grantee evaluators in this project year. Throughout the year, we monitored e-mail communications and other documented activities of the HIDEOE-SPMS state program manager with sub-grantee leaders and evaluators in regards to on-site monitoring and technical assistance. The state program manager or sub-grantee leaders informed us about monitoring or technical assistance activities. Our findings are that the HIDEOE-SPMS state program manager significantly increased on-site monitoring and technical assistance to all sub-grantees through various methods, with the major ones being: (a) development and distribution of a sub-grantee binder and a binder for each center, each with forms designed to document information necessary for federal and state reports and to facilitate their own documentation and report generation; (b) regular on-site monitoring visits (at least one per sub-grantee during the project year) to observe center activities and have discussions with leaderships to review their binders, operations, implementation, and any questions or concerns; and (c) monthly webinars with sub-grantee leaders and their evaluators. Additionally, the state program manager has been easily available through e-mail or telephone.

Findings based on 21st CCLC PPICS Data

The data were summarized from sub-grantee data entered and certified in the 21st CCLC PPICS system for the summer 2011 through SY 2011–2012 project year. Fourteen of the 15 sub-grantees entered data into PPICS for the project year and the percentages of the data summaries are based on 14 sub-grantees instead of the 15 that were funded.

Sub-grantee Funding

On a state level (cumulative total of all sub-grantees which provided PPICS data) the total funding for this project year was \$6,312,565 and there were 15,326 total student participants, costing

\$411.89 per student. The corresponding total regular students were 5,106, with a cost of \$1,236.30 per regular student. The cumulative hours of operation was 28,067 with the corresponding cost of \$224.91 per hour. As stated in the PPICS reports, these numbers should be interpreted with caution because many factors converge to affect costs and “lower costs do not necessarily indicate a better program.” The total funding amount per sub-grantee ranged from \$200,000 to \$750,000. The total number of students ranged from 163 to 1,834 and the cost per student ranged from \$217.06 to \$1,226.99. The number of regular students ranged from 97 to 657. The cost per regular student ranged from \$569.36 to \$2,500.00. Note that the lowest and highest costs per enrollee and regular student do not coincide at the same sub-grantee. The sub-grantee total hours of operation ranged from 374 to 4,249. Costs per hour of operation ranged from \$115.11 to \$1,160.43.

Sub-Grantee Hours of Operation

The performance indicator was, “More than 75% of centers will offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays. ...” Based on the average weekly hours of all centers within the sub-grantee, only the Kohala sub-grantee met the 15 hours a week.

Paid and Un-paid Staffing/ Staff who were Classroom Teachers

The sub-grantees enter information about the background of the center staff in nine categories. We only present the total number of paid and unpaid (volunteer) staff, and the number and percentages of the center staff who were also classroom teachers. We consider this an important statistic because national research about the 21st CCLC program (i.e., Nafzger & Vinson, 2011) suggest that it is advantageous to have center staff with qualifications as classroom teachers, as this helps to build bridges between the host school and the extended day curriculum, and employing center staff with teacher qualifications have familiarity with procedures for a safe environment for students, assessment procedures and use of data, instructional strategies, and project materials.

By far, there are more paid center staff than unpaid (volunteer) center staff during the summer of 2011 (472 paid, 29 unpaid) and during SY 2011–2012 (1,113 paid and 157 unpaid). Although there was some variance, many sub-grantee staff in the summer of 2011 and SY 2011–2012 also were classroom teachers, which is a highly positive finding. During the summer, 300 (59.9%) of the 472 paid center staff were classroom teachers, and none of the 29 unpaid center staff were classroom teachers. During the school year, 794 (62.5%) of the 1,113 paid center staff were classroom teachers, and 13 (1%) of the 157 unpaid center staff were classroom teachers.

Community Partnerships

The data about community partnerships include the types of contributions and the amount of contribution or dollar value of the contribution made by the partners to the sub-grantees in the project year. The sub-grantees and their centers reported having 89 partners, of which 26 (29.2%) were subcontractors. Of these partners, 63 (70.8%) provided “programming or activity-related services,” 31 (34.8%) provided “goods or materials,” 30 (33.7%) provided “volunteer staffing,” 27 (30.3%) provided “paid staffing,” 7 (7.9%) provided evaluation services, and 4 (4.5%) provided “funding or raised funds.” “Other” types of contribution were provided by 30 (33.7%) of the partners. Please note that each partner may have contributed more than one type of contribution category. As sub-grantees’ funding is reduced in their fourth year (by 25%) and fifth year (by 50%), sub-grantees may wish to find means of sustaining the project by looking toward community partners. It is not apparent from the data if the sub-grantees in Year 4 or Year 5 of implementation were receiving more support from community partners than sub-grantees in their first three years of implementation.

Students Served by the Sub-grantees

Some sub-grantees did not provide complete information in some categories, therefore, percentages do not all add to 100%. Total center students ranged between 154 and 1,925 within the various sub-grantees. A total of 15,480 students in pre-Kindergarten through Grade 12 were enrolled in

the 14 sub-grantees who provided PPICS data. There were between 48 and 637 regular center students (regular center students are those who participated in activities for 30 or more days) in each of the 14 sub-grantees with a cumulative total of 5,154. The proportions of regular center students to the total center enrollees in each sub-grantee ranged from 22.6% to 68.7%.

The centers' population included 8,414 (54.4%) elementary, 3,759 (24.3%) intermediate/middle, and 1,886 (12.2%) high school students. The regular center participants were: 3,207 (62.2%) elementary, 1,585 (30.8%) intermediate/middle, and 196 (3.8%) high school students. The gender population was: 6,890 (44.5%) males and 7,079 (45.7%) females of which 2,437 (47.3%) were male regular center participants and 2,537 (49.2%) were female regular center participants. Of the 15,480 center enrollees, 7,586 (49.0%) were on free- or reduced-lunch. In addition, 3,028 (58.8%) of the 5,154 regular center students, were on free- or reduced-lunch. Most of the center enrollees were Asian/Pacific Islanders whose enrollment count was 11,045 (71.4%) and also composed of 4,091 (79.4%) of the regular center students. These data indicate that the centers enrolled students who were target populations for the 21st CCLC program and activities.

Target Populations that Received Services by the Sub-Grantees

The centers reported implementing 589 activities during the project year. There were 350 (59.4%) activities provided to "students not performing at grade level, are failing, or otherwise performing below average." There were 200 (34.9%) of the activities provided to "students with special needs or disabilities." There were 199 (33.8%) of the activities provided to "students with Limited English Proficiency." "Other types of student populations" participated in 219 or 37.2% of the activities. The lowest percentages of the activities were provided to "students who have been truant, suspended, or expelled" (18 or 3.1% of the activities) and "adult family members" (29 or 4.9% of the activities). Note that each center activity may have been provided to more than one of the targeted population categories.

Program Implementation: Activities Implemented by Enrichment Area

The purpose of the 21st CCLC program is to provide activities in multiple academic enrichment areas to support the development and learning of high need students. All 14 sub-grantees provided academic enrichment activities at each center. Tutoring and recreational types of activities were provided by 13 (92.9%) sub-grantees. Homework help was provided by 11 (78.6%) of the sub-grantees. Activities to promote youth leadership and activities to promote parental involvement were provided by four (28.6%) sub-grantees. Career/job training for youth activities, supplemental education services, and activities to promote family literacy were provided by three (21.4%) of the sub-grantees. Drug/violence prevention, counseling/character education activities and community services/service learning activities were provided by two (14.3%) sub-grantees. Mentoring activities and activities to provide career/job training for adults were provided by one (7.1%) sub-grantee. Five (35.7%) sub-grantees provided other types of activities. We also provide information about the activities, categorized by primary categories and secondary categories in this report. Both sets of categorization show that the top three categories are academic enrichment, tutoring, and homework help.

Program Implementation: Types of Activities Implemented, by Content Area

These data were collected from PPICS. Two of the performance indicators are, "100% of centers will offer a high-quality activity in a core academic area such as reading/writing, mathematics, and science;" and "100% of centers will offer an academic enrichment or support activity." The findings were that all 89 centers in the 14 sub-grantees implemented core academic activities in reading/writing, mathematics, or science, but it was not clear if the activities were offered at high quality, therefore, it is unclear if the performance indicator was met. Additionally, 76 (85.4%) of the 89 centers at the 14 sub-grantee offered academic enrichment or support activities which did not meet the second performance indicator. However, six (42.9%) of the 14 sub-grantees met the 100% target in the second performance indicator.

Program Performance: Meeting Performance Indicators

These data are based on best information; be it PPICS or the sub-grantee narrative reports. Three sub-grantees (21.0%) that reported complete data all met the criteria for, “100% of center offer a high-quality core academic activity.” Six sub-grantees (42.9%) that reported complete data all met the performance indicator, “100% of centers offer an enrichment or support activity. Of the four sub-grantees that reported complete data for the performance indicator, “85% of centers have community partners,” two sub-grantees (14.3%) met the performance indicator. For the performance indicator, “75% of centers offer services at least 15 hours on average when school is not in session,” only the Kohala sub-grantee met the 15 hours a week based on the average weekly hours of all centers within the sub-grantee. All five of the sub-grantees (35.7%) that reported complete data met the performance indicator, “100% of centers are in high-poverty communities.”

Program Outcomes: Student Academic Behavior by Key Performance Indicators

These data were collected from PPICS. The KPI criterion was that 75% of the regular center students needed to show improvement in the four academic behaviors. Five (35.7%) of the 14 sub-grantees met or exceeded the 75% target for the academic behavior of “submitting homework on time.” The 75% target for the academic behavior of “participating in class,” was met or exceeded by eight (57.1%) of the 14 sub-grantees. None of the sub-grantees met the target of “attending class regularly.” One (7.1%) of the 14 sub-grantees exceeded the 75% criteria the academic behavior of “behaves well in class.” On a state level, the academic behavior of “participating in class” was the only one of the four KPIs that was met by the combined regular students from all of the sub-grantees. Note that only regular students with data and those who warranted improvement in their academic behaviors were included in these findings. We also report findings about the non-Key Performance Indicators in this report.

Program Outcomes: Academic Achievement

These data were collected from PPICS. The HIDEOE-SPMS performance indicators for academic achievement is “60% of regular program participants will show teacher-reported improvement in reading/language arts” and “60% of regular program participants will show teacher-reported improvement in mathematics” (HIDEOE-SPMS, 2010). The Moloka‘i sub-grantee met both performance indicators for reading/language arts (90.2% regular center students improved) and mathematics (89.8% regular center students improved).

Although these percentages seem to portray a bleak picture, we believe that far more sub-grantees met the performance indicators. However, the status of their sub-grantee was not reported in terms of the performance indicators.

Findings and Recommendations from the Review of Sub-grantee 2011–2012 Narrative Reports

It is imperative that these sub-grantee reports provide information needed for the Federal and State purposes. There was some variance in completeness of reports by project year, with the level of completeness increasing by years in the project. The sub-grantees in the first year of implementation show about 28% completeness rate, while sub-grantees in the second and third year of implementation show 33% and 48%, respectively. The sub-grantees in the fourth year of implementation show about a 62% completeness rate. There were no sub-grantees in the fifth year of implementation. Overall, the completeness of reports over five years of implementation was approximately 46%.

A major finding was that some evaluation reports follow the HIDEOE-SPMS evaluation report template carefully and other reports did not follow it at all, including that the reporting did not address the key performance indicators and performance indicators. We believe that this is a critical finding and needs to be addressed immediately. It is appropriate that the sub-grantee leaders and their evaluators examine measures in addition to those required for the federal and state evaluation, but they certainly need to minimally address the federal and state evaluation requirements. A second finding is that some reports do not include information about the school community and students which are also required

reporting for federal and state purposes. These are important data which report the extent to which the sub-grantee provided services to the targeted school community and targeted students. The categories provided by the 21st CCLC are defined by the program and should be reported for program purposes and provide information to the school community about levels of these variables in the program. A third finding is that students and other project-connected people are personally identified in some reported data. This practice is prohibited by law and needs to be discontinued. There are a number of other areas of concern as noted in our full report and on our review sheets. We are providing our review sheets about the individual sub-grantee reports to the HIDEOE-SPMS state program manager for his review and follow up.

We accept that other evaluators may not agree with our perspectives and, after discussion with the sub-grantee representatives, the data may be deemed complete. Our purpose is to provide our best analyses and hope that our focus on the analyses of the completeness of reported data will provide a summary of a defined, systematic review of the reported data that the HIDEOE-SPMS Program Manager can use as a basis for discussions with sub-grantee evaluators for improvement or understanding of their evaluation reports. The overall goal is that the project leaders, evaluators, and HIDEOE-SPMS Program Manager will have a clear understanding of what is required for the evaluation at the end of each year of this process. Our specific recommendations for improvement of these reports are listed below.

Our conclusion is that the evaluation report template does not need revision. Instead, we recommend at least one general session in which there is a review of the HIDEOE-SPMS evaluation report template, with the sub-grantee report writers and their evaluators as the primary audience, incorporating a summary of our comments and recommendations from our review of the reports. The session might be led by the HIDEOE-SPMS state program manager, the 21st CCLC statewide evaluators, or a contractor with expertise in the content of this session. We recommend follow up to this session with the individual review forms that will be provided to the HIDEOE-SPMS state program manager.

We also recommend that a component of this general session be used for the sub-grantees to share best practices about evaluation methods and also program implementation to improve effectiveness. This might include methods learned at workshops or conferences conducted by the 21st CCLC or other educational organizations.

We further recommend more specific statements of outcome indicators for academic achievement: “60% of regular participants will improve their first to fourth quarter report card grades in reading/English Language Arts by at least half a grade,” and “60% of regular participants will improve their first to fourth quarter report card grades in mathematics by at least half a grade.” The current statements are rather generic and the sub-grantees will likely collect various types of data. The data will not be comparable across sub-grantees. Meanwhile, sub-grantees are required to collect report card grade data for PPICS purposes, and these data can serve the same purposes for the narrative reports. We stress again that it is appropriate for sub-grantee leaders or evaluators to collect other types of data for their sub-grantees in addition to the required data to address the HIDEOE-SPMS evaluation report template.

Recommendations to Improve Program Effectiveness (based on the PPICS data)

We have provided recommendations based on nation-wide research, based on our more than 10 years of experience evaluating several sub-grantees, and our review of federal and state documentation of recommended program practices. We have also reviewed the findings of all sub-grantees that received funding in the 2011–2012 program year. Our last recommendation is a case study of the Moloka‘i sub-grantee, which has shown extraordinary effectiveness, as written in its narrative report.

It is noteworthy that only the Moloka‘i sub-grantee met and surpassed the academic performance targets by far. The targets were 60% of the regular students would improve their report card grades (in reading/English Language Arts and mathematics) by at least half a grade within the project year. The Moloka‘i sub-grantee reported that 90.2% of the regular students improved their reading/English Language Arts grades and 89.8% of the regular students improve their mathematics grades as reported by their classroom teachers.

Further, we note that the Moloka‘i sub-grantee staff and students accomplished this without implementing many of the project features recommended by the program or our recommendations that

were based on research or our experience. We included the research-based recommendation that the majority of center staff should also be classroom teachers (during the summer, 56.3% of the Moloka'i staff were classroom teachers and, during the school year, 60.3% of center staff were classroom teachers), and services should be offered at least 15 hours per week (average weekly hours were 4.2 hours during the summer and 9.0 during the school year). We note that these are departures from the recommended program features, and we are not recommending that sub-grantees ignore the research-based or program recommendations. We are noting that a sub-grantee may have some characteristics that promote academic achievement and behavior that is not yet identified in the research that was reviewed or our experience and should be examined.

In considering if the case study should be done, the HIDOE-SPMS state program manager may wish to examine the uniqueness of the Moloka'i sub-grantee and consider if the project's characteristics can be duplicated with the same level of effectiveness. The Moloka'i sub-grantee included students with characteristics that are considered as placing them at disadvantages for academic achievement and the sub-grantee reported high levels of academic achievement at the end of the year. The sub-grantee had the highest level of community partners (15), and highest level of types of enrichment activities. We repeat that a case study about this sub-grantee may be well worth the resources devoted to the effort.

A Statewide Evaluation of the 21st Century Community Learning Centers Program (Project Year Covering the Summer of 2011 through School Year 2011–2012)

The Hawai'i Department of Education (HIDOE) 21st Century Community Learning Centers (CCLC) Special Programs Management Section (SPMS) contracted a team of evaluators from Curriculum Research & Development Group (CRDG) from the University of Hawai'i at Manoa College of Education (UHM-CoE) to evaluate the statewide program for 2011–2012. The purpose of the evaluation was to work in collaboration with the HIDOE-SPMS Educational Specialist to design a state-level evaluation report that addresses how the overall 21st CCLC program and the key performance measures are meeting its program goals.

A Brief Background About the 21st CCLC Program

A brief summary of the 21st CCLC program is provided here. A fuller description is included in Appendix A as part of the evaluation design. The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, and is administered through the USDE. The law's specific purposes are to

1. provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics;
2. offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
3. offer families of students served by community learning centers opportunities for literacy and related educational development;
4. use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement in the view of the United States Department of Education (Retrieved from <http://doe.k12.khi.us/nclb/21cclc/index.htm>, 6/15/2011).

The USDE first awarded management of the 21st CCLC program to the HIDOE in 2002 (PREL, 2011). The first grant year with the HIDOE was 2002–2003, with management under an HIDOE-SPMS Educational Specialist (also referred to as the 21st CCLC State Program Manager or HIDOE-SPMS State Program Manager). Funding was awarded from the HIDOE-SPMS 21st CCLC program to educational organizations (including public schools, private schools, and private organizations) based on their grant proposals written in response to the yearly Request for Proposals (RFP) made available by the HIDOE-SPMS State Program Manager (among the means of distribution, the RFP is posted on the HIDOE website). Awardees of 21st CCLC funds are referred to as sub-grantees and are granted five years of funding to provide services targeting students needing services beyond what can be provided in the regular classes. The targeted participating students should attend low performing schools situated in communities with high levels of poverty. Although the funding is intended to cover five project years, continuance of a sub-grantee's funding into a subsequent project year is dependent on satisfactory yearly reviews. The first three years of the five years are at level funding (without change), then the fourth year is reduced by 25% of the initial year's amount, and the fifth year is reduced by 50% of the initial

year's amount. This funding pattern is intended to gradually move the responsibility for funding the sub-grantees' operations and activities to other sources (PREL, 2011, p. 7).

The Hawai'i 21st CCLC key performance indicators (KPI) includes four objectives and eight related outcome indicators. The KPIs are adapted from the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program and were revised during the program years as deemed necessary by the HIDOE-SPMS. Another purpose of this evaluation is to document and monitor the state-level on-site monitoring and technical assistance for the 21st CCLC program.

The 21st CCLC program funded 15 sub-grantees in School Year (SY) 2011–2012. These sub-grantees were associated with a total of 102 centers. This included 2 sub-grantees (total of 14 centers) that were in their first year of funding, 4 sub-grantees (total of 25 centers) in their second year of funding, 5 sub-grantees (total of 35 centers) in their third year of funding, and 4 sub-grantees (total of 28 centers) in their fourth year of funding. The sub-grantees and associated centers are shown as Appendix B.

The 21st CCLC Evaluation Sub-Grantee Reports

Each sub-grantee is required to submit a narrative report to the HIDOE-SPMS state program manager for each year that they receive funding. The report may be written by the sub-grantee leader or a designated other person such as a contracted evaluator. The sub-grantee narrative reports should provide descriptive and evaluative information about the implementation and summative findings of the sub-grantees for each year of funding. The HIDOE-SPMS 21st CCLC Program Manager provides the sub-grantee leaders and their evaluators with an evaluation report template to use as the basis for their reporting. The 2011–2012 report template is shown as Appendix A. The evaluation report template includes the Hawai'i 21st CCLC key performance indicators (KPIs), which are part of the performance measures. These performance measures and KPIs are customized for the State of Hawai'i from the GPRA.

The sub-grantee reports require the writer to report the extent to which the project, as described in the grant proposal, was implemented as intended. If the sub-grantee leaders encountered any challenges or saw a need to change their proposed project plan, the narrative about those challenges and changes in plans are to be included in the sub-grantee narrative reports.

The 21st CCLC Profile and Performance Information Collection System (PPICS)

The PPICS is an on-line data-collection and report-generation system. Learning Point Associate is contracted to operate PPICS. Each sub-grantee has a login name and password to access PPICS. Each sub-grantees has two sections to complete on PPICS: (a) the Grantee Profile, which includes the center names, addresses, budget information, sub-grantee objectives, partnerships; and (b) the Annual Performance Report, which includes information about center operations, center activities and clients, center host schools, regular students' academic behaviors (results of the teacher survey), and regular students' academic achievement data. All sub-grantee project leaders are required to complete the Grantee Profile in each year of their grants. Sub-grantees in Year 2 through Year 5 of their grants are required to collect, report, and certify the Grantee Profiles and the APR.

The sub-grantees in their first year of funding were not required to enter annual performance report (APR) data into PPICS. Although the Waipahu sub-grantee was in its first year, the Project Director entered their APR data into PPICS.

Although it may seem that many of the data required to be reported in PPICS are duplicated with the data required to be reported in the sub-grantee narrative report, there are some important distinctions: (a) the PPICS are standardized and there are some space provided for narrative descriptions to explain why some project features are not the intended features; (b) PPICS notes that one-time only or short-term

activities should not be entered in the APR data so sub-grantees do not get “credit” for these efforts unless they report them in the narrative report; and (c) PPICS has an automatic-rounding feature for numbers below 5 in the section about participants to protect student confidentiality and decimals and fractions are not allowed, therefore, sub-grantees may wish to provide more precise reporting in the narrative sub-grantee report.

The Multi-Year Evaluation Design and Methods

The evaluation design and methods that are the basis for this report are shown as Appendix C. The five-year design is research-based and intended to be tiered and systematic in implementation. The underlying logic model is represented in a graphic display to show how the research flowed into the implementation study and outcome study. Recommendations for improvement of the HIDEOE program is provided based on the review of national-level literature. These recommendations are shown in the recommendations section of this report. The reader is referred to Appendix C for a full description of the development of the evaluation design and logic model. The documents reviewed in development of the logic model included

- (a) the findings in 21st CCLC sub-grantee reports about School Year (SY) 2011–2012;
- (b) previous HIDEOE 21st CCLC state reports for information about state-level trends;
- (c) previous 21st CCLC sub-grantee reports for information about sub-grantee-level trends;
- (d) the current 21st CCLC key performance measures;
- (e) current information from the 21st CCLC Profile and Performance Information Collection System (PPICS); and
- (f) current state-level oversight monitoring reports.

The first year of the evaluation (2010–2011) was considered a baseline report for this multi-year state evaluation. Each subsequent evaluation year is designed to build on the previous year in terms of providing more in-depth information for program improvement. In Year 1, the sub-grantee reports are reviewed for completeness, with the 21st CCLC evaluation report template as the criteria. Additionally, sub-grantees’ PPICS data are analyzed to determine if they met the state level performance measures and their objectives. These sources of data combine to examine sub-grantee implementation and outcomes and a meta-evaluation of the sub-grantee evaluations. In Year 2, the two sets of data are again examined, looking for any patterns of meeting the KPIs, performance indicators. Sub-grantees that are new to the program will have data analyzed for the first time. By the end of the Year 2 analysis, the HIDEOE-SPMS State Program Manager will have enough evaluation data about each sub-grantees’ data-collection and reporting practices to reflect on areas in the statewide evaluation that may need clarification and elaboration with individual sub-grantee leadership and evaluators or where changes to the report template are warranted. The examinations of the sub-grantee reports and PPICS data will continue for all years of the statewide evaluation to provide the 21st CCLC Program Manager with this feedback about the quality of statewide evaluations.

In Year 3 of the evaluation, a pilot test of a regression model will be tested. Two or three sub-grantee evaluators that may have the proper approvals to release data to use in a statistical analyses, may wish to examine variables that are statistically correlated to outcomes variables. We discuss including some independent variables in this regression model in Appendix C, but if availability of data or the hypothesis changes, of course, the variables entered into the model will change. Years 4 and 5 will expand on this study by selecting comparison schools or ghost comparison schools to develop a quasi-experimental study of the 21st CCLC program.

The remainder of this section describes the methods used to examine the two major sources of data for Year 1 and 2 of the multi-year study, specifically, the sub-grantee reports and the PPICS data. A majority of the data reported in the narrative report are also reported in PPICS. The on-line PPICS system returns an error message if the data are not complete or if the data do not reconcile with other data in

other sections or for various other reasons. Therefore, there are some quality controls for the 21st CCLC PPICS reporting system. However, the data entered in PPICS would not necessarily be the same data reported in the narrative reports. In PPICS, for confidentiality purposes, counts of any student characteristic that is less than three are rounded down to zero and counts of three and four are rounded up to five. Also, the PPICS system automatically rounds decimals and fractions to whole numbers. These types of data should be reported in the sub-grantees' narrative reports with the actual values. There are some activities that are implemented only once at the centers and some sub-grantees may or may not enter these activities into PPICS but include those one-time activities in their narrative reports. Therefore, we are examining both the PPICS and sub-grantee reports, but not expecting exact matches of the data to each other.

Review of the sub-grantee reports. As stated in the evaluation design for Year 1, "The completeness of sub-grantee data is critical in determining the extent to which the evaluation design will be feasible to implement. That is, if there are sufficient student-level data representative of the 21st CCLC centers to support the described evaluation design, then statistical analyses may be possible. In the first two years, the evaluation design will be presented to the State Program Manager, state evaluators, and sub-grantees for discussion about feasibility and mutual understanding. Written documentation and revisions to the evaluation design will be made in response to feedback from the stakeholders."

We reviewed the sub-grantee evaluation reports for 2011–2012 with the purpose of determining if each report included all information as outlined in the HIDOE-SPMS evaluation report template. The CRDG evaluators developed items on the evaluation report template into a topic outline with related topics grouped together from main topic to sub-topics. The outline was then developed into a checklist for use in comparing each report. Each of the three CRDG evaluators was assigned to review between three and four sub-grantee reports. The Evaluation Principal Investigator reviewed all sub-grantee reports. For this purpose, a checklist with a rubric (*✓* = complete, *in* = incomplete, *ni* = not included, *un* = unclear) and space for typed or written comments was developed based on the report template. A pair of evaluators used the checklist to independently review each 2011–2012 sub-grantee report, essentially rating whether or not each component of the report template was completely addressed.

The CRDG evaluators were sub-grantee evaluators for three sub-grantees in 2011–2012. In an effort to reduce any bias in the review, the following instructions were followed by the CRDG evaluators to facilitate intra-reviewer and inter-reviewer reliability:

- a) Familiarize yourself with the evaluation report template and review form.
- b) Review the sub-grantee reports that we authored first, and then review your notes with the second reviewer on the same report. Take notes on whenever we disagree and what we did to reconcile our ratings. (This step is to establish common understandings about steps of the review process.)
- c) Review all sub-grantee reports assigned to you. The assignments were based on a balance on number of centers and number of years on the program.
- d) Go back and pick up one report at a time to evaluate and fill out the outline.
- e) After completing the form for each report, review your comments about each report to see if there is consistency about your ratings and comments over all four reports.
- f) Each evaluation staff member compared their notes with the Evaluation Principal Investigator.

One sub-grantee report was discussed at a time, keeping notes on differences in ratings of completeness. After discussion about the differences in completeness, notes are written if the differences in ratings were reconciled and if agreement was reached or, if not, why not.

The findings for the sub-grantee reports were examined by report section, and number of years in the project to look for patterns in completeness of reporting. Again, the purpose of reviewing the sub-grantee reports is to provide the HIDOE-SPMS State Program Manager with insightful information about

the sub-grantee evaluation reporting. We examined the data for patterns of high and low instances of completeness of data to see if there were any areas in the report template that may need clarification or elaboration for individual sub-grantee evaluators, as indicated by a low level of complete reporting. On the other hand, the findings of an extremely low level of complete or unclear reporting may suggest the need for the State Program Manager to suggest a form to document program activities or providing suggestions about valid data-collection methods or analyses to the sub-grantee leaders and their evaluators.

The second purpose of this analysis is to provide a mechanism to inform the HIDEOE-SPMS State Program Manager to use in feedback sessions with sub-grantee evaluators. That is, if the information about the reports is to be most useful to the Program Manager, we need to present the findings to him in a format that is understandable and not needing further translation. The checklist developed by the evaluators was reviewed with the 21st CCLC Program Manager for that purpose. Our typed ratings and notes on the checklist for each sub-grantee report were provided to the Program Manager on Adobe Acrobat .pdf files as well as editable Microsoft Word files that he could edit in case he needed to include further notes for his conversations with sub-grantee evaluators. These forms, in addition to the information on the overall summaries, provide information about a sub-grantee's evaluation capacity in specific areas as well as overall for the year.

Sub-grantees are funded on annually renewable five-year periods. Within that time, data-collection methods are often repeated, perhaps because the evaluators believe the methods and reporting are adequate. The sub-grantee evaluators may disagree with the CRDG evaluators' assessment of the completeness of their reported data. We accept that other evaluators may not agree with our perspectives and, after discussion with the sub-grantee representatives, the data may be deemed complete. Our purpose is to provide our best analyses and hope that our focus on the analyses of the completeness of reported data will provide a summary of a defined, systematic review of the reported data that the HIDEOE-SPMS Program Manager can use as a basis for discussions with sub-grantee evaluators for improvement or understanding of their evaluation reports. The overall goal is that the project leaders, evaluators, and HIDEOE-SPMS Program Manager will have a clear understanding of what is required for the evaluation at the end of each year of this process.

The third purpose of this analysis is to provide for continual improvement of reported sub-grantee evaluation data. The third year of the evaluation design will include a pilot test of the statistical analyses on three sub-grantees' data to pilot test the statistical model, including quality of data. Hopefully, the improvement of the data will be at the level that all or almost all sub-grantee data can be used in a quasi-experimental design in the fourth and fifth years of the evaluation design.

Findings about On-Site Monitoring and Technical Assistance

In Project Year 2011–2012, the HIDEOE-SPMS state program manager significantly increased his monitoring efforts of the 21st CCLC program. In the three areas that we monitored, the state program manager increased on-site monitoring by visiting each sub-grantee at least once during the project year to personally observe center activities and discuss sub-grantee operations with sub-grantee leaders. Although, in previous years, the state program manager was readily available by e-mail, telephone, telecommunications, or requested in-person meetings, the scheduled meetings in this project year was an opportunity for the state program manager and sub-grantee leaders to review and discuss sub-grantee management, operations, and implementation to ensure smooth operations without waiting to addresses crisis.

In this project year, the state program manager provided each sub-grantee leader with two binders with forms (one at the overall sub-grantee level and one at the center level), organized by dividers for documentation of project operations, procurement activities, staffing, activities, partnership development, and so forth. This step facilitated the sub-grantees' organization of their management and procedures. The

forms prompted sub-grantee leadership to document information that was necessary for reporting to the federal and state levels. If information was not available until at the time of preparing a report, the sub-grantee leaders were reminded of the necessary information for reporting. The state program manager and sub-grantee leaders reviewed and discussed the documents in these binders at each on-site monitoring meeting.

During project year 2011–2012, the state program manager implemented monthly interactive webinars with all sub-grantees leaders and their evaluators. Downloadable agenda and handouts were sent ahead of the webinars. Soon after completion of each webinar, an on-line link to the recording of the webinar was sent to sub-grantee leaders so that anyone who was not able to participate in the webinar may review the recorded webinar. The webinar agenda was flexible enough to allow for questions and answers and a HDOE technical support staff member was always on hand to provide assistance in case assistance was necessary. Typically, the webinars lasted 2.5 to 3 hours. Topics varied according to information that was necessary to discuss at the time, ranging from reviewing and instructions on completing sections of the sub-grantee and center handbooks, purchasing procedures, review of information from national meetings, reminders about on-site monitoring schedules, report deadlines, and so forth.

Findings about Center Operations

The data were summarized from sub-grantee data entered and certified in the 21st CCLC PPICS system for the summer 2011 through SY 2011–2012 project year.

Findings about Sub-grantee Funding

The funding level for each sub-grantee in 2011–2012 is shown in Table 1. Table 1 also includes information about the years that each sub-grantee was funded by the 21st CCLC program, the number of centers per sub-grantee, the total number of student enrollees, the number of regular students, and the number of adults served. The cost per unit is shown in terms of student participants, regular students, adult and student participants combined, and hours of operation.

According to 21st CCLC guidelines, sub-grantees receive the same funding for the first three years of the five-year funding cycle. In the fourth year, funding is reduced by 25% of the amount of the initial year. In the fifth year, funding is reduced by 50% of the amount of the initial year. The purpose of this policy is to transfer responsibility for funding from the federal government to the state government, and prepare the sub-grantee to sustain the project operations and activities under other sources of support, encouraging program sustainability.

The total funding amount per sub-grantee for the 2011–2012 (including the summer of 2011 through SY 2011–2012) ranged from \$200,000 ('Aiea-Moanalua-Radford) to \$750,000 (Campbell, Kaimukī, and McKinley). The total number of students in each sub-grantee ranged from 163 ('Aiea-Moanalua-Radford) to 1,834 (Waipahu) and the cost per student in each sub-grantee ranged from \$217.06 (Central Kaua'i) to \$1,226.99 ('Aiea-Moanalua-Radford). Each sub-grantee's number of regular students ranged from 97 (Wai'anae) to 657 (Kalihi Learning Center) and their corresponding cost per regular student ranged from \$569.36 (Castle) to \$2,500.00 (Kohala). The lowest and highest costs per enrollee and regular student do not coincide at the same sub-grantee. The sub-grantees' total hours of operation (summer and school year) ranged from 374 (Wai'anae) to 4,249 (Kaimukī) with the corresponding costs per hour of operation ranging from \$115.11 (Castle) to \$1,160.43 ((Wai'anae).

On a state level (cumulative total of all sub-grantees which provided PPICS data) the total funding during the project year was \$6,312,565 and there were 15,326 total student participants, costing

Table 1*Funding Levels and Participants Served as Indicators of Efficiency in Service Provision in the Summer of 2011 and SY 2011–2012*

Sub-grantee (Year in project) Number of centers	Total participants over the summer and school year			Cost per unit				Total hours of operation (summer and SY)	Funding level for the year
	Students	Regular students	Adults	Per participant (all student participants)	Per regular student attendee	Per adult and student	Per hour of operation (per site)		
‘Aiea-Moanalua- Radford: Year 1 (4 centers)	163	112	0	\$1,226.99	\$1,785.71	\$1,226.99	\$406.50	492	\$200,000
Baldwin: Year 3 (4 centers)	1,384	408	41	\$469.65	\$1,593.14	\$456.14	\$456.14	1,425	\$650,000
Campbell: Year 3 (10 centers)	1,161	538	23	\$645.99	\$1,394.05	\$633.45	\$304.14	2,466	\$750,000
Castle: Year 1 (10 centers)	1,173	483	213	\$234.44	\$569.36	\$198.41	\$115.11	2,389	\$275,000
Central Kaua‘i: Year 4 (5 centers)	1,645	375	0	\$217.06	\$952.18	\$217.06	\$191.46	1,865	\$357,068
Hilo: Year 2 (3 centers) ^a	No data			No data			\$425.63	558	\$237,500
Kaimukī: Year 3 (10 centers)	1772	480	160	\$423.25	\$1,562.50	\$388.20	\$176.51	4,249	\$750,000
Kalihi Learning Center: Year 4 (7 centers)	1,282	657	0	\$321.76	\$627.85	\$321.76	\$151.71	2,719	\$412,500
Ka‘ū-Kea‘au-Pāhoa: Year 2 (9 centers)	No data			No data				No data	
Kohala: Year 3 (3 centers)	547	160	25	\$731.26	\$2,500.00	\$699.30	\$202.22	1,978	\$400,000
Leilehua: Year 4 (9 centers) ^b	1,925	637	0	\$191.44	\$578.51	\$191.44	\$160.64	2,294	\$368,514
McKinley: Year 3 (8 centers)	1,291	305	203	\$580.95	\$2,459.02	\$502.01	\$313.55	2,392	\$750,000
Moloka‘i: Year 4 (6 centers)	719	319	166	\$394.20	\$888.50	\$320.26	\$127.96	2,215	\$283,433
Wai‘anae: Year 2 (3 centers) ^c	430	97	0	\$1,009.30	\$4,474.23	\$1,009.30	\$1,160.43	374	\$434,000
Waipahu: Year 2 (7 centers)	1,834	535	30	\$242.39	\$830.93	\$238.49	\$167.69	2,651	\$444,550
All Sub-grantees	15,326 ^a	5,106	861	\$411.89	\$1,236.30	\$389.98	\$224.91	28,067	\$6,312,565

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table. The 15,326 total for all sub-grantees excludes the 154 Hilo 2011–2012 students because no funding data was available for this sub-grantee.

^bPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^cThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

\$411.89 per student. The corresponding total regular students were 5,106, with a cost of \$1,236.30 per regular student. The cumulative hours of operation was 28,067 with the corresponding cost of \$224.91 per hour.

As stated in the PPICS reports, these numbers should be interpreted with caution because many factors converge to affect costs and “lower costs do not necessarily indicate a better program.” Refer to Table 1 for more information on this project year’s funding.

Findings about Sub-Grantee Hours of Operation

The 21st CCLC program provides funds to sub-grantees for the purpose of supplementing regular school programs by providing activities outside of school hours. In Table 2, we show the number of weeks, days per week, hours per week, evening hours per week, and weekend hours per week during the summer of 2011 and SY 2011–2012. PPICS indicates that all 14 sub-grantees with operations data provided after-school activities during SY 2011–2012 with 8 sub-grantees providing activities before school. Eleven of the 14 sub-grantees (79%) with operations data provided summer programs with one sub-grantee (Kalihi Learning Center) providing weekend activities.

As stated in the HIDEOE-SPMS evaluation report template, “The outcome evaluation serves to address the following program performance indicators, established by the U.S. Department of Education for the 21st CCLC program: “...More than 75% of centers will offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays. ...” The shaded cells in Table 2 indicate when sub-grantees met or surpassed this performance indicator. Based on each sub-grantee centers’ average during the summer of 2011, activities were implemented at more than 15 hours a week at the Baldwin (23.8 hours per week), Central Kaua‘i (21.4 hours per week), and Kohala (29.3 hours per week) sub-grantees. Based on the average weekly hours of all centers within the sub-grantee, only the Kohala sub-grantee met the 15 hours a week during the school year. This performance indicator was not met at any of the other sub-grantees during the school year.

Findings about Paid and Un-paid Staffing

The sub-grantees may have been implemented on the campuses of their host schools, but they were intended to operate with autonomy. Therefore, center staff were hired to administer and implement the various tasks of running the center. Each sub-grantee was able to develop their organizational structure according to their budget, needs, human resources, and wishes. The PPICS data system required that the sub-grantees enter information about the background of the center staff in the following categories: (a) school-day teachers (including former and substitute teachers); (b) Youth development workers or other nonschool-day staff with a college degree or higher; (c) other nonteaching school-day staff (e.g., librarians, guidance counselors, aides); (d) parents; (e) college students; (f) high school students; (g) other community members (e.g., business mentors, senior citizens, clergy, etc.); (h) other non-school-day staff with some or no college; and (i) other (e.g. elementary school volunteers).

Data on the number and type of staffing at the 21st CCLC program centers were entered into PPICS. In Table 3, we only present the total number of paid and unpaid (volunteer) staff, and the number and percentages of the center staff who were also classroom teachers. The reader is referred to the sub-grantee reports found on the 21st CCLC web page which is part of the HIDEOE website for information on the background of the sub-grantees and their centers. The number of center staff who were also regular day school classroom teachers is an important statistic because national research about the 21st CCLC program (i.e., Nafzger & Vinson, 2011) suggest that it is advantageous to have center staff with qualifications as classroom teachers, as this helps to build bridges between the host school and the extended day curriculum. Other advantages to employing center staff with teacher qualifications are that the staff member has familiarity with procedures for a safe environment for students, assessment procedures and use of data, instructional strategies, and project materials.

The total number of staff for the project year cannot be calculated and then used to calculate percentages because many staff are hired for the summer and then again for the school year. They are

Table 2*Sub-grantee Typical Hours of Operations in the summer of 2011 and SY 2011–2012*

Sub-grantee (Year in project) Number of centers	Summer 2011 hours of operation					School year 2011–2012 hours of operation					
	Number of weeks	Days per week	Hours per week	Evening hours per week	Weekend hours per week	Number of weeks	Days per week	Hours per week before school	Weekday hours per week during school	Weekday hours per week after school	Weekend hours per week
'Aiea-Moanalua-Radford: Year 1 (4 centers)	0	0	0	0	0	15.3	3.5	0	0	8.0	0
Campbell: Year 3 (10 centers)	2.1	2.4	9.8	0	0	24.6	3.8	0	0	7.5	0
Castle: Year 1 (10 centers)	0.9	0.9	3.6	0	0	21.5	4.2	0.2	0	9.8	0
Central Kaua'i: Year 4 (5 centers)	4.8	4.6	21.4	0	0	31.6	4.0	0	0	8.4	0
Hilo: Year 2 (3 centers) ^a	0	0	0	0	0	15.7	3.3	0.3	0	6.3	0
Kaimukī: Year 3 (10 centers)	3.3	3.2	11.4	0	0	29.0	4.2	0	0	11.8	0.4
Kalihi Learning Center: Year 4 (7 centers)	2.2	1.9	5.7	0	0.3	32.9	4.3	1.4	0	9.6	0
Ka'ū-Kea'au-Pāhoā: Year 2 (9 centers)	No data					No data					
Kohala: Year 3 (3 centers) ^e	5.3	5.0	29.3	0	0	31.7	5.0	1.7	0	14.3	0
Leilehua: Year 4 (9 centers) ^b	3.1	3.0	10.1	0	0	27.2	3.9	1.8	0	4.9	0.4
McKinley: Year 3 (8 centers)	2.4	2.1	7.3	0	0	27.1	4.1	0	0	9.6	0
Moloka'i: Year 4 (6 centers)	2.0	2.0	4.2	0	0	34.0	3.7	0	0	9.0	1.3
Wai'anae: Year 2 (3 centers) ^c	0	0	0	0	0	26.7	3.3	1.0	0	4.7	0
Waipahu: Year 2 (7 centers)	1.9	2.1	6.4	0	0	30.7	4.6	2.0	0	8.6	0.7
State (All sub-grantees) ^d	5.0	5.0	16.0	0	0	30.0	4.0	0	0	8.0	0

OT

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data.

The above sub-grantees data are average values of the centers in each sub-grantee.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^cThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

^dState data are reported as medians as reported in PPICS.

^eThe Kohala sub-grantee surpassed the 15 hours per week target in SY 2011–2012. A total of the hours (shaded cells) per week before school, weekday hours per week during school, weekday hours per week after school, and weekend hours per week were 16 hours per week.

Table 3*Paid and Un-paid Staffing of Sub-grantees During the Summer of 2011 and SY 2011–2012*

Sub-grantee (Year in project) Number of centers	Summer 2011				School year 2011–2012			
	Total		Classroom teachers (subset of the total)		Total		Classroom teachers (subset of the total)	
	Paid	Unpaid	Paid	Unpaid	Paid	Unpaid	Paid	Unpaid
‘Aiea-Moanalua-Radford: Year 1 (4 centers)	0	0	0	0	33	2	19 (54.3%)	0
Baldwin: Year 3 (4 centers)	69	0	58 (84.1%)	0	51	0	47 (92.2%)	0
Campbell: Year 3 (10 centers)	47	0	28 (59.6%)	0	153	17	128 (75.3%)	0
Castle: Year 1 (10 centers)	5	0	4 (80.0%)	0	80	0	31 (38.8%)	0
Central Kaua‘i: Year 4 (5 centers)	48	0	28 (58.3%)	0	96	1	61 (62.9%)	0
Hilo: Year 2 (3 centers) ^a	0	0	0	0	12	2	9 (64.3%)	0
Kaimukī: Year 3 (10 centers)	44	5	25 (51.0%)	0	93	64	43 (27.4%)	1 (0.6%)
Kalihi Learning Center: Year 4 (7 centers)	40	0	20 (50.0%)	0	92	13	50 (47.6%)	1 (1.0%)
Ka‘ū-Kea‘au-Pāhoa: Year 2 (9 centers)	No data							
Kohala: Year 3 (3 centers)	45	1	20 (43.5%)	0	34	24	20 (34.5%)	4 (6.9%)
Leilehua: Year 4 (9 centers) ^b	62	13	45 (60.0%)	0	149	10	136 (85.5%)	0
McKinley: Year 3 (8 centers)	34	6	15 (37.5%)	0	110	14	85 (68.5%)	4 (3.2%)
Moloka‘i: Year 4 (6 centers)	44	4	27 (56.3%)	0	70	8	47 (60.3%)	2 (2.6%)
Wai‘anae: Year 2 (3 centers) ^c	0	0	0	0	26	1	16 (59.3%)	1 (3.7%)
Waipahu: Year 2 (7 centers)	34	0	30 (88.2%)	0	114	0	102 (89.5%)	0
Total/Percentage of total staff who were classroom teachers during Summer/ SY	472	29	300 (59.9%)	0	1113	157	794 (62.5%)	13 (1.0%)

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data. The above percentages are based on the total staff (paid + unpaid) for the corresponding period.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^cThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented a CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

included in the counts for both the summer staff and school staff sets and, therefore, the total number of staff for the project year cannot be totaled by adding these numbers, otherwise the error of double counting people will occur.

As shown in Table 3, by far, in those sub-grantees who provided data there are more paid center staff than unpaid (volunteer) center staff during the summer of 2011 (472 paid, 29 unpaid) and during SY 2011–2012 (1,113 paid and 157 unpaid). Although there was some variance, many sub-grantee staff in the summer of 2011 and SY 2011–2012 also were classroom teachers, which is a highly positive finding. During the summer of 2011, 300 (59.9%) of the 472 paid center staff were classroom teachers, and none of the 29 unpaid center staff were classroom teachers. During the school year, 794 (62.5%) of the 1,113 paid center staff were classroom teachers, and 13 (1%) of the 157 unpaid center staff were classroom teachers.

The reader is referred to Table 3 for specific counts for each sub-grantee of paid and unpaid center staff and paid and unpaid classroom teachers during the summer of 2011 and SY 2011–2012.

Findings about Community Partnerships

Information about the sub-grantees' community partners and the types of contributions made by the partners to the sub-grantees in the project year are shown as Table 4. As mentioned previously in this report, sub-grantees in their fourth year are reduced in funding by 25% of their initial year amount and sub-grantees in their fifth year of funding are reduced in funding by 50% of their initial year amount. The reductions are for the purpose of gradual transitioning the responsibility for the project from the federal to state level, in effect, to urge the sub-grantee to find means of sustaining the project without the federal funds. Community partners are one possible source of sustainability. It is not apparent from the information in Table 4 if the sub-grantees in Year 4 or Year 5 of implementation were receiving more support from community partners than sub-grantees in their first three years of implementation. However, project leaders may have had other plans for providing services to their student populations.

The sub-grantees and their centers reported having 89 partners during the project year, of which 26 (29.2%) were subcontractors. The following were the number of partners and the corresponding types of contribution they provided to the centers: 63 (70.8%) provided "programming or activity-related services," 31 (34.8%) provided "goods or materials," 30 (33.7%) provided "volunteer staffing," 27 (30.3%) provided "paid staffing," 7 (7.9%) provided evaluation services, and 4 (4.5%) provided "funding or raised funds." "Other" types of contribution as listed in the Table 4 footnote were provided by 30 (33.7%) of the partners. Please note that each partner may have contributed more than one type of contribution category.

Findings about Students Served by the Sub-grantees

The data were summarized from sub-grantee data entered and certified in the 21st CCLC PPICS system for the summer 2011 through SY 2011–2012 project year.

Findings about Student Enrollees at the Sub-grantees

In Table 5, we present a demographic profile of the participants of the 21st CCLC program. Students participating in 21st CCLC center activities for 30 or more days during the project year (summer and school year) are referred to as "regular center participants." This is an important distinction by the 21st CCLC program because regular center participants are considered as participating in sufficient levels of center activities to have measurable effects. Therefore, the 21st CCLC program requires that outcome data about academic achievement and academic behavior are collected about these regular center students.

The information shown in Table 5 includes each sub-grantees' count of total and regular center students with the percentage of regular to total enrollees. Each sub-grantees' years in the project and number of centers are also provided in Table 5 because these variables may affect the number of

Table 4*Sub-grantees and their Community Partners and Types of Contributions During the Summer of 2011 and SY 2011–2012*

Sub-grantee: Year in project (Number of centers)	Number of Partners	Subcontractor	Programming or activity- related services	Type of contribution					
				Paid staffing	Volunteer staffing	Goods or materials	Funding or raised funds	Evaluation services	Other ^a
'Aiea-Moanalua-Radford: Year 1 (4 centers)	6	1 (16.7%)	1 (16.7%)	5 (83.3%)	0	1 (16.7%)	0	0	0
Baldwin: Year 3 (4 centers)	6	0	0	0	1 (16.7%)	0	0	0	6 (100.0%)
Campbell: Year 3 (10 centers)	11	11 (100.0%)	10 (90.9%)	10 (90.9%)	0	8 (72.7%)	0	1 (9.1%)	0
Castle: Year 1 (10 centers)	4	1 (25.0%)	4 (100.0%)	2 (50.0%)	2 (50.0%)	2 (50.0%)	0	1 (25.0%)	3 (75.0%)
Central Kaua'i: Year 4 (5 centers)	2	1 (50.0%)	1 (50.0%)	0	1 (50.0%)	1 (50.0%)	1 (50.0%)	1 (50.0%)	0
Hilo: Year 2 (3 centers)	2	1 (50.0%)	1 (50.0%)	0	1 (50.0%)	0	0	0	1 (50.0%)
Kaimukī: Year 3 (10 centers)	3	3 (100.0%)	3 (100.0%)	3 (100.0%)	1 (33.3%)	1 (33.3%)	0	0	2 (66.7%)
Kalihi Learning Center: Year 4 (7 centers)	5	2 (40.0%)	4 (80.0%)	2 (40.0%)	3 (60.0%)	4 (80.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)
Ka'ū-Kea'au-Pāhoa: Year 2 (9 centers)					No data				
Kohala: Year 3 (3 centers)	21	0	19 (90.5%)	0	13 (61.9%)	6 (28.6%)	1 (4.8%)	0	12 (57.1%)
Leilehua: Year 4 (9 centers)					No data				
McKinley: Year 3 (8 centers)	4	4 (100.0%)	3 (75.0%)	3 (75.0%)	0	3 (75.0%)	0	2 (50.0%)	1 (25.0%)
Moloka'i: Year 4 (6 centers)	19	0	15 (78.9%)	0	3 (15.8%)	4 (21.1%)	1 (5.3%)	0	4 (21.1%)
Wai'anae: Year 2 (3 centers)	1	1 (100.0%)	1 (100.0%)	1 (100.0%)	0	0	0	0	0
Waipahu: Year 2 (7 centers)	5	1 (20.0%)	1 (20.0%)	1 (20.0%)	5 (100.0%)	1 (20.0%)	0	0	0
TOTAL (all sub-grantees)	89	26 (29.2%)	63 (70.8%)	27 (30.3%)	30 (33.7%)	31 (34.8%)	4 (4.5%)	7 (7.9%)	30 (33.7%)^a

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data.

^aThe following were entered in PPICS as descriptions in the "Other" category: Bus transportation; facilities; Garden supply and advisor; Gardening expertise; Grant writing; Implementation and support services.; Implementation of initiatives such as sports based youth development, high school transition, service learning, career exploration, CampUs; Instruction, hands-on cooking and preparation, instruction and field trip; King All Stars provided staff training, reporting procedures, accessibility to their website to gather data, and administrative operations; Labor and equipment; Land clearing; Marketing; Mentoring; PALS employee voluntarily met the Summer Enrichment students at school and walked them over to their centers; Parent and Children Together provided high-quality parent and child community programs; participated as a resource guest on Parent Resource Nights. Set up tables and made available to parents

information about continuing education and other offerings; Perimeter fencing for garden; provided quality parent and family programs to students; Robotics instructor; Robotics volunteer coordinator; served as an information resource at Parent Resource events; served as an information resource at Parent Resource events. Also attempted to develop shared programming and services; served as an information resource at Parent Resource events. Also provided speakers for Parent Resource Nights; Servicing Middle Schools in Kaimukī Complex with enrichment and Homework support; Use of supplies and equipment to provide reading services and document progress; Website and database creation and maintenance.

Table 5*Descriptive Data about Sub-grantee Students in the Summer of 2011 and SY 2011–2012*

Sub-grantee: year in project (Number of centers)	Description	Enrollees / regular attendees (%)	Grade levels (%)	Gender (%)	Ethnicity (%)	ELL (%)	Free- or reduced- lunch status (%)	SpEd (%)
‘Aiea-Moanalua- Radford: Year 1 (4 centers)	Total enrollees^a	163	El: 144 (88.3%) Int: 0 Hi: 20 (12.3%)	Male: 78 (47.9%) Female: 85 (52.1%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 142 (87.1%) Black/ African Am: 0 Hispanic/ Latino: 0 White: 13 (8.0%)	40 (24.5%)	119 (73.0%)	21 (12.9%)
	Regular attendees^b	112 (68.7%)	El: 100 (89.3%) Int: 0 Hi: 15 (13.4%)	Male: 54 (48.2%) Female: 58 (51.8%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 93 (83.0%) Black/ African Am: 0 Hispanic/ Latino: 0 White: 13 (11.6%)	22 (19.6%)	81 (72.3%)	10 (8.9%)
Baldwin: Year 3 (4 centers)	Total enrollees^a	1384	El: 423 (30.6%) Int: 382 (27.6%) Hi: 32 (2.3%)	Male: 348 (25.1%) Female: 377 (27.2%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 505 (36.5%) Black/ African Am: 18 (1.3%) Hispanic/ Latino: 24 (1.7%) White: 47 (3.4%)	34 (2.5%)	290 (21.0%)	24 (1.7%)

Sub-grantee: year in project (Number of centers)	Description	Enrollees / regular attendees (%)	Grade levels (%)	Gender (%)	Ethnicity (%)	ELL (%)	Free- or reduced- lunch status (%)	SpEd (%)
	Regular attendees^b	408 (29.5%)	El: 234 (57.4%) Int: 127 (31.1%) Hi: 32 (7.8%)	Male: 186 (45.6%) Female: 218 (53.4%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 335 (82.1%) Black/ African Am: 5 (1.2%) Hispanic/ Latino: 10 (2.5%) White: 34 (8.3%)	31 (7.6%)	201 (49.3%)	24 (5.9%)
Campbell: Year 3 (10 centers)	Total enrollees^a	1161	El: 945 (81.4%) Int: 143 (12.3%) Hi: 69 (5.9%)	Male: 585 (50.4%) Female: 580 (50.0%)	Am Indian/ Alaska Native: 5 (0.4%) Asian/ Pac Islander: 926 (79.8%) Black/ African Am: 48 (4.1%) Hispanic/ Latino: 32 (2.8%) White: 105 (9.0%)	178 (15.3%)	634 (54.6%)	56 (4.8%)
	Regular attendees^b	538 (46.3%)	El: 456 (84.8%) Int: 62 (11.5%) Hi: 22 (4.1%)	Male: 260 (48.3%) Female: 276 (51.3%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 448 (83.3%) Black/ African Am: 21 (3.9%) Hispanic/ Latino: 16 (3.0%) White: 44 (8.2%)	108 (20.1%)	335 (62.3%)	28 (5.2%)
Castle: Year 1 (10 centers)	Total enrollees^a	1173	El: 452 (38.5%) Int: 127 (10.8%) Hi: 557 (47.5%)	Male: 545 (46.5%) Female: 598 (51.0%)	Am Indian/ Alaska Native: 5 (0.4%) Asian/ Pac Islander: 890 (75.9%) Black/ African Am: 20 (1.7%) Hispanic/ Latino: 43 (3.7%) White: 140 (11.9%)	22 (1.9%)	485 (41.3%)	109 (9.3%)
	Regular attendees^b	483 (41.2%)	El: 359 (74.3%) Int: 86 (17.8%) Hi: 29 (6.0%)	Male: 241 (49.9%) Female: 235 (48.7%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 396 (82.0%) Black/ African Am: 10 (2.1%) Hispanic/ Latino: 20 (4.1%) White: 38 (7.9%)	10 (2.1%)	227 (47.0%)	61 (12.6%)

Sub-grantee: year in project (Number of centers)	Description	Enrollees / regular attendees (%)	Grade levels (%)	Gender (%)	Ethnicity (%)	ELL (%)	Free- or reduced- lunch status (%)	SpEd (%)
Central Kaua'i: Year 4 (5 centers)	Total enrollees^a	1645	El: 845 (51.4%) Int: 441 (26.8%) Hi: 366 (22.2%)	Male: 808 (49.1%) Female: 836 (50.8%)	Am Indian/ Alaska Native: 10 (0.6%) Asian/ Pac Islander: 1239 (75.3%) Black/ African Am: 6 (0.4%) Hispanic/ Latino: 42 (2.6%) White: 302 (18.4%)	126 (7.7%)	723 (44.0%)	94 (5.7%)
	Regular attendees^b	375 (22.8%)	El: 184 (49.1%) Int: 199 (53.1%) Hi: 0	Male: 157 (41.9%) Female: 214 (57.1%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 302 (80.5%) Black/ African Am: 0 Hispanic/ Latino: 13 (3.5%) White: 44 (11.7%)	32 (8.5%)	182 (48.5%)	21 (5.6%)
Hilo: Year 2 (3 centers)^c	Total enrollees^a	154	El: 153 (99.4%) Int: 0 Hi: 0	Male: 78 (50.6%) Female: 76 (49.4%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 21 (13.6%) Black/ African Am: 0 Hispanic/ Latino: 0 White: 5 (3.2%)	5 (3.2%)	20 (13.0%)	5 (3.2%)
	Regular attendees^b	48 (31.2%)	El: 53 (1.10%) Int: 0 Hi: 0	Male: 28 (58.3%) Female: 20 (41.7%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 0 Black/ African Am: 0 Hispanic/ Latino: 0 White: 0	0	0	0
Kaimukī: Year 3 (10 centers)	Total enrollees^a	1772	El: 1064 (60.0%) Int: 307 (17.3%) Hi: 235 (13.3%)	Male: 691 (39.0%) Female: 827 (46.7%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 1362 (76.9%) Black/ African Am: 29 (1.6%) Hispanic/ Latino: 19 (1.1%) White: 93 (5.2%)	481 (27.1%)	855 (48.3%)	107 (6.0%)

Sub-grantee: year in project (Number of centers)	Description	Enrollees / regular attendees (%)	Grade levels (%)	Gender (%)	Ethnicity (%)	ELL (%)	Free- or reduced- lunch status (%)	SpEd (%)
	Regular Attendees^b	480 (27.1%)	El: 315 (65.6%) Int: 117 (24.4%) Hi: 33 (6.9%)	Male: 250 (52.1%) Female: 218 (45.4%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 398 (82.8%) Black/ African Am: 10 (2.1%) Hispanic/ Latino: 0 White: 29 (6.0%)	189 (38.4%)	318 (66.3%)	45 (9.4%)
Kalihi: Year 4 (7 centers)	Total enrollees^a	1282	El: 672 (52.4%) Int: 610 (47.6%) Hi: 0	Male: 640 (49.9%) Female: 640 (49.9%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 1227 (95.7%) Black/ African Am: 10 (0.8%) Hispanic/ Latino: 5 (0.4%) White: 17 (1.3%)	235 (18.3%)	1080 (84.2%)	50 (3.9%)
	Regular attendees^b	657 (51.2%)	El: 265 (40.3%) Int: 386 (58.8%) Hi: 0	Male: 327 (49.8%) Female: 328 (49.9%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 633 (96.3%) Black/ African Am: 5 (0.8%) Hispanic/ Latino: 0 White: 10 (1.5%)	95 (14.5%)	522 (79.5%)	18 (2.7%)
Ka'ū-Kea'au-Pāhoa: Year 2 (9 centers)	Total enrollees^a	No data	No data	No data	No data	No data	No data	No data
	Regular attendees^b	No data	No data	No data	No data	No data	No data	No data
Kohala: Year 3 (3 centers)	Total enrollees^a	547	El: 259 (47.3%) Int: 138 (25.2%) Hi: 134 (24.5%)	Male: 277 (50.6%) Female: 210 (38.4%)	Am Indian/ Alaska Native: 10 (1.8%) Asian/ Pac Islander: 365 (66.7%) Black/ African Am: 0 Hispanic/ Latino: 38 (6.9%) White: 95 (17.4%)	0	355 (64.9%)	0

Sub-grantee: year in project (Number of centers)	Description	Enrollees / regular attendees (%)	Grade levels (%)	Gender (%)	Ethnicity (%)	ELL (%)	Free- or reduced- lunch status (%)	SpEd (%)
	Regular attendees^b	160 (29.3%)	El: 112 (70.0%) Int: 24 (15.0%) Hi: 27 (16.9%)	Male: 84 (52.5%) Female: 76 (47.5%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 101 (63.1%) Black/ African Am: 0 Hispanic/ Latino: 18 (11.3%) White: 29 (18.1%)	0	112 (70.0%)	0
Leilehua: Year 4 (10 centers)	Total enrollees^a	1925	El: 944 (49.0%) Int: 757 (39.3%) Hi: 0	Male: 739 (38.4%) Female: 831 (43.2%)	Am Indian/ Alaska Native: 15 (0.8%) Asian/ Pac Islander: 715 (37.1%) Black/ African Am: 208 (10.8%) Hispanic/ Latino: 186 (9.7%) White: 323 (16.8%)	180 (9.4%)	897 (46.6%)	152 (7.9%)
	Regular attendees^b	637 (33.1%)	El: 308 (48.4%) Int: 229 (35.9%) Hi: 0	Male: 244 (38.3%) Female: 266 (41.8%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 274 (43.0%) Black/ African Am: 51 (8.0%) Hispanic/ Latino: 48 (7.5%) White: 86 (13.5%)	109 (17.1%)	357 (56.0%)	60 (9.4%)
McKinley: Year 3 (8 centers)	Total enrollees^a	1291	El: 1004 (77.8%) Int: 177 (13.7%) Hi: 0	Male: 625 (48.4%) Female: 613 (47.5%)	Am Indian/ Alaska Native: 5 (0.4%) Asian/ Pac Islander: 996 (77.1%) Black/ African Am: 26 (2.0%) Hispanic/ Latino: 15 (1.2%) White: 36 (2.8%)	310 (24.0%)	829 (64.2%)	66 (5.1%)
	Regular attendees^b	305 (23.6%)	El: 253 (83.0%) Int: 55 (18.0%) Hi: 0	Male: 152 (49.8%) Female: 151 (49.5%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 229 (75.1%) Black/ African Am: 0 Hispanic/ Latino: 0 White: 5 (1.6%)	50 (16.4%)	206 (67.5%)	15 (4.9%)

Sub-grantee: year in project (Number of centers)	Description	Enrollees / regular attendees (%)	Grade levels (%)	Gender (%)	Ethnicity (%)	ELL (%)	Free- or reduced- lunch status (%)	SpEd (%)
Moloka'i: Year 4 (6 centers)	Total enrollees^a	719	El: 388 (54.0%) Int: 121 (16.8%) Hi: 192 (26.7%)	Male: 304 (42.3%) Female: 369 (51.3%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 655 (91.1%) Black/ African Am: 5 (0.7%) Hispanic/ Latino: 0 White: 162 (22.5%)	36 (5.0%)	483 (67.2%)	73 (10.2%)
	Regular attendees^b	319 (44.4%)	El: 225 (70.5%) Int: 84 (26.3%) Hi: 10 (3.1%)	Male: 148 (46.4%) Female: 172 (53.9%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 300 (94.0%) Black/ African Am: 0 Hispanic/ Latino: 0 White: 20 (6.3%)	13 (4.1%)	250 (78.4%)	36 (11.3%)
Wai'anae: Year 2 (3 centers)^d	Total enrollees^a	430	El: 24 (5.6%) Int: 58 (13.5%) Hi: 43 (10.0%)	Male: 204 (47.4%) Female: 170 (39.5%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 303 (70.5%) Black/ African Am: 6 (1.4%) Hispanic/ Latino: 8 (1.9%) White: 29 (6.7%)	0	32 (7.4%)	44 (10.2%)
	Regular attendees^b	97 (22.6%)	El: 0 Int: 48 (49.5%) Hi: 0	Male: 40 (41.2%) Female: 36 (37.1%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 79 (81.4%) Black/ African Am: 0 Hispanic/ Latino: 0 White: 11 (11.3%)	0	0	7 (7.2%)
Waipahu: Year 2 (7 centers)	Total enrollees^a	1834	El: 1097 (59.8%) Int: 498 (27.2%) Hi: 238 (13.0%)	Male: 968 (52.8%) Female: 867 (47.2%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 1699 (92.6%) Black/ African Am: 31 (1.7%) Hispanic/ Latino: 41 (2.2%) White: 43 (2.3%)	381 (20.8%)	784 (42.7%)	206 (11.2%)

Sub-grantee: year in project (Number of centers)	Description	Enrollees / regular attendees (%)	Grade levels (%)	Gender (%)	Ethnicity (%)	ELL (%)	Free- or reduced- lunch status (%)	SpEd (%)
	Regular attendees^b	535 (29.2%)	El: 343 (64.1%) Int: 168 (31.4%) Hi: 28 (5.2%)	Male: 266 (49.7%) Female: 269 (50.3%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 503 (94.0%) Black/ African Am: 0 Hispanic/ Latino: 9 (1.7%) White: 10 (1.9%)	94 (17.6%)	237 (44.3%)	50 (9.3%)
Total all sub-grantees	Total enrollees^a	15480	El: 8414 (54.4%) Int: 3759 (24.3%) Hi: 1886 (12.2%)	Male: 6890 (44.5%) Female: 7079 (45.7%)	Am Indian/ Alaska Native: 50 (0.3%) Asian/ Pac Islander: 11045 (71.4%) Black/ African Am: 407 (2.6%) Hispanic/ Latino: 453 (2.9%) White: 1410 (9.1%)	2028 (13.1%)	7586 (49.0%)	1007 (6.5%)
	Regular attendees^b	5154 (33.3%)	El: 3207 (62.2%) Int: 1585 (30.8%) Hi: 196 (3.8%)	Male: 2437 (47.3%) Female: 2537 (49.2%)	Am Indian/ Alaska Native: 0 Asian/ Pac Islander: 4091 (79.4%) Black/ African Am: 102 (2.0%) Hispanic/ Latino: 134 (2.6%) White: 373 (7.2%)	753 (14.6%)	3028 (58.8%)	375 (7.3%)

Note: The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data. The percentages in the grade level, gender, and ethnicity count cells may not total 100.0% because PPICS rounds student characteristics data counts up or down. “To protect student confidentiality, a value for any student characteristic that is less than three should be rounded down to zero; for value of three or four, round it up to five.” (Learning Point Associates; 21st CCLC 2012 Annual Performance Report: Paper Forms for Centers; page Form E-39, April 2012). In addition, due to (a) PPICS rounding; (b) some students may be counted in more than one category (e.g. in the ethnicity student characteristic); (c) some data in a category are “unknown;” and (d) some data not being available from the PPICS APR data, some cell totals may exceed or may be less than the *total center enrollees* or *total regular attendees* counts.

^aThe percentages in this row are based on the *total center enrollees* count.

^bExcept for the percentage for the *total regular attendees* count, which is based on the *total center enrollees*, the percentages on this row are based on the *total regular attendees* count.

^cPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^dThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented a CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

Table 5a*Descriptive Data about Populations Targeted for Center Activities During the Summer of 2011 and SY 2011–2012*

Sub-grantee: Year in project (Number of centers)	Number of center activities with the following targeted populations and percentage to the total activities.								
	Number of activities	Student populations						The activity did not target a specific student population	Adult family members
		Students not performing at grade level, are failing, or otherwise performing below average	Students with Limited English Proficiency	Students who have been truant, suspended, or expelled	Students with Special needs or disabilities	Other types of student population			
‘Aiea-Moanalua-Radford: Year 1 (4 centers)	19	0	0	0	0	0	19 (100.0%)	0	
Baldwin: Year 3 (4 centers)	35	20 (57.2%)	1 (2.9%)	0	0	2 (5.7%)	6 (17.1%)	6 (17.1%)	
Campbell: Year 3 (10 centers)	75	55 (73.3%)	39 (52.0%)	1 (1.3%)	19 (25.3%)	28 (37.3%)	1 (1.3%)	2 (2.7%)	
Castle: Year 1 (10 centers)	93	76 (81.7%)	21 (22.6%)	1 (1.1%)	62 (66.7%)	74 (79.6%)	0	17 (18.3%)	
Central Kaua‘i: Year 4 (5 centers)	61	46 (75.4%)	39 (63.9%)	1 (1.6%)	27 (44.3%)	33 (54.1%)	6 (9.8%)	0	
Hilo: Year 2 (3 centers) ^a	9	2 (22.2%)	0	0	0	1 (11.1%)	7 (77.8%)	0	
Kaimukī: Year 3 (10 centers)	31	31 (100.0%)	31 (100.0%)	4 (12.9%)	29 (93.5%)	3 (9.7%)	0	0	
Kalihi Learning Center: Year 4 (7 centers)	19	0	0	0	0	19 (100.0%)	0	0	
Ka‘ū-Kea‘au-Pāhoa: Year 2 (9 centers)		No data							
Kohala: Year 3 (3 centers)	56	21 (37.5%)	14 (25.0%)	5 (8.9%)	15 (26.8%)	12 (21.4%)	30 (53.6%)	1 (1.8%)	
Leilehua: Year 4 (9 centers) ^b	63	39 (61.9%)	11 (17.5%)	1 (1.6%)	9 (14.3%)	18 (28.6%)	9 (14.3%)	0	

Sub-grantee: Year in project (Number of centers)	Number of center activities with the following targeted populations and percentage to the total activities.								
	Number of activities	Student populations						The activity did not target a specific student population	Adult family members
		Students not performing at grade level, are failing, or otherwise performing below average	Students with Limited English Proficiency	Students who have been truant, suspended, or expelled	Students with Special needs or disabilities	Other types of student population			
McKinley: Year 3 (8 centers)	23	23 (100.0%)	23 (100.0%)	3 (13.0%)	22 (95.7%)	0	0	0	
Moloka'i: Year 4 (6 centers)	58	10 (17.2%)	5 (8.6%)	0	5 (8.6%)	23 (39.7%)	23 (39.7%)	3 (5.2%)	
Wai'anae: Year 2 (3 centers) ^c	10	10 (100.0%)	9 (90.0%)	2 (20.0%)	10 (100.0%)	0	0	0	
Waipahu: Year 2 (7 centers)	37	17 (45.9%)	6 (16.2%)	0	2 (5.4%)	6 (16.2%)	17 (45.9%)	0	
TOTAL (All sub-grantees)	589	350 (59.4%)	199 (33.8%)	18 (3.1%)	200 (34.0%)	219 (37.2%) ^d	118 (20.0%)	29 (4.9%)	

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data. Centers may have reported similar activities (e.g. enrichment activities) as one activity in PPICS. In addition, each activity may include more than one of the student target categories so each sub-grantee's sum of percentages for all of the categories may be more than 100%.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^cThere were six centers included in the Wai'anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, B. (2012, November), *Wai'anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

^dThe following were entered in PPICS as descriptions in the "Other types of student population" (we have deleted duplicate entries): 6th graders; all; All students; Any student whose siblings are enrolled in afterschool tutoring/activities; At-risk/low-income students; college and career ready students; community; Disadvantaged; Diversified learners; Economically disadvantaged 3rd grade students; Economically Disadvantaged 4th and 5th grade students; Economically disadvantaged, Asian/Pacific Islanders; freshmen and sophomores; Gifted and talented students encouraged to be in both programs; Grades 2–3; Grades 2–6; Grades 3–6; Grades 4–5; Grades 4–6; Greatest need, F/R Lunch, ELL students; honor students; Incoming Kindergarten students with very little or no pre-school experience; Incoming Kindergarten students; Interest in learning sewing; minority disadvantaged students; open to any student in Grades 2–5; Pre-Kindergarten students; Registered Kindergarten students; regular education students; regular education students who have had no preschool experience and are entering Kindergarten this SY; Spring semester program also targeted 3rd grade students; staff provided homework assistance to students; this included following up on current homework assignments given by the class teacher; student government and school service; students approaching proficiency; students approaching proficiency on Hawaii State Assessment; students at or

above grade level; students entering grade 1; students entering kindergarten; Students entering Kindergarten in Fall; Students entering kindergarten without preschool experience; Students in grades 3-5; Students in Grades 4–6.; Students interested in basketball.; Students interested in cheerleading.; Students interested in cultural dance/performing; Students interested in drama.; Students interested in Hula dance.; Students interested in media activities.; Students interested in robotics.; Students interested in volleyball.; Students interested in weight-training-fitness; Students that needed emotional support, guidance w/peer/family problems, etc. (L.E.A.D.); Students who are at or above grade level.; Students who are interested in media technology; students who are interested in robotics; Students who did not attend preschool (to help them transition into Kindergarten); Students who exhibited exceptional art skills; Students who have accumulated absences that may cause them to fail the quarter; Students who have not yet met HSA benchmarks; Students who need a safe and quiet place to work on their homework; students who need to make up credits.; Students who regularly exceed grade level benchmarks; Students with an interest in Fine Arts; Students with an interest in performing arts; Students with an interest in science/technology; Students with behavior issues; Students with interest in photography; students who need to make up credits; Test prep; trigonometry students

enrollees. There were between 154 (Hilo) and 1,925 (Leilehua) total center students enrolled at the sub-grantees over the summer of 2011 and SY 2011–2012. A total of 15,480 students in pre-Kindergarten through Grade 12 were enrolled in the 14 sub-grantees who provided PPICS data. There were between 48 (Hilo) and 657 (Kalihi Learning Center) regular center students in each of the 14 sub-grantees with a cumulative total of 5,154. The proportions of regular center students to the total center enrollees in each sub-grantee ranged from 22.6% (Wai‘anae) to 68.7% (Aiea-Moanalua-Radford).

Table 5 also includes information about center students’ grade level; gender; ethnicity; and ELL, free- or reduced-lunch and SpEd status.

The centers’ population included 8,414 (54.4%) elementary, 3,759 (24.3%) intermediate/middle, and 1,886 (12.2%) high school students. The regular center participants were: 3,207 (62.2%) elementary, 1,585 (30.8%) intermediate/middle, and 196 (3.8%) high school students. Grade level data were not reported for some students so the above grade level percentages breakdown do not add up to 100.0%.

The gender population was: 6,890 (44.5%) males and 7,079 (45.7%) females of which 2,437 (47.3%) were male regular center participants and 2,537 (49.2%) were female regular center participants. Gender data were not reported for some students so the above gender percentages breakdown do not add up to 100.0%.

Of the 15,480 center enrollees, 7,586 (49.0%) were on free- or reduced-lunch. In addition, 3,028 (58.8%) of the 5,154 regular center students, were on free- or reduced-lunch. Most of the center enrollees were Asian/Pacific Islanders whose enrollment count was 11,045 (71.4%) and also composed of 4,091 (79.4%) of the regular center students. These data indicate that the centers enrolled students who were target populations for the 21st CCLC program and activities.

Findings about Target Populations that Received Services by the Sub-Grantees

The 21st CCLC statute states that program funds should be used to provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) (Retrieved from <http://doe.k12.khi.us/nclb/21cclc/index.htm>, 6/15/2011). The student populations targeted for 21st CCLC center activities and descriptive data about the number of center activities provided to each type of student population are shown in Table 5a. The centers reported implementing 589 activities during the summer of 2011 through SY 2011–2012. The highest number (350) and percentage (59.4%) of the activities were provided to “students not performing at grade level, are failing, or otherwise performing below average.” The next highest number and corresponding percentage of activities were provided to “students with special needs or disabilities” (200 or 34.0% of the activities) and “students with Limited English Proficiency” (199 or 33.8% of the activities). “Other types of student populations” participated in 219 or 37.2% of the activities. Refer to the footnote on Table 5a for the various descriptions given by the centers for the “Other types of student populations” category. The lowest percentages of the activities were provided to “students who have been truant, suspended, or expelled (18 or 3.1% of the activities) and “adult family members” (29 or 4.9% of the activities). Note that each center activity may have been provided to more than one of the targeted population categories.

Findings about the Activities Implemented at the Centers

The purpose of the 21st CCLC program is to provide activities in multiple academic enrichment areas to support the development and learning of high need students. Table 6 displays the types and percentages of activities provided by the sub-grantees during the project year that spanned the summer of 2011 through SY 2011–2012. In reviewing the data, the reader may wish to consider the information in the left column about the number of centers and number of years in the project. These variables, and the

interplay with other variables, may have affected the sub-grantee's ability to implement some types of activities.

During the summer of 2011 or SY 2011–2012, academic enrichment activities were provided by 14 of the 14 (100.0%) of the sub-grantees which entered data in PPICS. Tutoring and recreational types of activities were each provided by 13 (92.9%) of the sub-grantees. Homework help was provided by 11 (78.6%) of the sub-grantees. Activities to promote youth leadership and activities to promote parental involvement was provided by four (28.6%) of the sub-grantees. Career/job training for youth activities, supplemental education services, and activities to promote family literacy were provided by three (21.4%) of the sub-grantees. Drug/violence prevention, counseling/character education activities and community services/service learning activities were provided by two (14.3%) sub-grantees. Mentoring activities and activities to provide career/job training for adults were provided by one (7.1%) sub-grantee. Five (35.7%) sub-grantees provided other types of activities.

We summarize the data about the implementation of activities, defined by the 21st CCLC primary categories, as shown on Table 6a. The findings suggest that, of the 89 centers in the 14 sub-grantees which submitted data in PPICS, the primary categories implemented the most were enrichment activities (64 centers or 71.9%), tutoring (57 centers or 64.0%), homework help (28 centers or 31.5%), and recreational activities (38 centers or 42.7%). Primary categories that were implemented the least (one center each) were mentoring and career/job training for adults. Expanded library hours was not implemented by any center. The purpose of the 21st CCLC program is to offer a broad array of additional services, programs, and activities (Retrieved from <http://doe.k12.khi.us/nclb/21cclc/index.htm>, 6/15/2011).

We summarize the data about the implementation of activities as defined by the 21st CCLC secondary categories, shown as Table 6b. The findings suggest that, of the 89 centers in the 14 sub-grantees, the secondary categories implemented the most were also enrichment activities (29 centers or 32.6%), tutoring (23 centers or 25.8%), homework help (19 centers or 21.3%), and recreational activities (19 centers or 21.3%). Two secondary categories were implemented at one center each: (a) supplemental education services and (b) promoting family literacy. Two secondary categories were not implemented at any centers: (a) expanded library hours and (b) career/job training for adults.

Findings about the Types of Activities Implemented, by Content Area

The PPICS data includes the activities implemented during the summer of 2011 and SY 2011–2012 categorized by content area (reading/writing, mathematics, science, etc.). The data are summarized and shown as Table 7. Sub-grantees may have implemented one or several activities in a content area during the project year. If a center implemented at least one activity in the content area, it was counted once. Information about the number of centers per sub-grantee and number of years that the sub-grantee has been in the 21st CCLC program is also provided because these variables affect the number of activities implemented in each content area.

As shown in Table 7, reading/writing, mathematics, science, art/music, and health/nutrition activities were provided by 14 (100.0%) of the 14 sub-grantees that provided PPICS data. An important point is, however, that it was not always clear whether or not the core academic activity was offered at high quality.

Table 6*Activities, by Sub-grantee, Type of Service, and When the Sub-grantee Implemented the Activity in the Summer of 2011 and SY 2011–2012*

Sub-grantee (Year in project) Number of centers	Enrichment	Tutoring	Homework help	Mentoring	Recreational	Career/ job training for youth	Drug/ violence prevention, counseling/ character education	Expanded library hours	Supplemental education services	Community service/ service learning	Promote youth leadership	Other activities	Promote parental involvement	Promote family literacy	Career/ job training for adults
‘Aiea-Moanalua- Radford: Year 1 (4 centers)	SY	—	SY	—	SY	—	—	—	—	—	—	SY	—	—	—
Baldwin: Year 3 (4 centers)	Summ SY	Summ SY	SY	—	SY	Summ SY	—	—	—	—	—	Summ SY	—	SY	—
Campbell: Year 3 (10 centers)	Summ SY	Summ SY	SY	—	Summ SY	—	—	—	—	—	—	—	Summ	—	—
Castle: Year 1 (10 centers)	Summ SY	SY	SY	—	SY	—	—	—	—	—	—	—	SY	SY	—
Central Kaua‘i: Year 4 (5 centers)	Summ SY	Summ SY	SY	—	Summ SY	—	—	—	SY	—	SY	—	—	—	—
Hilo: Year 2 (3 centers) ^a	SY	SY	—	—	SY	—	—	—	—	—	—	SY	—	—	—
Kaimukī: Year 3 (10 centers)	Summ SY	Summ SY	SY	—	Summ SY	—	—	—	—	—	—	—	—	—	—
Kalihi Learning Center: Year 4 (7 centers)	Summ SY	Summ SY	SY	—	—	—	—	—	—	—	—	—	—	—	—
Ka‘ū-Kea‘au-Pāhoa: Year 2 (9 centers) ^b	No data														
Kohala: Year 3 (3 centers)	Summ SY	SY	SY	—	Summ	—	Summ SY	—	Summ	—	Summ	—	Summ	—	—
Leilehua: Year 4 (9 centers) ^c	Summ SY	Summ SY	—	—	SY	—	—	—	—	SY	SY	SY	—	—	—
McKinley: Year 3 (6 centers)	Summ SY	Summ SY	SY	—	Summ SY	—	—	—	—	—	—	—	—	—	—
Moloka‘i: Year 4 (6 centers)	Summ SY	Summ SY	SY	—	Summ SY	SY	—	—	—	SY	Summ	SY	SY	SY	SY
Wai‘anae: Year 2 (3 centers) ^d	SY	SY	—	—	SY	—	—	—	—	—	—	—	—	—	—
Waipahu: Year 2 (7 centers)	Summ SY	SY	SY	SY	Summ SY	Summ	Summ	—	Summ	—	—	—	—	—	—
Total sub-grantees providing the type of service during Summer/SY	Summ: 11 SY: 14	Summ: 8 SY: 13	Summ: 0 SY: 11	Summ: 0 SY: 1	Summ: 7 SY: 12	Summ: 2 SY: 2	Summ: 2 SY: 1	Sum m: 0 SY: 0	Summ: 2 SY: 1	Summ: 0 SY: 2	Summ: 2 SY: 2	Summ : 1 SY: 5	Summ: 2 SY: 2	Summ: 0 SY: 3	Summ: 0 SY: 1

Sub-grantee (Year in project) Number of centers	Enrichment	Tutoring	Homework help	Mentoring	Recreational	Career/ job training for youth	Drug/ violence prevention, counseling/ character education	Expanded library hours	Supplemental education services	Community service/ service learning	Promote youth leadership	Other activities	Promote parental involvement	Promote family literacy	Career/ job training for adults
TOTALS: Number of sub-grantees providing the type of service. (% of maximum sub-grantees to total ([14] sub-grantees)	14 (100.0%)	13 (92.9%)	11 (78.6%)	1 (7.1%)	13 (92.9%)	3 (21.4%)	2 (14.3%)	0	3 (21.4%)	2 (14.3%)	4 (28.6%)	5 (35.7 %)s	4 (28.6%)	3 (21.4%)	1 (7.1%)

Note. Summ=Summer, SY=school year

The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bThe Ka‘ū-Kea ‘au-Pāhoa sub-grantee did not enter 2011–2012 activities data so the sub-grantee is not included in the above percentage calculations. Therefore, the denominator used to calculate the above percentages is 14, instead of 15.

^cPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^dThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

Table 6a

Sub-grantees and the Number of Centers Implementing the Type of Service as the Primary Category in their Activities during the Summer of 2011 and SY 2011–2012

Sub-grantee (Year in project) Number of centers	Enrichment	Tutoring	Homework help	Mentoring	Recreational	Career/ job training for youth	Drug/ violence prevention, counseling/ character education	Expanded library hours	Supplemental education services	Community service/ service learning	Promote youth leadership	Other activities ^e	Promote parental involvement	Promote family literacy	Career/ job training for adults
‘Aiea-Moanalua-Radford: Year 1 (4 centers)	4 (100.0%)	0	3 (75.0%)	0	1 (25.0%)	0	0	0	0	0	0	1 (25.0%)	0	0	0
Baldwin: Year 3 (4 centers)	4 (100.0%)	3 (75.0%)	1 (25.0%)	0	2 (50.0%)	1 (25.0%)	0	0	0	0	0	4 (100.0%)	0	2 (50.0%)	0
Campbell: Year 3 (10 centers)	9 (90.0%)	7 (70.0%)	1 (10.0%)	0	6 (60.0%)	0	0	0	0	0	0	0	1 (10.0%)	0	0
Castle: Year 1 (10 centers)	10 (100.0%)	1 (10.0%)	8 (80.0%)	0	3 (30.0%)	0	0	0	0	0	0	0	5 (50.0%)	5 (50.0%)	0
Central Kaua‘i: Year 4 (5 centers)	4 (80.0%)	2 (40.0%)	3 (60.0%)	0	4 (80.0%)	0	0	0	1 (20.0%)	0	2 (40.0%)	0	0	0	0
Hilo: Year 2 (3 centers) ^a	1 (33.3%)	2 (66.7%)	0	0	1 (33.3%)	0	0	0	0	0	0	2 (66.7%)	0	0	0
Kaimukī: Year 3 (10 centers)	3 (30.0%)	10 (100.0%)	3 (30.0%)	0	5 (50.0%)	0	0	0	0	0	0	0	0	0	0
Kalihi Learning Center: Year 4 (7 centers)	7 (100.0%)	4 (57.1%)	3 (42.9%)	0	0	0	0	0	0	0	0	0	0	0	0
Ka‘ū-Kea‘au-Pāhoā: Year 2 (9 centers) ^b	No data														
Kohala: Year 3 (3 centers)	3 (100.0%)	1 (33.3%)	1 (33.3%)	0	1 (33.3%)	0	3 (100.0%)	0	3 (100.0%)	0	2 (66.7%)	0	1 (33.3%)	0	0
Leilehua: Year 4 (9 centers) ^c	7 (77.8%)	9 (100.0%)	0	0	3 (33.3%)	0	0	0	0	1 (11.1%)	1 (11.1%)	1 (11.1%)	0	0	0
McKinley: Year 3 (6 centers)	2 (25.0%)	8 (100.0%)	1 (12.5%)	0	4 (50.0%)	0	0	0	0	0	0	0	0	0	0
Moloka‘i: Year 4 (6 centers)	5 (83.3%)	3 (50.0%)	2 (33.3%)	0	6 (100.0%)	1 (16.7%)	0	0	0	1 (16.7%)	1 (16.7%)	1 (16.7%)	1 (16.7%)	1 (16.7%)	1 (16.7%)
Wai‘anae: Year 2 (3 centers) ^d	1 (33.3%)	3 (100.0%)	0	0	1 (33.3%)	0	0	0	0	0	0	0	0	0	0

Sub-grantee (Year in project) Number of centers	Enrichment	Tutoring	Homework help	Mentoring	Recreational	Career/ job training for youth	Drug/ violence prevention, counseling/ character education	Expanded library hours	Supplemental education services	Community service/ service learning	Promote youth leadership	Other activities ^c	Promote parental involvement	Promote family literacy	Career/ job training for adults
Waipahu: Year 2 (7 centers)	4 (57.1%)	4 (57.1%)	2 (28.6%)	1 (14.3%)	1 (14.3%)	1 (14.3%)	1 (14.3%)	0	1 (14.3%)	0	0	0	0	0	0
TOTAL number of centers implementing the service category. Total all centers = 89	64 (71.9%)	57 (64.0%)	28 (31.5%)	1 (1.1%)	38 (42.7%)	3 (3.4%)	4 (4.5%)	0	5 (5.6%)	2 (2.2%)	6 (6.7%)	9 (10.1%) ^e	8 (9.0%)	8 (9.0%)	1 (1.1%)

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bThe Ka‘ū-Kea‘au-Pāhoa sub-grantee did not enter 2011–2012 activities data so the sub-grantee is not included in the above percentage calculations. Therefore, the denominator used to calculate the above percentages is 14, instead of 15.

^cPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^dThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

^eThe following were entered in PPICS as descriptions in the “Other activities” category. Art Enrichment; Credit recovery; Enrichment learning, tutoring, career/job training, service learning, promotion of youth leadership, senior project support, mentoring; Kindergarten readiness; Media Activities; Music; Other; Parenting skills; STEM; Technology Education; The activity had more than two program elements.

Table 6b

Sub-grantees and the Number of Centers Implementing the Type of Service as the Secondary Category in their Activities During the Summer of 2011 and SY 2011–2012

Sub-grantee (Year in project) Number of centers																
	Enrichment	Tutoring	Homework help	Mentoring	Recreational	Career/ job training for youth	Drug/ violence prevention, counseling/ character education	Expanded library hours	Supplemental education services	Community service/ service learning	Promote youth leadership	Other activities	Promote parental involvement	Promote family literacy	Career/ job training for adults	The activity had more than two program elements
'Aiea-Moanalua-Radford: Year 1 (4 centers)	0	0	0	0	1 (25.0%)	0	0	0	0	0	0	0	0	0	0	0
Baldwin: Year 3 (4 centers)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Campbell: Year 3 (10 centers)	2 (20.0%)	1 (10.0%)	7 (70.0%)	0	1 (10.0%)	0	0	0	0	0	0	5 (50.0%)	0	1 (10.0%)	0	4 (40.0%)
Castle: Year 1 (10 centers)	1 (10.0%)	7 (70.0%)	1 (10.0%)	0	1 (10.0%)	0	0	0	0	0	0	0	5 (50.0%)	0	0	0
Central Kaua'i: Year 4 (5 centers)	1 (20.0%)	3 (60.0%)	2 (20.0%)	1 (20.0%)	1 (20.0%)	0	0	0	1 (20.0%)	2 (20.0%)	1 (20.0%)	3 (60.0%)	0	0	0	1 (20.0%)
Hilo: Year 2 (3 centers) ^a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kaimukī: Year 3 (10 centers)	8 (80.0%)	1 (10.0%)	0	0	1 (10.0%)	0	0	0	0	0	0	0	0	0	0	0
Kalihi Learning Center: Year 4 (7 centers)	0	3 (42.9%)	2 (28.6%)	0	6 (85.7%)	0	0	0	0	0	0	0	0	0	0	0
Ka'ū-Kea'au-Pāhoa: Year 2 (9 centers) ^b	No data															
Kohala: Year 3 (3 centers)	3 (100.0%)	3 (100.0%)	1 (33.3%)	1 (33.3%)	2 (66.7%)	2 (66.7%)	2 (66.7%)	0	0	1 (33.3%)	1 (33.3%)	0	0	0	0	3 (100.0%)
Leilehua: Year 4 (9 centers) ^c	3 (33.3%)	2 (22.2%)	4 (44.4%)	1 (11.1%)	2 (22.2%)	0	1 (11.1%)	0	0	0	2 (22.2%)	5 (55.6%)	0	0	0	0
McKinley: Year 3 (6 centers)	6 (75.0%)	0	0	0	1 (12.5%)	0	0	0	0	0	1 (12.5%)	0	0	0	0	0
Moloka'i: Year 4 (6 centers)	0	0	0	0	0	0	1 (16.7%)	0	0	0	0	1 (16.7%)	0	0	0	0
Wai'anae: Year 2 (3 centers) ^d	1 (33.3%)	1 (33.3%)	0	0	1 (33.3%)	0	0	0	0	0	0	0	0	0	0	0

Sub-grantee (Year in project) Number of centers	Enrichment	Tutoring	Homework help	Mentoring	Recreational	Career/ job training for youth	Drug/ violence prevention, counseling/ character education	Expanded library hours	Supplemental education services	Community service/ service learning	Promote youth leadership	Other activities	Promote parental involvement	Promote family literacy	Career/ job training for adults	The activity had more than two program elements
Waipahu: Year 2 (7 centers)	4 (57.1%)	2 (28.6%)	2 (28.6%)	0	2 (28.6%)	1 (14.3%)	0	0	0	1 (14.3%)	1 (14.3%)	0	0	0	0	1 (14.3%)
TOTAL number of centers implementing the service category. Total all centers = 89	29 (32.6%)	23 (25.8%)	19 (21.3%)	3 (3.4%)	19 (21.3%)	3 (3.4%)	4 (4.5%)	0	1 (1.1%)	4 (4.5%)	6 (6.7%)	14 (15.7%)	5 (5.6%)	1 (1.1%)	0	9 (10.1%)

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bThe Ka'ū-Kea'au-Pāhoa sub-grantee did not enter 2011–2012 activities data so the sub-grantee is not included in the above percentage calculations. Therefore, the denominator used to calculate the above percentages do not include this sub-grantee's centers.

^cPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^dThere were six centers included in the Wai'anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, B. (2012, November), *Wai'anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

Technology/telecommunications activities were offered by 13 (92.9%) of the 14 sub-grantees. Culture/social studies activities were offered at 12 (85.7%) of the sub-grantees. Entrepreneurial activities were offered by 7 (50.0%) of the sub-grantees. Other types of activities were offered by 9 (64.3%) of the sub-grantees.

As shown in Table 7a, the 89 centers from the 14 sub-grantees which provided PPICS data implemented activities on the core academic areas of reading/writing (86 centers or 96.6%), mathematics (85 centers or 95.5%), and science (71 centers or 79.8%). The reader should note that centers may have implemented activities that integrated various content areas, including the core academic areas. Of the 14 sub-grantees, all centers at 12 sub-grantees implemented reading/writing, all centers at 11 sub-grantees implemented mathematics activities, and all centers at 5 sub-grantees implemented science activities. In addition, the findings about the implementation of cultural/social studies, arts/music, technology/telecommunications, health/nutrition, entrepreneurial, and other types of activities, addresses the performance indicator that 100% of centers will offer enrichment and support activities.

Findings about the Sub-grantees' Status on the KPIs

The percentages of regular center students who met the 21st CCLC key performance indicators (KPIs) for academic behaviors are shown as Table 8. The KPI criterion was that 75% of the regular center students needed to show improvement in the academic behavior. The shaded cells in Table 8 indicate that 75% or more of the regular center students in the sub-grantee, who warranted improvement, improved in their academic behavior.

The Campbell, Castle, Leilehua, Moloka'i, and Waipahu sub-grantees met or exceeded the 75% target for the academic behavior of "submitting homework on time". For the academic behavior of "participating in class," the 'Aiea-Moanalua-Radford, Baldwin, Campbell, Castle, Central Kaua'i, Leilehua, Moloka'i, and Waipahu sub-grantees met or exceeded the 75% target. None of the sub-grantees met the target of "attending class regularly." For the academic behavior of "behaves well in class," Moloka'i was the only the sub-grantee which exceeded the 75% criterion.

The Molokai sub-grantee met or exceeded the 75% target for three or the four KPIs during the project year of summer 2011 through Spring 2012. The Campbell, Castle, Leilehua, and Waipahu sub-grantees each met the 75% criterion for two of the four KPIs. The 'Aiea-Moanalua-Radford, Baldwin, and Central Kaua'i sub-grantees each met the 75% target for one of the four KPIs in this project year. The Hilo and Wai'anae sub-grantee did not submit any data about these measures for this project year. On a state level, the academic behavior of "participating in class" was the only one of the four KPIs that was met by the combined regular students from all of the sub-grantees. The reader is referred to Table 8 for details about each of the academic behavior KPIs.

Findings about Student Academic Behavior, non-KPIs

The findings about the extent to which the combined regular students from all of the sub-grantees met the four 21st CCLC KPIs about academic behavior in the project year are shown in Table 8a. The findings show that the KPI of "participating in class," was met by 77.1% of the regular students, surpassing the 75% targeted mark. There were 72.3% regular students reported as showing improvement in "turning in homework on time" during the project year, which was just under the 75% target. For the other KPIs, 56.3% of the regular students improved on "attending class regularly," and 67.3% of the regular students improved on the KPI of "behaving in class."

We applied the 75% target to the non-KPI academic behaviors that were included on the 21st CCLC teacher survey. The findings for two items surpassed the 75% mark: 76.3% of the regular students improved in "completing homework to your satisfaction," and 82.2% improved in "academic performance." The findings for two items were just under the targeted 75% mark: 72.5% of regular students improved in "being attentive in class," and 72.9% improved in "coming to school motivated to learn."

Table 7*Activities, by Sub-grantee, Content Area, and When the Sub-grantee Implemented the Activity in the Summer of 2011 and SY 2011–2012*

Sub-grantee: Year in project (Number of centers)	Reading/ Writing	Mathematics	Science	Cultural/ social studies	Arts/ music	Technology/ telecommuni- cations	Health/ nutrition	Entrepre- neurial	Other
'Aiea-Moanalua-Radford: Year 1 (4 centers)	SY	SY	SY		SY		SY		SY
Baldwin: Year 3 (4 centers)	Summ SY	Summ SY	Summ SY	Summ	Summ SY	SY	SY		Summ SY
Campbell: Year 3 (10 centers)	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	SY	Summ SY
Castle: Year 1 (10 centers)	Summ SY	Summ SY	SY	SY	Summ SY	Summ SY	SY	SY	
Central Kaua'i: Year 4 (5 centers)	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY
Hilo: Year 2 (3 centers) ^a	SY	SY	SY		SY	SY	SY		
Kaimukī: Year 3 (10 centers)	Summ SY	Summ SY	Summ SY	SY	Summ SY	Summ SY	Summ SY		
Kalihi Learning Center: Year 4 (7 centers)	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY		
Ka'ū-Kea'au-Pāhoa: Year 2 (9 centers) ^b	No data								
Kohala: Year 3 (3 centers)	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY
Leilehua: Year 4 (9 centers) ^c	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	SY	Summ SY	SY	SY
McKinley: Year 3 (8 centers)	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	SY	SY		SY
Moloka'i: Year 4 (6 centers)	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	SY	Summ SY
Wai'anae: Year 2 (3 centers) ^d	SY	SY	SY	SY	SY	SY	SY		
Waipahu: Year 2 (7 centers)	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	Summ SY	SY
Total sub-grantees implementing content area during Summer/SY	Summ: 11 SY: 14	Summ: 11 SY: 14	Summ: 10 SY: 14	Summ: 9 SY: 11	Summ: 11 SY: 14	Summ: 8 SY: 13	Summ: 8 SY: 14	Summ: 3 SY: 7	Summ: 5 SY: 9

Sub-grantee: Year in project (Number of centers)	Reading/ Writing	Mathematics	Science	Cultural/ social studies	Arts/ music	Technology/ telecommuni- cations	Health/ nutrition	Entrepre- neurial	Other
TOTALS: Number of sub-grantees implementing the content area. (% of maximum sub-grantees to total [14] sub-grantees)	14 (100.0%)	14 (100.0%)	14 (100.0%)	12 (85.7%)	14 (100.0%)	13 (92.9%)	14 (100.0%)	7 (50.0%)	9 (64.3%)

*Summ=Summer, SY=school year

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bThe Ka‘ū-Kea‘au-Pāhoa sub-grantee did not enter 2011–2012 activities data so the sub-grantee is not included in the above percentage calculations. Therefore, the denominator used to calculate the above percentages is 14, instead of 15.

^cPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^dThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

Table 7a*Sub-grantees and the Number of Centers Implementing the Content Area in their Activities During the Summer of 2011 and SY 2011–2012*

Sub-grantee: Year in project (Number of centers)	Reading/ Writing	Mathematics	Science	Cultural/ social studies	Arts/ music	Technology/ telecommuni- cations	Health/ nutrition	Entrepre- neurial	Other ^e
'Aiea-Moanalua-Radford: Year 1 (4 centers)	4 (100.0%)	2 (50.0%)	1 (25.0%)	0	2 (50.0%)	0	2 (50.0%)	0	1 (25.0%)
Baldwin: Year 3 (4 centers)	4 (100.0%)	4 (100.0%)	2 (50.0%)	2 (50.0%)	2 (50.0%)	2 (50.0%)	2 (50.0%)	0	2 (50.0%)
Campbell: Year 3 (10 centers)	10 (100.0%)	10 (100.0%)	9 (90.0%)	6 (60.0%)	9 (90.0%)	8 (80.0%)	3 (30.0%)	1 (10.0%)	3 (30.0%)
Castle: Year 1 (10 centers)	10 (100.0%)	10 (100.0%)	9 (90.0%)	9 (90.0%)	4 (40.0%)	10 (100.0%)	1 (10.0%)	1 (10.0%)	0
Central Kaua'i: Year 4 (5 centers)	5 (100.0%)	5 (100.0%)	5 (100.0%)	4 (80.0%)	5 (100.0%)	4 (80.0%)	4 (80.0%)	2 (40.0%)	4 (80.0%)
Hilo: Year 2 (3 centers) ^a	1 (33.3%)	2 (66.7%)	1 (33.3%)	0	1 (33.3%)	1 (33.3%)	1 (33.3%)	0	0
Kaimukī: Year 3 (10 centers)	10 (100.0%)	10 (100.0%)	10 (100.0%)	4 (40.0%)	6 (60.0%)	3 (30.0%)	4 (40.0%)	0	0
Kalihi Learning Center: Year 4 (7 centers)	7 (100%)	7 (100%)	7 (100%)	5 (71.4%)	5 (71.4%)	6 (85.7%)	5 (71.4%)	0	0
Ka'ū-Kea'au-Pāhoa: Year 2 (9 centers) ^b	No data								
Kohala: Year 3 (3 centers)	3 (100.0%)	3 (100.0%)	3 (100.0%)	3 (100.0%)	3 (100.0%)	3 (100.0%)	3 (100.0%)	2 (66.7%)	3 (100.0%)
Leilehua: Year 4 (9 centers) ^c	9 (100.0%)	9 (100.0%)	5 (55.6%)	5 (55.6%)	6 (66.7%)	4 (44.4%)	5 (55.6%)	1 (11.1%)	3 (33.3%)
McKinley: Year 3 (8 centers)	8 (100.0%)	8 (100.0%)	8 (100.0%)	3 (37.5%)	4 (50.0%)	2 (25.0%)	2 (25.0%)	0	1 (12.5%)
Moloka'i: Year 4 (6 centers)	5 (83.3%)	6 (100.0%)	5 (83.3%)	3 (50.0%)	6 (100.0%)	6 (100.0%)	4 (67.7%)	1 (16.7%)	2 (33.3%)
Wai'anae: Year 2 (3 centers) ^d	3 (100.0%)	2 (66.7%)	2 (66.7%)	1 (33.3%)	1 (33.3%)	1 (33.3%)	1 (33.3%)	0	0
Waipahu: Year 2 (7 centers)	7 (100.0%)	7 (100.0%)	4 (57.1%)	3 (42.9%)	4 (57.1%)	4 (57.1%)	3 (42.9%)	2 (28.6%)	2 (28.6%)
TOTAL number of centers implementing the content area. Number of centers = 89	86 (96.6%)	85 (95.5%)	71 (79.8%)	48 (53.9%)	58 (65.2%)	54 (60.7%)	40 (44.9%)	10 (11.2%)	21 (23.6%) ^e

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bPPICS did not show 2011–2012 activities data for the Ka‘ū-Kea‘au-Pāhoa sub-grantee. Therefore, the denominator used to calculate the above percentages do not include this sub-grantee’s centers.

^cPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^dThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

^eThe following were entered in PPICS as descriptions in the “Other” category. Any; Students are required to bring in assignments and homework for any class that they are struggling with; basic Japanese language; Basketball skills and teamwork.; Career; Career Development; Character Education; Cheerleading skills and teamwork.; college and career ready; Critical Thinking Skills; Dance; Electives; Environmental, values education, drug and alcohol prevention; Gardening; Kinesthetic Learning; Organization, planning, prioritizing; Other; PE; physical activity; Physical Education; Robotics; routines of kindergarten; Socialization; sports; support student transition into career and college; team sports, school pride, importance of academics to participate in extra-curricular activities; Video group did a video for Hiki No (PBS); Volleyball skills and teamwork; youth development.

It is heartening to find that regular students are improving in class participation, classroom behavior, and classroom attendance. These behaviors support academic achievement by indicating an acclimation to the classroom environment and improvement in attendance. Hopefully, the behavior that lagged closely behind will improve in time, if the acclimation to the classroom environment continues to improve.

The HIDOE-SPMS performance measure for academic achievement is “60% of regular program participants with teacher-reported improvement in reading/language arts” and “60% of regular program participants with teacher-reported improvement in mathematics” (HIDOE-SPMS, 2010).

The changes in report card grades for the sub-grantees’ regular students in 2011–2012 is shown as Table 9. In the project year beginning in the summer of 2011 and ending in the spring of 2012, only the Molokai sub-grantees met the performance measure of 60% or more of the regular center students improving (by one-half grade) in their report grade in ELA or mathematics. The findings show that 90.2% of the Molokai sub-grantee’s regular center students with grades data improved their English Language Arts report card grades and 89.8% improved their mathematics report card grades. Besides the Molokai sub-grantee, the percentage of regular students with improved grades data from the other sub-grantees ranged from 31.5% (Kohala) to 49.9% (Campbell) in their ELA report card grades and from 23.2% (Wai‘anae) to 52.4% (Campbell) in their mathematics grades. On a state level (cumulative of all regular students with grades data from all of the sub-grantees), 45.1% improved in their ELA report card grades and 44.2% improved in their mathematics grades.

Note that incomplete or missing APR Grades data are excluded from the percentage calculations. Also, the counts in the “Stayed the same” category for students with Reading/English Language Arts report card grades data and for students with Mathematics report card grades data are adjusted to exclude students who maintained the highest grade. Refer to Table 9 for the grades data.

The status of sub-grantees on the HIDOE-SPMS performance indicators are shown in Table 10. Table 10 is based on the best information available, either from the sub-grantee narrative reports or PPICS, to address the performance indicators. In the project year covering the summer of 2011 through SY 2011–2012, implementation was delayed for the Ka‘ū-Kea‘au-Pāhoa sub-grantee and they did not enter data into PPICS or submit a full narrative report. Therefore, the total number of sub-grantees in Table 10 is based on 14 sub-grantees. Additionally, Table 10 only includes data for which we could determine that the reporting was complete (fully addressed the performance indicator). If the reporting appeared incomplete or unclear, and of course, if the sub-grantee did not report findings about the performance indicator, the findings are not included in Table 10 for that sub-grantee.

For the performance indicator, “100% of centers offer a high-quality core academic activity,” three sub-grantees (21.0% of the 14 sub-grantees) reported implementing activities in the core academic areas. However, PPICS did not require data to be entered about the quality of the activities, therefore, we could not determine from the PPICS data if the performance indicator was met. For the performance indicator, “100% of centers offer an enrichment or support activity,” 14 sub-grantees reported complete data, and six sub-grantees (42.9% of the 14 sub-grantees) met the performance indicator. For the performance indicator, “85% of centers have community partners,” four sub-grantees reported complete data, and two sub-grantees (14.3% of the 14 total sub-grantees) met the performance indicator. For the performance indicator, “75% of centers offer services at least 15 hours on average when school is not in session,” we made a distinction between the summer and school year sessions. During the summer of 2011 session, 14 sub-grantees reported data, and three (21.4%) of the sub-grantees met the performance indicator. During the SY 2011–2012 session, 14 sub-grantees reported data, and none of the sub-grantees met the performance indicator. For the performance indicator, “100% of centers are in high-poverty communities,” five sub-grantees reported complete data, and all five sub-grantees (35.7% of the 14 sub-grantees) met the performance indicator. On a state level (cumulative of all sub-grantees and their centers), none of the KPIs were met.

Although these percentages seem to portray a bleak story, we believe that far more sub-grantees met the performance indicators. However, some sub-grantees did not report their program status in terms of the performance indicators and, therefore, the findings could not be included in Table 10. Please also refer to Table 10a for additional information on each sub-grantee which supports corresponding KPI data on Table 10.

Table 8*Sub-grantee Status on 2011–2012 HIDOE-SPMS Key Performance Indicators*

Sub-grantee (Year in project) Number of centers	Description	Percentage of regular center students who improved in the Key Performance Indicators (as reported by teachers of day class)			
		Submitting homework on time	Participating in class	Attending class regularly	Behaves well in class
'Aiea-Moanalua-Radford: Year 1 (4 centers)	<i>N</i> (Improvement warranted)	28	39	17	26
	<i>N</i> (Improved behavior)	20	30	12	18
	Percentage	71.4%	76.9%	70.6%	69.2%
Baldwin: Year 3 (4 centers)	<i>N</i> (Improvement warranted)	164	214	112	165
	<i>N</i> (Improved behavior)	115	163	59	106
	Percentage	70.1%	76.2%	52.7%	64.2%
Campbell: Year 3 (10 centers)	<i>N</i> (Improvement warranted)	309	394	174	249
	<i>N</i> (Improved behavior)	238	322	89	162
	Percentage	77.0%	81.7%	51.1%	65.1%
Castle: Year 1 (10 centers)	<i>N</i> (Improvement warranted)	306	305	176	256
	<i>N</i> (Improved behavior)	239	251	111	190
	Percentage	78.1%	82.3%	63.1%	74.2%
Central Kaua'i: Year 4 (5 centers)	<i>N</i> (Improvement warranted)	193	221	119	152
	<i>N</i> (Improved behavior)	140	175	55	101
	Percentage	72.5%	79.2%	46.2%	66.4%
Hilo: Year 2 (3 centers) ^a		No data			
Kaimuki: Year 3 (10 centers)	<i>N</i> (Improvement warranted)	254	269	151	223
	<i>N</i> (Improved behavior)	190	200	91	149
	Percentage	74.8%	74.3%	60.3%	66.8%
Kalihi Learning Center: Year 4 (7 centers)	<i>N</i> (Improvement warranted)	320	352	194	271
	<i>N</i> (Improved behavior)	191	241	83	165
	Percentage	59.7%	68.5%	42.8%	60.9%
Ka'u-Kea'au-Pāhoā: Year 2 (9 centers)		No data			
Kohala: Year 3 (3 centers)	<i>N</i> (Improvement warranted)	103	109	75	96
	<i>N</i> (Improved behavior)	71	79	41	68
	Percentage	68.9%	72.5%	54.7%	70.8%
Leilehua: Year 4 (9 centers) ^b	<i>N</i> (Improvement warranted)	231	273	156	215
	<i>N</i> (Improved behavior)	175	213	83	142
	Percentage	75.7%	78.0%	53.2%	66.0%
McKinley: Year 3 (8 centers)	<i>N</i> (Improvement warranted)	140	170	77	117
	<i>N</i> (Improved behavior)	79	120	20	51
	Percentage	56.4%	70.6%	26.0%	43.6%
Moloka'i: Year 4 (6 centers)	<i>N</i> (Improvement warranted)	280	283	249	267
	<i>N</i> (Improved behavior)	214	226	186	209
	Percentage	76.4%	79.9%	74.7%	78.3%
Wai'anae: Year 2 (3 centers) ^c		No data			
Waipahu: Year 2 (7 centers)	<i>N</i> (Improvement warranted)	362	392	236	313
	<i>N</i> (Improved behavior)	274	308	147	220
	Percentage	75.7%	78.6%	62.3%	70.3%
Total (all sub-grantees)	<i>N</i> (Improvement warranted)	2690	3021	1736	2350
	<i>N</i> (Improved behavior)	1946	2328	977	1581
	Percentage	72.3%	77.1%	56.3%	67.3%

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data. Students who did not need to improve or who did not have completed teacher surveys are excluded from the above percentage calculations.

HIDOE-SPMS KPI is that 75% or more of regular center students should show improvement in their respective academic behaviors. The shaded cells indicate the academic behaviors which met the 75% KPI target.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bPPICS shows 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^cThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented a CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

Table 8a

Statewide Regular Students With Teacher-Reported Changes in Student Behaviors During the Summer of 2011 through SY 2011–12

Student behavior	N of regular students for whom improvement in behavior was warranted	Improved	No change	Declined
Turning in homework on time (KPI)	2,690	1,946 (72.3%)	541 (20.1%)	203 (7.6%)
Completing homework to your satisfaction	3,080	2,351 (76.3%)	535 (17.4%)	194 (6.3%)
Participating in class (KPI)	3,021	2,328 (77.1%)	609 (20.1%)	84 (2.8%)
Volunteering	2,836	1,554 (54.8%)	1,235 (43.6%)	46 (1.6%)
Attending class regularly (KPI)	1,736	977 (56.3%)	661 (38.1%)	98 (5.6%)
Being attentive in class	2,828	869 (72.5%)	609 (21.5%)	169 (6.0%)
Behaving in class (KPI)	2,350	1,581 (67.3%)	603 (25.7%)	166 (7.0%)
Academic performance	3,418	2,809 (82.2%)	458 (13.4%)	151 (4.4%)
Coming to school motivated to learn	2,379	1,997 (72.9%)	618 (22.6%)	124 (4.5%)
Getting along well with other students	2,186	1,495 (68.4%)	608 (27.8%)	83 (3.8%)

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data. The total teacher surveys given out = 4,637. The total teacher surveys completed = 4,023. Students who did not need to improve or who did not have completed teacher surveys are excluded from the above percentage calculations. In addition, the teacher survey behavior items above may have varying numbers of completed total and number of students warranting behavior improvement.

The bolded behavior items are HIDOE-SPMS Key Performance Indicators. HIDOE-SPMS KPI is that 75% or more of regular center students should show improvement in their respective academic behaviors. The shaded cells indicate that the 75% KPI target was met for the academic behavior.

Sub-grantee: Year in project ^a (Number of centers) <i>N</i> regular students w/ reading/ELA grades, <i>N</i> regular students w/ mathematics grades	Change in Reading/English Language Arts (ELA) report card grades			Change in mathematics report card grades		
	Improved	Stayed the same	Declined	Improved	Stayed the same	Declined
Kohala: Year 3 (3 centers) 149 w/ Reading/ELA grades 149 w/Math grades	47 (31.5%)	90 (60.4%)	12 (8.1%)	41 (27.5%)	91 (61.1%)	17 (11.4%)
Leilehua: Year 4 (10 centers) 512 w/Reading/ELA grades 483 w/Math grades	214 (41.8%)	257 (50.2%)	41 (8.0%)	216 (44.7%)	244 (50.5%)	23 (4.8%)
Wai‘anae: Year 2 (6 centers) 74 w/ Reading/ELA grades 69 w/Math grades	26 (35.1%)	16 (21.6%)	32 (43.3%)	16 (23.2%)	26 (37.7%)	27 (39.1%)
Waipahu: Year 2 (7 centers) 485 w/ Reading/ELA grades 494 w/Math grades	201 (41.4%)	225 (46.4%)	59 (12.2%)	172 (34.8%)	254 (51.4%)	68 (13.8%)
Total (all sub-grantees) 4399 w/Reading/ELA grades 4369 w/ Math grades	1985 (45.1%)	1899 (43.2%)	515 (11.7%)	1930 (44.2%)	1904 (43.6%)	535 (12.2%)

Note: The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data. The shaded cells indicate that the HDOE-SPMS 60% performance indicator was met for academic achievement.

^aIncomplete or missing APR Grades data are excluded. Also, the counts in the “Stayed the same” category for students with Reading/English Language Arts report card grades data and for students with Mathematics report card grades data are adjusted to exclude students who maintained the highest grade.

Table 10*Sub-grantee Status on 2011–2012 HIDEO-SPMS Performance Indicators*

Sub-grantee (Year in project) Number of centers	100% of centers offer high quality core academic activity	100% of centers offer enrichment activity	85% of centers have community partners	85% of centers offer services to parents and other adult family members	75% of centers offer services at least 15 hours on average when school is not in session		100% of centers are in high-poverty communities
					Summer 2011	SY 2011–2012	
'Aiea-Moanalua-Radford: Year 1 (4 centers)	— ^a	Not met	— ^a	Not met	Not met	Not met	— ^a
Baldwin: Year 3 (4 centers)	— ^a	Met	— ^a	Met	Met	Not met	— ^a
Campbell: Year 3 (10 centers)	Met	Met	Met	Not met	Not met	Not met	Met
Castle: Year 1 (10 centers)	— ^a	Met	— ^a	Met	Not met	Not met	— ^a
Central Kaua'i: Year 4 (5 centers)	Met	Met	Not met	Not met	Met	Not met	Met
Hilo: Year 2 (3 centers) ^b	— ^a	Not met	— ^a	Not met	Not met	Not met	— ^a
Kaimukī: Year 3 (10 centers)	— ^a	Not met	— ^a	Not met	Not met	Not met	— ^a
Kalihi Learning Center: Year 4 (7 centers)	Met	Not met	Not met	Met ^e	Not met	Not met	Met
Ka'ū-Kea'au-Pāhoa: Year 2 (9 centers) ^b	No data						
Kohala: Year 3 (3 centers)	— ^a	Met	— ^a	Not met	Met	Not met	— ^a
Leilehua: Year 4 (9 centers) ^c	— ^a	Not met	— ^a	Not met	Not met	Not met	— ^a
McKinley: Year 3 (8 centers)	— ^a	Not met	— ^a	Not met	Not met	Not met	Met
Moloka'i: Year 4 (6 centers)	— ^a	Met	— ^a	Not met	Not met	Not met	— ^a
Wai'anae: Year 2 (3 centers) ^d	— ^a	Not met	— ^a	Not met	Not met	Not met	Met
Waipahu: Year 2 (7 centers)	— ^a	Not met	Met	Not met	Not met	Not met	— ^a
TOTAL number and percentage of sub-grantees that met the performance indicator	3 (21.4%)	6 (42.9%)	2 (14.3%)	3 (21.4%)	3 (21.4%)	0	5 (35.7%)

Note. The information in this table is from the best source of information, either the sub-grantee narrative report or PPICS. The Ka‘ū-Kea‘au-Pāhoā sub-grantee did not enter 2011–2012 activities data so the sub-grantee is not included in the above percentage calculations. Therefore, the denominator used to calculate the above percentages is 14, instead of 15. Shaded cells indicate corresponding KPIs which sub-grantees met.

^aThe status of meeting or not meeting the performance indicator is not included because of incomplete, missing, or unclear information in the evaluation report.

^bPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^cPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^dThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

^e) Kalihi Learning Center is shown as meeting the “85% of centers offer services to parents and other adult family members” KPI based on the information provided in the evaluation report.

Table 10a

Sub-grantee data on 2011–2012 HIDOE-SPMS Performance Indicators

Sub-grantee: Year in project (Number of centers)	Number of centers and percentages which implemented core academic activities (Reading/Writing; Mathematics; Science)	Number of centers and percentages which implemented enrichment activities (Cultural/social studies; Arts/ music; Technology/ telecommunications; Health/ nutrition; Entrepreneurial; Other ^e)	Number of centers and percentages which offered services to parents and other adult family members	Number of centers and percentages which offered at least 15 hours on average when school is not in session	
				Summer 2011	SY 2011–2012
'Aiea-Moanalua-Radford: Year 1 (4 centers)	4 (100.0%)	2 (50.0%)	0	0	0
Baldwin: Year 3 (4 centers)	4 (100.0%)	4 (100.0%)	4 (100.0%)	4 (100.0%)	0
Campbell: Year 3 (10 centers)	10 (100.0%)	10 (100.0%)	1 (10.0%)	5 (50.0%)	0
Castle: Year 1 (10 centers)	10 (100.0%)	10 (100.0%)	10 (100.0%)	2 (20.0%)	2 (20.0%)
Central Kaua'i: Year 4 (5 centers)	5 (100.0%)	5 (100.0%)	0	5 (100.0%)	0
Hilo: Year 2 (3 centers) ^a	3 (100.0%)	2 (66.7%)	0	0	0
Kaimukī: Year 3 (10 centers)	10 (100.0%)	8 (80.0%)	0	4 (40.0%)	4 (40.0%)
Kalihi Learning Center: Year 4 (7 centers)	7 (100%)	6 (85.7%)	0	1 (14.3%)	2 (28.6%)
Ka'ū-Kea'au-Pāhoa: Year 2 (9 centers) ^b	No data				
Kohala: Year 3 (3 centers)	3 (100.0%)	3 (100.0%)	1 (33.3%)	3 (100.0%)	2 (66.7%)
Leilehua: Year 4 (9 centers) ^c	9 (100.0%)	8 (88.9%)	0	4 (44.4%)	0
McKinley: Year 3 (8 centers)	8 (100.0%)	7 (87.5%)	0	2 (25.0%)	1 (12.5%)
Moloka'i: Year 4 (6 centers)	6 (100.0%)	6 (100.0%)	1 (16.7%)	1 (16.7%)	1 (16.7%)
Wai'anae: Year 2 (3 centers) ^d	3 (100.0%)	1 (33.3%)	0	0	0
Waipahu: Year 2 (7 centers)	7 (100.0%)	4 (57.1%)	0	3 (42.9%)	2 (28.6%)
TOTAL number of centers implementing the content area. Number of centers = 89	89 (100.0%)	76 (85.4%)	17 (19.1%)	34 (38.2%)	14 (15.7%)

Note. The above data are based on the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR) data. The shaded cells indicate those items which met the KPIs a) 100% of centers offer high quality core academic activity, b) 100% of centers offer enrichment activity, c) 85% of centers offer services to parents and other adult

family members, d) 75% of centers offer services at least 15 hours on average when school is not in session. Note that although 100.0% of the centers in all sub-grantees offered core academic activities, the quality of the activities could not be determined and therefore, the cells with 100.0% were not shaded.

^aPPICS shows 2011–2012 APR data for three of the centers for the Hilo sub-grantee. It appears that incomplete data may have been entered for other Hilo sub-grantee centers, but they are not included in the above table.

^bPPICS did not show 2011–2012 activities data for the Ka‘ū-Kea‘au-Pāhoa sub-grantee. Therefore, the denominator used to calculate the above percentages do not include this sub-grantee’s centers.

^cPPICS 2011–2012 APR data shows that there were nine of 10 centers active for the Leilehua sub-grantee.

^dThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools implemented CCLC programs. Bounds, Betsy (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

^eThe following were entered in PPICS as descriptions in the “Other” category. Any; Students are required to bring in assignments and homework for any class that they are struggling with; basic Japanese language; Basketball skills and teamwork.; Career; Career Development; Character Education; Cheerleading skills and teamwork.; college and career ready; Critical Thinking Skills; Dance; Electives; Environmental, values education, drug and alcohol prevention; Gardening; Kinesthetic Learning; Organization, planning, prioritizing; Other; PE; physical activity; Physical Education; Robotics; routines of kindergarten; Socialization; sports; support student transition into career and college; team sports, school pride, importance of academics to participate in extra-curricular activities; Video group did a video for Hiki No (PBS); Volleyball skills and teamwork; youth development.

Findings from the Review of Sub-grantee 2011–2012 Narrative Reports

The purposes of reviewing the sub-grantee narrative reports are (a) to examine the extent to which the sub-grantee reports were complete in terms of the HIDEOE-SPMS evaluation report template; (b) for the reports with complete data, to examine the extent to which the sub-grantees are reporting their project implementation and outcomes; and (c) to provide recommendations for improvement of the HIDEOE-SPMS evaluation report template or sub-grantee reporting practices. Incorporated within the evaluation report template were evaluation questions about project implementation and outcomes, including KPIs, and performance indicators.

The findings of our reviews of the narrative reports are shown in Tables 11 and 12. The farthest left column of Table 11 is a parallel to the HIDEOE-SPMS evaluation report template that was provided to each sub-grantee project leader and evaluator. We reviewed each section of the sub-grantee reports for completeness. The ratings of each sub-grantee report component are shown as *✓* = complete, *in* = incomplete, *ni* = not included, or *un* = unclear in Table 11. We also provide information about each sub-grantee's year of funding as a possible variable (a possible indicator of evaluation capacity) in the completeness of the evaluation report. As shown in Table 11, there were 14 sub-grantees in different years of implementation of their project which provided evaluation reports about their 2011–2012 programs (two in Year 1, three in Year 2, five in Year 3, four in Year 4, and none in Year 5). To determine the percentage of completeness, the evaluators multiplied the number of sub-grantees in each year by the number of sections needed to be included in the report per year and then divided that number by the total shown at the bottom of the table for that year. The sub-grantees in the first year of implementation show about 28% completeness rate, while sub-grantees in the second and third year of implementation show 33% and 48%, respectively. The sub-grantees in the fourth year of implementation show about a 62% completeness rate. There were no sub-grantees in the fifth year of implementation. Overall, the completeness of reports over five years of implementation was approximately 46%.

Our hypothesis was that the “project year” variable was of interest because the sub-grantees may have grown in evaluation capacity or their evaluator may have grown in familiarity with the evaluation report template over years with the 21st CCLC program. The findings suggest that our hypothesis that sub-grantees in their Years 4 or 5 have higher levels of evaluation capacity than sub-grantees in Years 1 or 2 could be valid. The sub-grantees that were in Years 3 or 4 had more complete project components as projects in Years 1 or 2. This is a positive finding.

We had a second hypothesis, which was that there would be more complete report sections when there was no or very little data collection involved to write the section. For example, we assumed that the sections about the evaluation design would merely involve having the evaluator writing the report describing the basis for their work on the report. However, as shown in Table 11, that was not the case. There may be various reasons for these findings that the HIDEOE-SPMS State Program Manager may wish to study. For example, did the sub-grantee leaders or evaluators begin the project year with an evaluation design as basis for their evaluations? Did they follow the evaluation design?

We examined the data for other possible patterns. A positive finding is that the evaluators found no correlation between complete reporting by urban centers versus rural centers. The variable of urban/rural centers was an indicator of access to evaluation resources. However, the data did not support any differences between completeness of report sections based on the urban or rural location of a sub-grantee. This is a positive finding.

To address the two purposes of reviewing the 2011–2012 sub-grantee reports:

(a) Do the 2011–2012 narrative reports show evidence that the sub-grantees are examining implementation and outcomes of their centers? As shown in Table 11, there is variance among the evidence shown in the reports. Some reports were complete along almost all components of the report

template, some reports were complete along some components, and some reports had high variance of completeness. Our rating forms for each individual sub-grantee report will be forwarded to the HIDOE-SPMS state program manager for his review and work with each individual sub-grantee. We will not pose an argument that the template needs modification, but perhaps the sub-grantee report writers may need some direction. This recommendation is urging a review of the HIDOE-SPMS evaluation report template with all sub-grantee leaders and evaluators to ensure that they will all follow the template in the following year. The session should emphasize that they are encouraged to address evaluation questions beyond those in the evaluation report template to capture the emphasis or uniqueness of their sub-grantee. They need to minimally collect and summarize data to report in the format of the evaluation report template.

(b) Does the review of the sub-grantee narrative reports show evidence that clarification is needed in any area of the HIDOE-SPMS evaluation report template or improvement in use of the report template? Although this may seem like two questions, it is really two sides of one question, that is, do the report writers find the report template usable, and do they use it? Of course, our evidence about the extent to which the report writers' thought the report template was usable is based on secondary information. We did not directly collect data from the sub-grantee report writers to ask about the usability of the report template, and we base our evidence to this question on the evidence in their report on the extent to which they used the report template.

It is apparent that some report writers followed the HIDOE-SPMS evaluation report template to a high degree, other report writers followed the template to a lesser degree, and some writers did not seem to follow it at all. We conclude that the report writers that followed the HIDOE-SPMS evaluation report template to a high degree produced a more complete report. This is a logical conclusion because the purpose of writing the report is to address the evaluation questions, KPIs, and performance indicators in the evaluation report template. However, as shown in the comments in Table 12, the report writers who did not follow the evaluation report template tended not to have provided sufficient descriptive data about their project clients and staff, may not have provided data to support their conclusions about implementation or outcomes, and may not have included all necessary components needed for reporting for the federal or state reporting. The data for these connections between the completeness of the report components and comments to address this question are shown in the individual review forms that will be forwarded to the HIDOE-SPMS state program manager.

The findings in Table 12 are comments written by the CRDG evaluators to expand on the coding shown in Table 11 for complete, incomplete, not included, or unclear for each report section. We remind the reader that the coding were based on the belief that the sub-grantee reports should have the HIDOE-SPMS evaluation report template, with the HIDOE-SPMS state program manager as a primary audience, and the larger school community also as an audience. Therefore, some report sections were considered incomplete if the components and criteria in the evaluation report template were not fully considered. For instance, if the report section was about the implementation of enrichment activities, a complete write up should have addressed "100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation" (HIDOE-SPMS, 2011, p. 4). Another type of issue was that there was no reporting of the specific type of enrichment activities, this was considered either incomplete or unclear. Some reports included a list of activity names but did not match the activity to an enrichment area, as defined by the 21st CCLC program (health/nutrition, technology, art, music, sports, etc.). Some reports did not include information that each center in the sub-grantee offered enrichment activities, this was considered incomplete.

Therefore, we are saying that the session in reviewing the HIDOE-SPMS evaluation report template will clarify the number and types of questions that the sub-grantee leaders and evaluators might have about using the evaluation report template. However, until there are more sub-grantee report writers using the evaluation report template, it is difficult to glean complete data from the reports that were submitted.

Table 11

21st CCLC 2011–2012 Overall Findings: Completeness of Reports (by Report Section and Sub-grantee's Years in Program)

Evaluation report template section	Completeness of report in sub-grantee report x years in program			
	Complete	Incomplete	Not included	Unclear
Front cover: project title, location, evaluator name, reporting period, report date	Y5: Y4: CenKaua'i, Kalihi, Leilehua, Moloka'i Y3: Baldwin, Campbell, Kohala, McKinley Y2: Wai'anae, Waipahu Y1: Castle	Y5: Y4: Y3: Kaimukī Y2: Hilo Y1:	Y5: Y4: Y3: Y2: Y1: 'Aiea-Moanalua-Radford	Y5: Y4: Y3: Y2: Y1:
Executive summary: what was evaluated, why was the evaluation conducted, major findings, recommendations	Y5: Y4: CenKaua'i, Kalihi, Leilehua, Moloka'i Y3: Baldwin, Campbell, Kohala, McKinley Y2: Waipahu Y1: Castle	Y5: Y4: Y3: Kaimukī Y2: Y1: 'Aiea-Moanalua-Radford	Y5: Y4: Y3: Y2: Hilo Y1:	Y5: Y4: Y3: Y2: Wai'anae Y1:
Program description: A. Project origin: Where project was implemented, type of community, how many people affected	Y5: Y4: CenKaua'i, Kalihi, Leilehua Y3: Baldwin, Campbell, Kaimukī, Kohala, McKinley Y2: Hilo, Wai'anae, Waipahu Y1: Castle	Y5: Y4: Moloka'i Y3: Y2: Y1: 'Aiea-Moanalua-Radford	Y5: Y4: Y3: Y2: Y1:	Y5: Y4: Y3: Y2: Y1:
Program description: B. goals and objectives: priority of goals and objectives, if any	Y5: Y4: CenKaua'i, Kalihi Y3: Baldwin, Campbell, Kaimukī, Kohala Y2: Waipahu Y1:	Y5: Y4: Leilehua Y3: McKinley Y2: Hilo, Wai'anae Y1: 'Aiea-Moanalua-Radford, Castle	Y5: Y4: Moloka'i Y3: Y2: Y1:	Y5: Y4: Y3: Y2: Y1:
Program description: C. clients: e.g., SES, experience, special needs, ability	Y5: Y4: CenKaua'i, Kalihi Y3: Baldwin, Campbell, Kohala Y2: Wai'anae, Waipahu Y1:	Y5: Y4: Leilehua, Moloka'i Y3: Kaimukī, McKinley Y2: Hilo Y1: 'Aiea-Moanalua-Radford, Castle	Y5: Y4: Y3: Y2: Y1:	Y5: Y4: Y3: Y2: Y1:

Evaluation report template section	Completeness of report in sub-grantee report x years in program			
	Complete	Incomplete	Not included	Unclear
Program description: D. materials/resources: what pgm materials were used, resources available, activities participants expected to take part in, specific procedures followed, pgm administration	Y5: Y4: CenKaua'i, Kalihi, Moloka'i Y3: Baldwin, Campbell, McKinley Y2: Wai'anae, Waipahu Y1: Castle	Y5: Y4: Leilehua Y3: Kaimukī, Kohala Y2: Y1: 'Aiea-Moanalua-Radford	Y5: Y4: Y3: Y2: Hilo Y1:	Y5: Y4: Y3: Y2: Y1:
Program description: E. staff and others: how many in each category, what roles assumed	Y5: Y4: CenKaua'i Kalihi Y3: Baldwin, Campbell Y2: Waipahu Y1:	Y5: Y4: Leilehua Y3: Kohala, McKinley Y2: Wai'anae Y1: 'Aiea-Moanalua-Radford, Castle	Y5: Y4: Y3: Kaimukī Y2: Hilo Y1:	Y5: Y4: Moloka'i Y3: Y2: Y1:
Program description: E. Staff time: how much time did staff work	Y5: Y4: Y3: Baldwin, Kohala Y2: Y1: Castle	Y5: Y4: Leilehua Y3: Y2: Y1:	Y5: Y4: CenKaua'i, Kalihi Y3: Campbell, Kaimukī, McKinley Y2: Hilo, Wai'anae, Waipahu Y1:	Y5: Y4: Moloka'i Y3: Y2: Y1: 'Aiea-Moanalua-Radford
Program description: E. program monitoring / technical support: program monitoring, tech support	Y5: Y4: CenKaua'i, Kalihi, Moloka'i Y3: Baldwin, Campbell, Kohala, McKinley Y2: Wai'anae, Waipahu Y1: 'Aiea-Moanalua-Radford, Castle	Y5: Y4: Y3: Y2: Hilo Y1:	Y5: Y4: Leilehua Y3: Kaimukī Y2: Y1:	Y5: Y4: Y3: Y2: Y1:
Program description: E. partners: which partnerships, nature of partnerships	Y5: Y4: CenKaua'i, Kalihi, Moloka'i Y3: Baldwin, Campbell Y2: Wai'anae, Waipahu Y1: 'Aiea-Moanalua-Radford, Castle	Y5: Y4: Y3: Kohala, McKinley Y2: Y1:	Y5: Y4: Y3: Kaimukī Y2: Hilo Y1:	Y5: Y4: Leilehua Y3: Y2: Y1:

Evaluation report template section	Completeness of report in sub-grantee report x years in program			
	Complete	Incomplete	Not included	Unclear
Evaluation design: A. Purpose of the evaluation	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell Y2: Y1:	Y5: Y4: Y3: Baldwin, Kaimukī, Kohala, McKinley Y2: Wai‘anae, Waipahu Y1: ‘Aiea-Moanalua- Radford, Castle	Y5: Y4: Leilehua Y3: Y2: Hilo Y1:	Y5: Y4: Moloka‘i Y3: Y2: Y1:
B. Evaluation design: describe the plans to evaluate implementation and plan to evaluate outcomes	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell Y2: Y1:	Y5: Y4: Y3: Baldwin, McKinley Y2: Hilo, Wai‘anae, Waipahu Y1: ‘Aiea-Moanalua- Radford, Castle	Y5: Y4: Leilehua Y3: Kaimukī Y2: Y1:	Y5: Y4: Moloka‘i Y3: Kohala Y2: Y1:
C. Evaluation design: evaluation schedule: data collected for each outcome of interest, methods, collection schedule	Y5: Y4: CenKaua‘i, Kalihi, Moloka‘i Y3: Campbell Y2: Waipahu Y1:	Y5: Y4: Y3: McKinley Y2: Y1: ‘Aiea-Moanalua- Radford, Castle	Y5: Y4: Leilehua Y3: Baldwin, Kaimukī, Kohala Y2: Hilo, Wai‘anae Y1:	Y5: Y4: Y3: Y2: Y1:
D. Results re implementation: as planned? Why not? How changed? What were any changes from the grant application?	Y5: Y4: CenKaua‘i, Kalihi Y3: Baldwin, Campbell, McKinley Y2: Wai‘anae Y1:	Y5: Y4: Y3: Kohala Y2: Y1: Castle	Y5: Y4: Leilehua Y3: Kaimukī Y2: Hilo, Waipahu Y1:	Y5: Y4: Moloka‘i Y3: Y2: Y1: ‘Aiea- Moanalua-Radford
D. Results re implementation: What were challenges? How addressed?	Y5: Y4: CenKaua‘i, Kalihi, Leilehua, Moloka‘i Y3: Baldwin, Campbell, McKinley Y2: Wai‘anae Y1: Castle	Y5: Y4: Y3: Kohala Y2: Y1:	Y5: Y4: Y3: Kaimukī Y2: Hilo, Waipahu Y1:	Y5: Y4: Y3: Y2: Y1: ‘Aiea- Moanalua-Radford
D. Results re implementation: Partners as planned from the grant application? Why not? New partners?	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell Y2: Y1:	Y5: Y4: Y3: Baldwin, McKinley Y2: Waipahu Y1: Castle	Y5: Y4: Moloka‘i Y3: Kaimukī Y2: Hilo, Wai‘anae Y1:	Y5: Y4: Leilehua Y3: Kohala Y2: Y1: ‘Aiea-Moanalua- Radford

Evaluation report template section	Completeness of report in sub-grantee report x years in program			
	Complete	Incomplete	Not included	Unclear
D. Results re implementation: Most interesting activities to students, teachers, administrators, partners?	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell Y2: Y1: Castle	Y5: Y4: Y3: Baldwin Y2: Wai‘anae, Waipahu Y1: ‘Aiea-Moanalua-Radford	Y5: Y4: Y3: Kaimukī, Kohala Y2: Hilo Y1:	Y5: Y4: Leilehua, Moloka‘i Y3: McKinley Y2: Y1:
D. Results re implementation: Plans to ensure effective implementation next year?	Y5: Y4: CenKaua‘i, Kalihi, Leilehua Y3: Baldwin, Campbell, McKinley Y2: Wai‘anae Y1: Castle	Y5: Y4: Y3: Y2: Waipahu Y1:	Y5: Y4: Y3: Kaimukī, Kohala Y2: Hilo Y1: ‘Aiea-Moanalua-Radford	Y5: Y4: Moloka‘i Y3: Y2: Y1:
E. Results re outcomes: attendance, performance, behavior (KPIs)	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell Y2: Y1:	Y5: Y4: Y3: Kaimukī, McKinley Y2: Wai‘anae, Waipahu Y1: ‘Aiea-Moanalua-Radford	Y5: Y4: Y3: Kohala Y2: Hilo Y1:	Y5: Y4: Leilehua, Moloka‘i Y3: Baldwin Y2: Y1: Castle
E. Outcome evaluation: 100% of centers will offer high-quality services in at least one core academic area (reading, math, science)	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell Y2: Y1:	Y5: Y4: Moloka‘i Y3: Y2: Waipahu Y1: ‘Aiea-Moanalua-Radford	Y5: Y4: Leilehua Y3: Baldwin, Kaimukī, Kohala, McKinley Y2: Hilo, Wai‘anae Y1: Castle	Y5: Y4: Y3: Y2: Y1:
E. Outcome evaluation: 100% of centers will offer enrichment and support activities	Y5: Y4: CenKaua‘i, Kalihi, Moloka‘i Y3: Campbell, Kohala Y2: Y1:	Y5: Y4: Y3: Y2: Waipahu Y1: ‘Aiea-Moanalua-Radford	Y5: Y4: Leilehua Y3: Baldwin, Kaimukī, McKinley Y2: Hilo, Wai‘anae Y1: Castle	Y5: Y4: Y3: Y2: Y1:
E. Outcome evaluation: More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementation, and sustaining programs.	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell Y2: Waipahu Y1:	Y5: Y4: Y3: McKinley Y2: Y1: ‘Aiea-Moanalua-Radford	Y5: Y4: Y3: Baldwin, Kaimukī Y2: Hilo, Wai‘anae Y1: Castle	Y5: Y4: Leilehua, Moloka‘i Y3: Kohala Y2: Y1:

Evaluation report template section	Completeness of report in sub-grantee report x years in program			
	Complete	Incomplete	Not included	Unclear
E. Outcome evaluation: More than 85% of centers will offer services to parents, and other adult family members.	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell Y2: Wai‘anae Y1:	Y5: Y4: Leilehua, Moloka‘i Y3: Baldwin, Kohala Y2: Waipahu Y1: ‘Aiea-Moanalua-Radford	Y5: Y4: Y3: Y2: Hilo Y1: Castle	Y5: Y4: Y3: Kaimukī, McKinley Y2: Y1:
E. Outcome evaluation: More than 75% of centers will offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays.	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell Y2: Waipahu Y1:	Y5: Y4: Leilehua Y3: Kohala Y2: Wai‘anae Y1:	Y5: Y4: Y3: Baldwin, Kaimukī, McKinley Y2: Hilo Y1: ‘Aiea-Moanalua-Radford, Castle	Y5: Y4: Moloka‘i Y3: Y2: Y1:
E. Outcome evaluation: 100% of centers are located in high-poverty communities.	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell, McKinley Y2: Wai‘anae Y1:	Y5: Y4: Leilehua Y3: Kohala Y2: Y1:	Y5: Y4: Moloka‘i Y3: Baldwin, Kaimukī Y2: Hilo, Waipahu Y1: ‘Aiea-Moanalua-Radford, Castle	Y5: Y4: Y3: Y2: Y1:
A. Conclusions: program effectiveness as a whole? Various components? How firm are these conclusions?	Y5: Y4: CenKaua‘i, Kalihi Y3: Campbell, McKinley Y2: Waipahu Y1:	Y5: Y4: Moloka‘i Y3: Baldwin, Kaimukī, Kohala Y2: Hilo, Wai‘anae Y1: Castle	Y5: Y4: Leilehua Y3: Y2: Y1: ‘Aiea-Moanalua-Radford	Y5: Y4: Y3: Y2: Y1:
B. Recommendations: on the basis of specific data, what recommendations can you suggest?	Y5: Y4: CenKaua‘i, Kalihi, Leilehua Y3: Baldwin, Campbell, Kaimukī, McKinley Y2: Hilo, Waipahu Y1: ‘Aiea-Moanalua-Radford, Castle	Y5: Y4: Moloka‘i Y3: Kohala Y2: Wai‘anae Y1:	Y5: Y4: Y3: Y2: Y1:	Y5: Y4: Y3: Y2: Y1:
C. Formative process: how will the evaluation results be used to refine, improve, and strengthen the program?	Y5: Y4: CenKaua‘i, Kalihi, Leilehua Y3: Baldwin, Campbell, Kohala, McKinley Y2: Wai‘anae, Waipahu Y1: Castle	Y5: Y4: Moloka‘i Y3: Y2: Y1:	Y5: Y4: Y3: Kaimukī Y2: Hilo Y1: ‘Aiea-Moanalua-Radford	Y5: Y4: Y3: Y2: Y1:

Evaluation report template section	Completeness of report in sub-grantee report x years in program			
	Complete	Incomplete	Not included	Unclear
D. Dissemination: how will the evaluation results be disseminated to the public?	Y5: Y4: CenKaua'i, Kalihi, Leilehua Y3: Baldwin, Campbell, McKinley Y2: Y1: Castle	Y5: Y4: Y3: Y2: Y1:	Y5: Y4: Moloka'i Y3: Kaimukī, Kohala Y2: Hilo, Wai'anae, Waipahu Y1: 'Aiea-Moanalua-Radford	Y5: Y4: Y3: Y2: Y1:
TOTALS				
Y5: 0 sub-grantees	Y5: 0	Y5: 0	Y5: 0	Y5: 0
Y4: 116	Y4: 72 (62%)	Y4: 15 (13%)	Y4: 14 (12%)	Y4: 15 (13%)
Y3: 145	Y3: 69 (48%)	Y3: 34 (23%)	Y3: 35 (24%)	Y3: 7 (5%)
Y2: 87	Y2: 29 (33%)	Y2: 24 (28%)	Y2: 33 (38%)	Y2: 1 (1%)
Y1: 58	Y1: 16 (28%)	Y1: 24 (41%)	Y1: 13 (22%)	Y1: 5 (9%)
Total (All): 406	Total (All): 184 (46%)			

The Ka'ū-Kea'au-Pāhoa sub-grantee did not submit any findings. The totals shown in the first column were derived by multiplying the number of sections in the report template by the number of sub-grantees in each year. The percentages were derived by totaling the number of sub-grantees in each given year per column and dividing by the number for each given year in the first column (Y4=4, Y3=5, Y2=4, Y1=2). As an example, the total number of sections in the report template was 29, multiplied by the number of sub-grantees in each year (the number of sub-grantees in Year 4 was 4, therefore, 29x4=116), which was used as the denominator for sub-grantees in year 4. To calculate the percentage of sub-grantees with complete data, the count of 72 in the second column (data for complete reporting) was divided by 116 to arrive at 62%.

Table 12
21st CCLC 2011–2012 Sub-grantee Reports: Evaluators’ Notes about the Completeness of Report Sections

Report section	Notes by reviewers of 2011–2012 sub-grantee reports
<p>Front cover: project title, location, evaluator name, reporting period, report date</p>	<ul style="list-style-type: none"> •Need to include all the information noted on the HIDEOE-SPMS evaluation report template: title of the program and its location, name(s) of the evaluator(s), period covered by the report, date the report was submitted. •Note that the location of the sub-grantee requires more than just naming the sub-grantee. The information may include the HIDEOE complex area and the island where the project is implemented. •Note that the narrative is for a larger audience than the HIDEOE 21st CCLC program and information about the location of the sub-grantee can be useful contextual information about the project.
<p>Executive summary: what was evaluated, why was the evaluation conducted, major findings, recommendations</p>	<ul style="list-style-type: none"> •The executive summary looks like an introductory section to the report rather than an executive summary. •The executive summary should summarize the entire report. The recommendations are not summarized and included in the executive summary.
<p>Program description: A. Project origin: Where project was implemented, type of community, how many people affected</p>	<ul style="list-style-type: none"> •Missing a description of the type of community and the host school demographics. •Should mention the reasons why the grant writers and other stakeholders applied for 21st CCLC program funds? •Need to address all the questions for this component as shown in the HIDEOE-SPMS evaluation report template.
<p>Program description: B. goals and objectives: priority of goals and objectives, if any</p>	<ul style="list-style-type: none"> •The description of program goals is incomplete. There is no mention of the objective and goals of Title IV, Part B of ESEA nor is there mention of the HIDEOE-SPMS Key Performance Indicators. •The goals are in terms of regular attendees’ proficiency on the Hawai‘i State Assessment in reading. Regular attendee grades in reading/English are used as another outcome measure. There are no outcome measures for mathematics. For improvement: align with/include HIDEOE-SPMS KPIs and performance indicators. •Addresses sub-grantee goals and objectives. These goals are in very broad terms and do not address not address the 21st CCLC federal or state objectives.
<p>Program description: C. clients: e.g., SES, experience, special needs, ability</p>	<ul style="list-style-type: none"> •The report describes clients based on statistics of the host school (demographic characteristics, academic achievement, qualification for SPED, ELL, economically disadvantaged). There are no statistical data about the sub-grantee attendees (demographics, social economic status, ethnicity, qualification for educational services, etc.). •Summary is across the sub-grantee specific information describing the center attendee clients is not mentioned. Attendee ethnicity, sex, and grade levels not specified. •List of enrollment by center and number of attendees and family members who participated. •Does not include ethnicity and sex. •For improvement, report at the center level in addition to the sub-grantee level. Also, demographics should include gender, grade level, ethnicity as required by the 21st CCLC program. •For improvement, summarize information to address the HIDEOE-SPMS KPIs and performance indicators. •Executive summary includes description and proportion of students at six schools (overall) on f/r lunch. •For improvement: include counts and percentages of center students in alignment with data required for reporting for HIDEOE-SPMS.

Report section	Notes by reviewers of 2011–2012 sub-grantee reports
<p>Program description: D. materials/resources: what pgm materials were used, resources available, activities participants expected to take part in, specific procedures followed, pgm administration</p>	<ul style="list-style-type: none"> •Program resources are presented in tabular form. There is no mention of how the materials align with the goals and objectives of the project, the needs of the target student population, how the materials are operationally used in project activities. •Use of host school facilities is mentioned. •The report includes the specific activities that attendees were to attend and the rotation of activities at each center. •Very general description of materials and resources. •See partners. Written as all materials and resources are linked to partnerships. However, it is mentioned that tutorials, AVID programming, other activities are also implemented. •Need to provide full descriptions of activities, materials and resources. •For improvement, report at the center level.
<p>Program description: E. staff and others: how many in each category, what roles assumed</p>	<ul style="list-style-type: none"> •There is a list of staff presented in tabular form. The list does not use data from APR Form. •For improvement: list the types of staff by the 21st CCLC categories and provide the information for each center. •Staff description is incomplete based on APR data required for reporting staffing. •For improvement, report at the center level. •For improvement, describe staff positions in terms of the 21st CCLC categories •Recommendation to have a person assigned to coordinate site activities and communicate that to the program coordinator. CAS resigned during an interim period. A person asked to coordinate grant activities in addition to her regular duties. To improve: provide counts of staff in 21st CCLC categories.
<p>Program description: E. Staff time: how much time did staff work</p>	<ul style="list-style-type: none"> •Although the amount of time in days per week and hours per day are presented, it is unclear as to the number weeks and the period of the year when services were delivered. The data does not include data from APR Form.
<p>Program description: E. program monitoring / technical support: program monitoring, tech support</p>	<ul style="list-style-type: none"> •Mention of external material resources consultant providing services. Mention of the oversight of the project director and project coordinator site visits. •There is a brief description about the authorizing of activities for project implementation. How students are selected for participation, hierarchy of staffing, training of staffing, staff meetings re data collection and other evaluation items. Schedule of programs at each site, number of anticipated students, number of staff. •For improvement, summarize information to address the HIDEOE-SPMS KPIs and performance indicators.
<p>Program description: E. partners: which partnerships, nature of partnerships</p>	<ul style="list-style-type: none"> •Partners are described, but not in terms of their work with the centers. Includes description of the contribution of partners and list of community partners. •Need to write to address the performance indicator. Cannot determine if the performance indicator was met or not. •Specific information provided about sub-grantee wide partners but vague information about individual center partnerships, “some individual center partnerships.” For improvement, list the individual partners so it can be determined if the HIDEOE-SPMS KPIs and performance indicator was met. •For improvement, summarize information to address the HIDEOE-SPMS KPIs and performance indicators.
<p>Evaluation design: A. Purpose of the evaluation</p>	<ul style="list-style-type: none"> •No mention of the requirements of the program and the requirement for a program evaluation. •The report includes a table of program goals, indicators, data to be collected, and measures. •None of the indicators/measures are identified as either Federal or HIDEOE-SPMS KPIs. •No mention of Federal/state requirements for program evaluation. No mention of the requirements based on indicators/measures. •Very general statement of evaluation, there is no specific description of applicability of evaluation to the 21st CCLC project. •For improvement, show alignment/include HIDEOE-SPMS KPIs and performance indicators.

Report section	Notes by reviewers of 2011–2012 sub-grantee reports
<p>B. Evaluation design: describe the plans to evaluate implementation and plan to evaluate outcomes</p>	<ul style="list-style-type: none"> •No mention of the requirements of the program and the requirement for a program evaluation. •No specific narrative describing the requirements for implementation evaluation and outcome evaluation of the project. There is no alignment between the evaluation plan and the Federal and HIDEOE-SPMS requirements. There is a brief explanation of implementation evaluation conducted to review the implementation of activities. •None of the indicators/measures are identified as either Federal or HIDEOE-SPMS KPIs. •The narrative does not describe the requirements for implementation evaluation and outcome evaluation of the project. •For improvement, provide statement(s) about how the methods tie into the study of implementation or study of outcomes. •The report should clearly distinguish and describe the plans for the study of implementation and outcomes •For improvement: specify the methods (instruments, respondent group, data-collection schedule) for the study of implementation and study of outcomes •For improvement, clarify the design of the study of implementation and design of the study of outcomes with the methods, description of respondents/ groups/ documentation of information, for each study. •For improvement, address the HIDEOE-SPMS evaluation report template and organize by study of implementation and study of outcomes.
<p>C. Evaluation design: evaluation schedule: data collected for each outcome of interest, methods, collection schedule</p>	<ul style="list-style-type: none"> •The narrative only includes a description of evaluation methods. For improvement, need to include a schedule associated with each evaluation method.
<p>D. Results re implementation: as planned? Why not? How changed? What were any changes from the grant application?</p>	<ul style="list-style-type: none"> •Minimal explanation of the measures used to collect data about project implementation. •No discussion of the relationship between planned and actual implementation nor how the measures are operationalized for project assessment. •Narrative summarized positive implementation without data. •Need to provide actual data at the center level and sub-grantee levels. Data might be by activities, but it is also necessary to show the data by the content area and service area as per 21st CCLC reporting requirements. •The plans for implementation are not mentioned. •For improvement, organize the report to address the evaluation questions from the HIDEOE-SPMS evaluation report template. •For improvement, address the HIDEOE-SPMS evaluation report template and organize by study of implementation and study of outcomes
<p>D. Results re implementation: What were challenges? How addressed?</p>	<ul style="list-style-type: none"> •Need to clearly describe the challenges to implementation, how they were addressed, if changes needed to be made in the project, what the changes were and how were the decisions made. •For improvement, organize report to address the evaluation questions from the HIDEOE-SPMS evaluation report template. •No information on any of the challenges, or mention that there were no challenges. Statements should be made about either set of circumstances.
<p>D. Results re implementation: Partners as planned from the grant application? Why not? New partners?</p>	<ul style="list-style-type: none"> •No discussion of the planned/intended participation of community partners and the performance of the partners during implementation. •A lot of information about work with partners are included throughout the report, but it's difficult to determine if the work was as intended (as written in the grant proposal), and if the work by partners meets the performance indicator (which calls for center level reporting). The report should be written to address the evaluation questions. •No information on intended partners (from the grant proposal) included. •No data on the planned activities.

Report section	Notes by reviewers of 2011–2012 sub-grantee reports
<p>D. Results re implementation: Most interesting activities to students, teachers, administrators, partners?</p>	<ul style="list-style-type: none"> •Data are presented in tables; however, the narrative does not describe the data in the tables. The narrative description and interpretation of data is a necessary component of presenting data. •Data were collected from the Project Director, site coordinators, school principal, students, and parents. No data from teachers, administrators, partners, but parents wrote about their perceptions of teachers; interests. Students wrote about teachers' interests. No information about partners' interests. These are secondary sources of information. For improvement, include data from primary sources of information. •Need to write the report to address the HIDOE-SPMS evaluation questions and performance indicators. Cannot determine from this report if the performance indicator was met or not. •Survey results for students and parents are in the appendixes. For improvement, include a summary in the body of the report about the students' and parents' interests. Also, it is imperative to omit the names of students and adults for anonymity and compliance with research principles. •For improvement, directly address the HIDOE-SPMS KPIs and performance indicators. •The student survey responses are included in the report verbatim from the students. This is not advised: (a) responses may be identifiable with the respondent, (b) the individual responses do not form an overall picture to the readers. To improve: summarize responses need to be summarized before presented in the report and be sure to screen out any identifiable information. •For improvement, report the methods of data collection and include data summaries to support the conclusions.
<p>D. Results re implementation: Plans to ensure effective implementation next year?</p>	<ul style="list-style-type: none"> •For improvement, follow the HIDOE-SPMS evaluation report template and address the evaluation questions, which include the HIDOE-SPMS KPIs and performance indicators included in recommendations. •For improvement, report the methods of data collection and the data to support the conclusions.

Report section	Notes by reviewers of 2011–2012 sub-grantee reports
<p>E. Results re outcomes: attendance, performance, behavior (KPIs)</p>	<ul style="list-style-type: none"> •The reporting is unclear because findings of the teacher survey are presented in a bar graph with no percentages to show if the HIDOE-SPMS KPIs were met or not. For improvement, directly address the HIDOE-SPMS evaluation questions, KPIs and performance indicators. •Reporting is unclear (“83% of the students improved....”). The HIDOE-SPMS KPIs and performance indicators are in terms of regular students and there are no distinction made for regular students in this report. •The reporting is unclear because statements are overall the sub-grantee. For improvement, address the HIDOE-SPMS KPIs and performance indicators at the appropriate unit size, i.e., if the evaluation question unit size is at the center level, the data summary needs to be at the center level. •For improvement, need a distinction of all center students and regular center students. •The narrative and data is incomplete. The report does not include data to address the USDE or HIDOE-SPMS KPIs and performance indicators. It appears that the outcome data refers to whole school results (host school) or whole center results—it is unclear. •Outcomes are not presented in terms of regular attendees. The report writers need to be clear that outcome data should only be collected and reported for students who participated in center activities for 30 or more days. This is unclear in the report. •Cannot determine if the performance indicator was met or not. Analysis of teacher survey findings is in terms of comparisons to past years instead of improvement for the year (as the KPI for academic behavior is written). •The year-to-year comparison is made, but the within year comparison needs to be reported, too, to address the HIDOE-SPMS performance indicator. Also need to address the HIDOE-SPMS KPIs and performance indicators for academic achievement, as shown by changes in reading/ELA and mathematics report card grades. The report card grades are analyzed with the previous years instead of changes in grades during the project year. •Need to directly address the HIDOE-SPMS KPIs and performance indicators and write the report to address the evaluation questions in the HIDOE-SPMS evaluation report template, include summary statements that the centers met or did not meet the HIDOE-SPMS KPIs or performance indicators. •Academic achievement data were in terms of HSA scores, [center program materials], and activity quizzes. These are fine, perhaps, for formative purposes and the interests of some stakeholders. However, for the purposes of the 21st CCLC program, the report writer needs to show the findings of the 21st CCLC teacher surveys and changes in report card grades in ELA and mathematics. •Although behavioral indicators are mentioned in the narrative, specific HIDOE-SPMS KPIs are not addressed. •The report includes findings from the teacher survey results and semester grades, but summarized at the sub-grantee level. For improvement: report at the center-level to address the HIDOE-SPMS KPIs and performance indicators.
<p>E. Outcome evaluation: 100% of centers will offer high-quality services in at least one core academic area (reading, math, science)</p>	<ul style="list-style-type: none"> •There is no analysis of the quality of implementation of the activity, as needed to address the HIDOE-SPMS performance indicator. •Outcomes are not reported at the center level, as needed to address the HIDOE-SPMS performance indicator. •The report should be written to address the evaluation questions. •Need to include summary statements that the centers met or did not meet the HIDOE-SPMS KPIs or performance indicators. •For improvement, summarize information to address the HIDOE-SPMS KPIs and performance indicators. How was “high quality” of implementation measured? •For improvement, organize information about the implementation of core academic activities (English Language Arts, mathematics, science) to address the HIDOE-SPMS KPIs and performance indicators. •For improvement, these statements of meeting the objective should be supported by center level data of implementing high-quality core academic activities.

Report section	Notes by reviewers of 2011–2012 sub-grantee reports
<p>E. Outcome evaluation: 100% of centers will offer enrichment and support activities</p>	<ul style="list-style-type: none"> •Although data are presented in the report, there is no analysis/summary of the data nor presentation of findings. •Need to write narrative to address the performance indicator. Cannot determine if the performance indicator was met or not. •Need to include summary statements that the centers met or did not meet the HIDEOE-SPMS KPIs or performance indicators. •For improvement, summarize information to address the HIDEOE-SPMS KPIs and performance indicators. •For improvement, organize information about implementation in each core academic area (English Language Arts, mathematics, science) to address the HIDEOE-SPMS KPIs and performance indicators. •For improvement, the statements of meeting the performance indicator should be supported by center level data of implementing high-quality activities in a core academic area.
<p>E. Outcome evaluation: More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementation, and sustaining programs.</p>	<ul style="list-style-type: none"> •The names of partners are given, but there is no summary statement about the findings. •Cannot determine which centers worked with which partners. The report should be written to address the evaluation questions. •Partners are described as “variety of individual partners.” For improvement, need to present the information in a format and narrative to address the HIDEOE-SPMS KPIs and performance indicators. •Partnerships are presented in one list, and there is more information about partners on another page intermixed with the descriptions of activities. It is not possible from these descriptions to conclude if the HIDEOE-SPMS performance indicator was met or not. For improvement, summarize information to address the HIDEOE-SPMS KPIs and performance indicators.
<p>E. Outcome evaluation: More than 85% of centers will offer services to parents, and other adult family members.</p>	<ul style="list-style-type: none"> •Raw data are included in the report without analysis, summary, or narrative of findings. The raw data are often not useful in reporting. It is necessary to include a summary of the data with a concluding statement that the HIDEOE-SPMS KPI or performance indicator was met or not met. •The report does not address center and sub-grantee KPI measures for parent/adult activities/participation. Need to write to address the performance indicator. Cannot determine if the performance indicator was met or not. •Activities are described that the community school for adults offered courses, but no data are included about parents or adults enrolling in the courses. Concluding statements are made about parents and adult involvement in the project, but again, no data are provided. •Limited parent activities: informational meetings, celebrations, opportunities for parents to volunteer, attend classes, and use of [center program materials]. The report includes the results of a parent survey distributed after parent activities. A summary of the parents' responses need to be included in the report with a concluding statement that the sub-grantee met or did not meet the HIDEOE-SPMS KPIs or performance indicator. •It is complete, accurate, valid, and necessary reporting to state that there were no parent sessions in the project year, as included in this sub-grantee report. For improvement, the report writer may include statement about why there were no activities in this component for the project year and plans to implement activities in this component of the project in the future.

Report section	Notes by reviewers of 2011–2012 sub-grantee reports
<p>E. Outcome evaluation: More than 75% of centers will offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays.</p>	<ul style="list-style-type: none"> •The report includes number of hours for each center at a specific time, but the total count of hours is not included. So, the reader has to do some calculations to determine if the HIDEO-SPMS performance indicator was met. It should not be necessary for a reader to do calculations. The report writer needs to address the HIDEO-SPMS performance indicator directly by providing the statistic at the appropriate unit size (center level, sub-grantee level, etc.) to address the performance indicator and state if the performance indicator was met or not.
<p>E. Outcome evaluation: 100% of centers are located in high-poverty communities.</p>	<ul style="list-style-type: none"> •There is no actual statement about “high-needs community” attributes in this report narrative. •For improvement, these statements of meeting the performance indicator should be supported by center level data about high-need communities. •For improvement, add statistics about the community poverty levels or host school fr/reduced lunch, ELL, SpEd levels, AYP, NCLB status, etc. •For improvement, present data in terms of addressing evaluation questions in the HIDEO-SPMS evaluation report template and addressing the HIDEO-SPMS KPIs or performance indicators.
<p>A. Conclusions: program effectiveness as a whole? Various components? How firm are these conclusions?</p>	<ul style="list-style-type: none"> •This report addresses only sub-grantee implementation and outcome measures. Does not address HIDEO-SPMS KPIs and performance indicators. •Conclusions are aligned with the evaluation plan designed for the sub-grantee objectives. Although conclusion contains HIDEO-SPMS KPIs: Improvement in Academic Behaviors, High Quality Services in One Core Academic Area, Family Engagement, Hours Per Week, Partnerships, Reading and Math Assessments, and Reading and Math grades, there is no direct discussion of the methods used to obtain the data or conduct the analysis of data. There is no synthesis of findings based on procedure or research process. Brief summation of project highlights. No HIDEO-KPIs addressed. •Many of the improvements identified in the conclusion are not based on data in the body of the report. •For improvement, the conclusions should be written in terms of the HIDEO-SPMS KPIs and performance indicators.
<p>B. Recommendations: on the basis of specific data, what recommendations can you suggest?</p>	<ul style="list-style-type: none"> •Provide recommendations in terms of working toward the HIDEO-SPMS KPIs and performance indicators. •For improvement: include information about why the recommendations are necessary (e.g., challenges in implementing intended activities, objectives were not met).
<p>C. Formative process: how will the evaluation results be used to refine, improve, and strengthen the program?</p>	<ul style="list-style-type: none"> •The formative process may have some overlap with the annual report recommendations, but ideally, there should be a formative process should be throughout the project year. •For improvement, address the HIDEO-SPMS KPIs and performance indicators. It's fine to collect and review other types of data that address the needs and characteristics of the particular sub-grantee or center.
<p>D. Dissemination: how will the evaluation results be disseminated to the public?</p>	<ul style="list-style-type: none"> •It is expected that all sub-grantee reports include dissemination of findings is sharing with host school leaders and the HIDEO-SPMS state project manager posting the reports on the HIDEO website. Many sub-grantee reports do not include these methods of dissemination of findings.

Other notes about the sub-grantee reports are included below.

- (a) This report does not clearly describe the structure of the project. At times, there is a lack of distinction made between complex area schools and sub-grantee centers, between host school students and center attendees, at times it is unclear whether measures/indicators are applied toward a specific sub-group/sub-population. Only measures of academic behavior are specified as referring to “regular students.”
- (b) The CRDG evaluators did not have access to some report appendices.
- (c) The sub-grantee evaluator is not clear that he/she is required to report data that is also reported in PPICS. The sub-grantee evaluator stated in the report, “However, when deemed redundant, information that is reported in the Profile and Performance Information Collection System (PPICS) is not reported here and likewise, specific data collected to inform the external evaluation is not necessarily reported to PPICS.”
- (d) This report includes detailed descriptions of the activities. We suggest that the descriptions are moved to appendixes. The body of the report would include the HIDOE-SPMS evaluation questions and information addressing each evaluation question. Summaries of the activities may be used to address the evaluation questions in the body of the report.
- (e) While the sub-grantee report includes data based on HSA scores, Teacher Survey, and student and parent surveys, the report does not address the evaluation of project implementation. The evaluation only covers outcome evaluation measures chosen from the sub-grantee’s perspective. For example, although some of the Teacher Survey data is presented, the HIDOE-SPMS KPIs are not addressed.
- (f) This sub-grantee report is an interim report about sub-grantee start up. In the 2011–2012 project year, the sub-grantee was engaged in acquisition of equipment and materials through the HIDOE procurement office. Procurement of equipment and materials was completed at the end of October 2011. Actual equipment installation was not completed until summer of 2012. The sub-grantee expected to begin project implementation and delivery of services to attendees in school year 2012–2013.

Conclusions about the Status of Sub-grantee Reports and Recommendations for Improvement Based on a Review of the 2011–2012 Sub-grantee Reports

It is imperative that these sub-grantee reports provide information needed for the Federal and State purposes. Project leaders and evaluator need more specific instructions about documenting their project using research methods for the purpose of these evaluation reports, particularly to address the HIDOE-SPMS KPIs and performance indicators in the framework of the HIDOE-SPMS evaluation report template. Our overall findings show that the majority of reports are not written based on the HIDOE-SPMS evaluation report template and the findings are not written to address the HIDOE-SPMS KPIs and performance indicators.

Our specific recommendations for improvement of these reports are listed below.

1. Evaluation findings should be presented in terms of addressing the HIDOE-SPMS questions from the evaluation report template and not questions from a questionnaire or interview guide. It should not be assumed that it is sufficient to place the information throughout in the report. The information needs to be organized in a way that clearly shows the reader the evaluation questions and the answers to the evaluation questions.
2. If conclusions are stated in the sub-grantee report, then data should be included to support the statement or a reference provided to support the statement. The reverse is also true. If data summaries are presented in the report, then the report should include narrative to provide description and summarization of the data. These reports are intended to be professional evaluation reports and not a person's impression of project implementation or outcomes. Reports should include a description of how the data were collected, the data-collection schedule, methods (description of instruments), target group, any problems with data collection, number of respondents, analyses, and so forth.
3. The summary of data should be included in the report, for example, in a table, graph, or list, with a narrative to explain the data, connecting the data to the evaluation question. Tables, graphs, lists, or other data displays should be clearly labeled.
4. The appropriate unit size of the finding should be discussed in the narrative. For instance, if the performance measure is “100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation,” then the findings need to be provided at the center-level, and not at the sub-grantee level or student participant level.
5. To avoid problems with clarity in writing, provide a definition of each acronym and avoid using slang in professional reports.
6. If data were not collected for a KPI or performance measure in time to include the summary in the report, provide a statement to explain that in the report and a date when the data will be collected or why the data will not be collected. This also applies if a component of a project (for example, parent and other adult activities) were not implemented in time to be reported in the annual report.
7. Include a description of the evaluation design, with a description of data-collection methods. The HIDOE-SPMS evaluation report template has a good outline of what to include about an evaluation design.
8. It is very important to explain if the project was implemented as described in the grant proposal because the grant proposal was the basis of funding. The description needs to include what was done to address challenges to implementing what was written in the grant proposal and any changes that were made, what permissions were obtained to make those changes. This information should not be omitted.

9. All project leaders and evaluators must use the HIDOE-SPMS KPIs and performance indicators without modification. Some sub-grantees modified the 21st CCLC teacher survey before administration to teachers. Additionally, sometimes it was unclear if the teacher survey was administered to the correct target group. These methods should not be acceptable.
10. We further recommend more specific statements of outcome indicators for academic achievement: “60% of regular participants will improve their first to fourth quarter report card grades in reading/English Language Arts by at least half a grade,” and “60% of regular participants will improve their first to fourth quarter report card grades in mathematics by at least half a grade.” The current statements are rather generic (“teacher-reported improvement” with the target of 60% of regular participants) and the sub-grantees will likely collect various types of data. The data will not be comparable across sub-grantees. Meanwhile, sub-grantees are required to collect report card grade data for PPICS purposes, and these data can serve the same purposes for the narrative reports. We stress again that it is appropriate for sub-grantee leaders or evaluators to collect other types of data for their sub-grantees in addition to the required data to address the HIDOE-SPMS evaluation report template.
11. The evaluation report should clearly tell a story about happened with the sub-grantee throughout the project year (who, what, when, where, why, how, how much). Data should be collected from the appropriate target group. Documentation should be collected and included in the report about what was implemented and how far the project has progressed toward each project goal. If there were any challenges along the way, this should be included in the report as part of telling the story about the project year. Collect this information from the target group(s) or have it be a regular part of documentation about the project. Formative efforts (continual or intermittent) should be documented and the effects described in the report.
12. The conclusions should summarize the findings about implementation and outcomes, not present data for the first time. The conclusions should be aligned with the HIDOE-SPMS KPIs and performance indicators.
13. The recommendations should be aligned with the data already presented in the report and follow through on statements in the conclusions. The recommendations should be appropriate for the project clients and project context. The recommendations also should align with the HIDOE-SPMS KPIs and performance indicators.

We recommend at least one general session in which there is a review of the HIDOE-SPMS evaluation report template, with the sub-grantee report writers and their evaluators as the primary audience, and incorporating a summary of our comments and recommendations from our review of the reports. The session might be led by the HIDOE-SPMS state program manager, the 21st CCLC statewide evaluators, or a contractor with expertise in the content of this session. We recommend follow up to this session with a discussion between the HIDOE-SPMS state program manager and each sub-grantee’s leaders and evaluators about the individual review forms that will be provided to the HIDOE-SPMS state program manager.

We further recommend that a component of this general session be used for the sub-grantees to share best practices about evaluation methods and also program implementation to improve effectiveness. This might include methods learned at workshops or conferences conducted by the 21st CCLC or other educational organizations.

Recommendations to Improve Program Effectiveness

We have provided recommendations based on nation-wide research, based on our over 10 years of experience evaluating several sub-grantees, and our review of federal and state documentation of

recommended program practices (see Appendix C). We have also reviewed the findings of all sub-grantees that received funding in the 2011–2012 program year. Our last recommendation is a case study of the Moloka‘i sub-grantee, which has shown extraordinary effectiveness, as written in its narrative report. These recommendations are based in-part on our review of the PPICS data and, in-part, on our review of the narrative reports.

It is noteworthy that only the Moloka‘i sub-grantee met and surpassed the academic performance targets by far. The targets were 60% of the regular students would improve their report card grades (in reading/English Language Arts and mathematics) by at least half a grade within the project year. The Moloka‘i sub-grantee reported that 90.2% of the regular students improved their reading/English Language Arts grades and 89.8% of the regular students improve their mathematics grades as reported by their classroom teachers.

The data also showed that the sub-grantee was highly effective in improving the regular center students’ academic behaviors. The target was 75% regular students or more should improve in the academic behaviors. The findings for Moloka‘i were: 76.4% improved in submitting homework on time, 79.9% improved in classroom participation, 74.7% (just under the mark) improved in classroom attendance, and 78.3% improved in classroom behavior. Moloka‘i was the only sub-grantee to reach this level of positive outcomes in academic behaviors.

Further, we note that the Moloka‘i sub-grantee staff and students accomplished this without implementing many of the project features recommended by the program or our recommendations that were based on research or our experience. This included the recommendation that the majority of center staff should also be classroom teachers (the percentage of the Moloka‘i staff that were classroom teachers were 56.3% during the summer and 60.3% during the school year), and services should be offered at least 15 hours per week (average weekly hours were 4.2 hours during the summer and 9.0 during the school year). Although we note these departures from the recommended program features, we are not recommending that sub-grantees ignore the research-based or program recommendations. We are noting that a sub-grantee may have some characteristics that promote academic achievement and behavior that is not yet identified in the research that was reviewed or our experience and should be examined.

In considering if the case study should be done, the HDOE-SPMS state program manager may wish to examine the uniqueness of the Moloka‘i sub-grantee with the questions in mind, “Can the 21st CCLC sub-grantee project be replicated at another site with similar positive effects?” and “Is Moloka‘i’s uniqueness prohibitive about replicating this effective project?”

The Moloka‘i center students’ demographic variables suggest high levels of students with disadvantages. Sixty-seven percent of the total center students qualified for free- and reduced-lunched and 78.4% of the regular center students qualified for free- and reduced-lunched. Ninety-one percent of the total center students were Asian/Pacific Islanders and they also composed 94.0% of the regular students, which is considered a very high level in both categories. Forty-four percent of the Moloka‘i center students participated in 30 or more days of center activities to qualify as regular attendees. This is about an average percentage among the sub-grantees. Most of the regular students were in the elementary levels (70.5%) and only 3.1% at the high school level. Females made up 51.3% and males 42.3% of the total center students. No gender data were provided for some of the center students so the cumulative gender percentage does not total 100.0%. In addition, the sub-grantee had among the highest number of partners, 15 partners for the project year, each providing programming, and suggesting high levels of community involvement. The Moloka‘i sub-grantee offered about the highest level of variance of enrichment activities among the sub-grantees in the project year.

We repeat that a case study about this sub-grantee with high levels of students with disadvantages, shown to be highly effective in improving both academic achievement and behaviors, may be well worth the resources devoted to the effort.

References

- Berkeley Policy Associates. (2011). *21st Century Community Learning Centers grant monitoring support*. Washington DC: US Department of Education.
- Hawai'i Department of Education-Special Programs Management Section. (2010). *Key performance indicators: 21st Century Community Learning Centers, 2010–2011*. Honolulu: author.
- Hawai'i Department of Education-Special Programs Management Section. (2012). *Memorandum of Agreement: For the provision of evaluation services*. Honolulu: author.
- Naftzger, N., & Vinson, M. (2011, September). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2009–2010*. Naperville, IL: Learning Point Associates.
- Naftzger, N., Vinson, M., Bonney, C., & Murphy, J. (2009, March). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2006–2007*. Naperville, IL: Learning Point Associates.
- No Child Left Behind—Title IV—Part B, 21st Century Community Learning Centers (CCLC). *Supporting student success through 21st CCLC opportunities*. Retrieved from <http://doe.k12.hi.us/nclb/21stcclc/index.htm>
- Pacific Resources for Education and Learning. (2010, February). *Performance results for 21st Century Community Learning Centers program year 2008–2009*. Honolulu: author.
- Pacific Resources for Education and Learning. (2011, March). *Performance results for 21st Century Community Learning Centers program year 2009–2010*. Honolulu: author.
- Penuel, W. R., & McGhee, R. (2010). *21st Century Community Learning Centers: Descriptive study of program practices*. Menlo Park, CA: US Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service.
- US Department of Education, Office of Elementary and Secondary Education, Academic Improvement and Teacher Quality Programs. (2003, February). *21st Century Community Learning Centers: Non-regulatory guidance*. Washington, DC: author.

Appendix A

21st Century Community Learning Centers Evaluation Report Template for School Year 2011–2012

21st CCLC Program: Evaluation Report Template

Front Cover (1 page)

The front cover should provide the following information:

- Title of the program and its location
- Name of the evaluator(s)
- Period covered by the report
- Date the report is submitted

Executive Summary (no more than 2 pages)

This section of the report is a brief overview of the evaluation, explaining why it was conducted and listing its major conclusions and recommendations. Although the summary is placed first, it is the section that you write *last*.

Typical content:

- What was evaluated?
- Why was the evaluation conducted?
- What are the major findings and recommendations that you conclude from the evaluation?

Program Description (approximately 5 pages)

This section sets the program in context. It describes how the program was initiated and what it was supposed to do. Because this evaluation report is mainly intended for internal use and its readers are likely to be familiar with the program, this section can be fairly brief, setting down information “for the record.”

Information helpful in writing this section can be gathered from myriad sources: a program plan or proposal, needs assessment reports, discussions with program personnel, memos, curriculum outlines, lists of goals, budget estimates, and so forth. The program director and staff probably have most of the information for this section in their heads, but references to documents will help you assess the consistency of their recollections with official program descriptions.

Typical content:

1. Origin of the program
 - Where was the program implemented? What sort of community? How many people did it affect?

2. Goals of the program:
 - What was the program designed to accomplish? What goals or objectives were set? What was their order of priority, if any?
3. Clients involved in the program:
 - What are the characteristics of the intended clients of the program (e.g., age, socioeconomic status, experience, special needs, and ability level)?
4. Characteristics of the program materials and resources:
 - What program materials were used?
 - What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?
 - In what activities were program participants expected to take part?
 - What specific procedures, if any, did program staff follow?
 - How was the program administered?
5. Staff and others involved in the program:
 - How many specific personnel such as administrators, consultants, teachers, specialists, volunteers or others were active in the program? What roles did they assume?
 - How much time (per week, month, or year) did staff devote to the program?
 - How was the program monitored? What kinds of technical support and assistance were offered?
 - Which individuals and organizations did you develop partnerships with for 21st CCLC activities? What were the purpose and nature of these partnerships?

Evaluation Design and Results (approximately 8 pages)

The first part of this section describes why the evaluation was conducted, and what it was intended to accomplish. The second part of this section describes the methodology of the evaluation—how the program was evaluated. Samples of all instruments should be made available, with the exception of widely used published tests or tests that by law cannot be reproduced. Samples can be placed in an appendix, but it is helpful to the reader to have a few typical items reproduced in the body of the text.

Finally, this section presents the results of the various measurements, observations, and other data collection methods used to assess outcomes and program implementation. This section might also include anecdotal evidence, testimonials about the program, or excerpts from interview transcripts. This kind of information enlivens the report and often conveys the quality of the program and its results in a way that cannot be expressed as numbers.

Before you begin to write the results section, all data should have been analyzed, and recorded in tables, graphs, or plots. Scores from tests are usually presented in graphs and tables showing

means and standard deviations for each group. Results of questionnaires are frequently summarized on a copy of the questionnaire itself.

Typical Content:

1. Purposes of the evaluation
 - Was the evaluation required to primarily describe program implementation (implementation) or program outcome (outcome)?
2. Evaluation plan
 - What was the implementation evaluation plan?
 - What was the outcome evaluation plan?
3. Evaluation Schedule
 - For each outcome of interest, what data were collected? What instruments were used?
 - What was the schedule for data collection? When were instruments administered, or observations or interviews conducted, and who collected the data?
4. Results of the implementation evaluation:
 - Has the program been implemented as planned in the grant application? If no, what changes were made and why? Describe what the program finally looked like.
 - What challenges have been faced in implementing the program and how are these challenges being addressed?
 - Which community-based partnerships, as planned in the grant application, have been established and maintained and which ones were not? Why?
 - Are program activities interesting and valuable to students, teachers, administrators, and community partners?
 - What are the plans to ensure effective program implementation next year?
5. Results of the outcome evaluation

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

- Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes).
- Core educational services: More than 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.
- Enrichment and support activities: 100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
- Community involvement: More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementation, and sustaining programs.
- Services to parents and other adult family members: More than 85% of centers will offer services to parents, and other adult family members.

- Extended hours: More than 75% of centers will offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays.
- High-need communities: 100% of Centers are located in high-poverty communities

Conclusions and Recommendations (approximately 2 pages)

It may be more compelling to present this section in the form of a list rather than as a narrative. The recommendations or options can be the most influential part of the evaluation report. Be sure, therefore, to emphasize what is important, and to make clear which conclusions have been tentatively rather than firmly drawn. Take care that this section attends to all the concerns that were presented in your description of the purposes of the evaluation.

Many times the only part of an evaluation report that is read is the section dealing with recommendations and options. For this reason, you should prepare the section very carefully. Recommendations generally suggest a single course of action aimed at remedying weaknesses in the program and perpetuating strengths. You may prefer to provide the users with options for alternative courses of action. Each option is supported by major findings and data from the evaluation. Recommendations should follow logically from judgments made about the evaluation data. Your suggestions should be directed toward specific aspects of the program or to specific actions.

Typical content:

1. Conclusions
 - What are the major conclusions to be drawn about the effectiveness of the program as a whole? Of its various components? How firm are these conclusions?
2. Recommendations regarding the program
 - On the basis of specific data, what recommendations can you suggest concerning the program?
3. How will the evaluation results be used to refine, improve, and strengthen the program?
4. How will the evaluation results be disseminated to public?

Appendix B

21st Century Community Learning Centers Sub-grantees and Centers in the Summer of 2011 Through SY 2011–2012

Table B1*21st CCLC Program: 2011–2012 Cohort, Sub-grantees, and Centers*

Name of sub-grantee and counts of centers	Names of centers
Cohort 5 (Projected five-year funding cycle: 2008–2009 through 2012–2013) Year 4	
Central Kaua‘i sub-grantee: 5 centers 3 elementary host schools 1 intermediate/middle host school 1 high school	Kaumuali‘i Elementary Kōloa Elementary Wilcox Elementary Kamakahahei Middle Kaua‘i High
Kalihi Learning Consortium: 7 centers 5 elementary host schools 2 intermediate/middle host schools	Fern Elementary Ka‘ewai Elementary Kalihi-Waena Elementary Linapuni Elementary Pu‘uhale Elementary Dole Middle Kalākaua Middle
Leilehua sub-grantee: 10 centers ^a 7 elementary host schools 2 intermediate/middle host schools 1 high host school	Hale Kula Elementary Helemano Elementary ‘Iliahi Elementary Ka‘ala Elementary Solomon Elementary Wahiawa Elementary Wheeler Elementary Wahiawa Middle Wheeler Middle Leilehua High
Moloka‘i sub-grantee: 6 centers 4 elementary host schools 1 intermediate/middle host school 1 high host school	Kaunakakai Elementary Kilohana Elementary Kualapu‘u Conversion Charter Elementary Maunaloa Elementary Moloka‘i Middle Moloka‘i High

Cohort 6 (Projected five-year funding cycle: 2009–2010 through 2013–2014) Year 3	
Baldwin sub-grantee: 4 centers	Waihe‘e Elementary
2 elementary host schools	Wailuku Elementary
1 intermediate/middle host school	‘Īao Intermediate
1 high host school	Baldwin High
Campbell sub-grantee: 10 centers	‘Ewa Elementary
7 elementary host schools	‘Ewa Beach Elementary
2 intermediate/middle host schools	Holomua Elementary
1 high host school	Ka‘imiloa Elementary
	Keone‘ula Elementary
	Iroquois Point Elementary
	Pōhākea Elementary
	‘Ewa Makai Middle
	‘Ilima Intermediate
	Campbell High
Kaimukī sub-grantee: 10 centers	Ala Wai Elementary
7 elementary host schools	Ali‘iōlani Elementary
2 intermediate/middle host schools	Hōkūlani Elementary
1 high host school	Jefferson Elementary
	Kūhiō Elementary
	Lunalilo Elementary
	Pālolo Elementary
	Jarrett Middle
	Washington Middle
	Kaimukī High
Kohala sub-grantee: 3 centers	Kohala Elementary
1 elementary host school	Kohala Middle
1 intermediate/middle host school	Kohala High
1 high host school	
McKinley sub-grantee: 8 centers	Ka‘ahumanu Elementary
6 elementary host schools	Ka‘iulani Elementary
1 intermediate/middle host school	Kauluwela Elementary
1 high host school	Lanakila Elementary
	Likeline Elementary
	Royal Elementary
	Central Middle
	McKinley High

Cohort 7 (Projected five-year funding cycle: 2010–2011 through 2014–2015) Year 2	
Hilo sub-grantee: 6 centers ^b 4 elementary host schools 1 elementary and intermediate/middle host school 1 high host school	Ha‘aheo Elementary Hilo Union Elementary Kapi‘olani Elementary Kaūmana Elementary Kalaniana‘ole Elementary and Intermediate Hilo Intermediate
Ka‘ū -Kea‘au-Pāhoa sub-grantee: 9 centers ^c 5 elementary host schools 1 intermediate/middle school 1 high and elementary school 1 high and intermediate/middle school 1 high school	Kea‘au Elementary Keonepoko Elementary Mountain View Elementary Nā‘ālehu Elementary Pāhoa Elementary Kea‘au Middle Ka‘ū High and Pāhala Elementary Pāhoa High & Intermediate Kea‘au High
Wai‘anae sub-grantee: 3 centers ^d 1 elementary host school 1 intermediate/middle host school 1 high host school	Leihōkū Elementary Wai‘anae Intermediate Wai‘anae High
Waipahu sub-grantee: 7 centers 5 elementary host schools 1 intermediate/middle host school 1 high host school	August Ahrens Elementary Honowai Elementary Kalei‘ōpu‘u Elementary Waikele Elementary Waipahu Elementary Waipahu Intermediate Waipahu High
Cohort 8 (Projected five-year funding cycle: 2011–2012 through 2015–2016) Year 1	
‘Aiea-Moanalua-Radford: 4 centers 3 elementary host schools 1 high host school	‘Aiea Elementary Alvah Scott Elementary Waimalu Elementary ‘Aiea High
Cohort 8 (Projected three-year funding cycle: 2011–2012 through 2013–2014) Year 1	
Castle sub-grantee: 10 centers 8 elementary host schools 1 intermediate/middle host school 1 high host school	‘Āhuimanu Elementary He‘eia Elementary Kahalu‘u Elementary Kāne‘ohe Elementary Kapunahala Elementary Parker Elementary Pū‘ōhala Elementary Waiāhole Elementary King intermediate Castle High

^aThe Leilehua sub-grantee provided data for nine centers in the 2011–2012 Profile and Performance Information Collection System (PPICS) Annual Performance Report (APR).

^bThree of the six Hilo sub-grantee centers provided data in the 2011–2012 PPICS.

^cNo data were provided in PPICS for the Ka‘ū -Kea‘au-Pāhoa sub-grantee.

^dThere were six centers included in the Wai‘anae sub-grantee grant. However, in 2011–2012 three of the centers declined to participate and three schools (Leihoku Elementary School, Wai‘anae Intermediate School and Wai‘anae High School) implemented CCLC programs. Bounds, B. (2012, November), *Wai‘anae Sub-Grantee External Evaluation Report*, Honolulu, HI.

Appendix C

The 21st Century Community Learning Centers: A Multi-Year Evaluation Design

A Design for the State-wide Evaluation of the 21st Century Community Learning Centers Program in Hawai‘i

This design for the state-wide evaluation of the 21st Century Community Learning Centers program in Hawai‘i (Hawai‘i 21st CCLC) was developed under a Memorandum of Agreement (MOA) between the Hawai‘i Department of Education (HIDOE) Special Programs Management Section (SPMS) and Curriculum Research & Development Group (CRDG) of the University of Hawai‘i at Mānoa, College of Education (UHM-CoE). The purpose of the MOA was to develop an evaluation design for “the state-level evaluation report, [and] to address how the overall program and the key performance measures are meeting its program goals” (HIDOE-SPMS, 2012).

A brief historical and descriptive background of Hawai‘i’s 21st CCLC program is provided, including a brief summary of the history, goals, funding, and regulations. This section is contextual information necessary for understanding the evaluation design. The background section is followed by an overview of the evaluation design and a logic model graphic. The logic model displays the evaluation design components (federal and state requirements, federal program goals, inputs, activities, outputs, and outcomes), the information that affect program activities (federal and state requirements, federal program goals) and the outputs and outcomes that result from implementing program activities.

The final section of this document is a summary of documents that were reviewed to help guide the evaluation. This review of documents is also a deliverable of the HIDOE-CRDG MOA. The first section of summaries are drawn from reports about the Hawai‘i 21st CCLC program. Specifically, these are the 2008–09 and 2009–10 Hawai‘i 21st CCLC performance reports written by Pacific Resources for Education and Learning (PREL, 2010, 2011) and the HIDOE 21st CCLC audit findings reported on June 30, 2010. The second section of summaries is drawn from national studies of the 21st CCLC program. These studies were published as the 21st CCLC Grant Monitoring Support Report (Berkeley Policy Associates, 2011), the 2006–07 and 2009–10 21st CCLC program monitoring reports by Learning Points Associates (Naftzger, Vinson, Bonney, & Murphy, 2009; Naftzger & Vinson, 2011), the 21st CCLC descriptive study of program practices (Penuel & McGhee, 2010), and the 21st CCLC non-regulatory guidance (USDE, 2003).

Background on the 21st CCLC Program

The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, and is administered through the USDE. The law’s specific purposes are to

1. provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics;
2. offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
3. offer families of students served by community learning centers opportunities for literacy and related educational development;

4. use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement in the view of the United States Department of Education (Retrieved from <http://doe.k12.khi.us/nclb/21cclc/index.htm>, 6/15/2011).

The 21st CCLC program was first awarded to the HIDOE by the USDE in 2002. The HIDOE-SPMS was assigned management of this program, with its first grant year beginning in 2002–2003 (PREL, 2011). Funding is awarded to sub-grantees as five-year cycles to provide services to students. According to 21st CCLC guidelines, sub-grantees receive the first three years of the five years as level funding; the fourth year is reduced by 25% of the initial amount, and the fifth year is reduced by 50% of the initial amount. The purpose of this funding pattern is to gradually move the responsibility for funding to the states (PREL, 2011, p. 7). It is also meant to prepare the sub-grantee to sustain the project operations and activities under other sources of support.

The Hawai‘i 21st CCLC key performance indicators (KPI) include four objectives and eight related outcome indicators. The KPIs are adapted from the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program and were revised during the program years as deemed necessary by the HIDOE-SPMS. They are shown as Table C1.

An Overview of the Evaluation Design

The evaluation design described in this document is open for revision of foci and components contingent on new information, including feedback from the HIDOE-SPMS program manager, the grant monitoring team, auditor, sub-grantee local evaluators, or review of local sub-grantee evaluation reports. Our evaluation design is based on rigorous designs described by Berkeley Policy Associates (2011), which was contracted by the USDE to develop a framework for rigorous and quality evaluations of 21st CCLC programs. Their report includes descriptions and recommendations of several quasi-experimental designs. We are proposing a two-group, post-test only quasi-experimental design adapted from Berkeley Policy Associates (2011) for the Hawai‘i 21st CCLC evaluation. The design takes advantage of the multi-year funding provided to sub-grantees and standardized requirements for submittal of evaluation data about school-community demographics, student demographics, attendance, description of activities, academic behaviors, and academic performance. Data from the sub-grantees will be used as the basis for the statewide evaluation. The evaluation is designed in tiers, with each subsequent year of the evaluation building upon the previous year. The outcome variables will be examined in separate analyses against the contributing variables of student demographics, attendance, and center-level information.

The HIDOE-SPMS 21st CCLC program manager distributed and discussed an evaluation report template (shown as Appendix A) with sub-grantee project leaders and their evaluators. Sub-grantees and their evaluators are required to submit an electronic report based on the evaluation report template in each year that they receive 21st CCLC funds, including any years that they operate under a no-cost extension. Each sub-grantee has two sections to complete on PPICS: (a) the Grantee Profile, which includes the center names, addresses, budget information, sub-grantee objectives, partnerships; and (b) the Annual Performance Report, which includes information about center operations, center activities and clients, center host schools, regular students’ academic behaviors (results of the teacher survey), and regular students’ academic achievement data. All sub-grantee project leaders are required to complete the Grantee Profile in each year of their grants. Sub-grantees in Year 2 through Year 5 of their grants are required to

Table C1. 21st CCLC Key Performance Indicators for Hawai‘i, 2010–2011

Outcome Indicator	Performance measure	2010–11, 2011–2012 target
Objective 1. Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.		
1.1. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes).	1.1a. Percentage of regular program participants with teacher-reported improvement in turning in homework on time.	75%
	1.1b. Percentage of regular program participants with teacher-reported improvement in classroom participation.	75%
	1.1c. Percentage of regular program participants with teacher-reported improvement in attending class regularly.	75%
	1.1d. Percentage of regular program participants with teacher-reported improvement in student classroom behavior.	75%
Objective 2. 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.		
2.1 Core educational services: 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Percentage of centers that offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	100%
2.2 Enrichment and support activities: 100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Percentage of centers that offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	100%
2.3 Community involvement: More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	Centers will establish and maintain partnerships within the community that continues to increase levels of community collaboration in planning, implementing, and sustaining programs.	85%
2.4 Services to parents and other adult community members: More than 85% of centers will offer services to parents, senior citizens, and other adult community members.	Percentage of centers that offer services to parents, senior citizens, and other adult community members.	85%
2.5 Extended hours: More than 75% of centers will offer services at least 15 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.	Percentage of centers that offer services at least 15 hours per week on average and provide services when school is not in session, such as during summer and holidays.	75%
Objective 3. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.		
3.1 High-need communities: 100% of centers are located in high-poverty communities.	Title I and percentage of center students eligible for free or reduced lunch.	100%
Objective 4. Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.		
4.1 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in reading/ language arts and/or math	Percentage of regular program participants with teacher-reported improvement in reading/language arts.	60%
	Percentage of regular program participants with teacher-reported improvement in math.	60%

(HIDOE-SPMS, 2010).

collect, report, and certify the Grantee Profiles and the APR. Sub-grantees in their second through fifth project years also are required to enter data into the on-line 21st CCLC Profile and Performance Information Collection System (PPICS) APR section. The narrative reports and PPICS data will be the basis of the yearly statewide 21st CCLC performance report. The overall evaluation design is based on the logic model shown in this section. The implementation of the evaluation design will be in stages to enhance feasibility.

The completeness of sub-grantee data is critical in determining the extent to which the evaluation design will be feasible to implement. That is, if there are sufficient student-level data representative of the 21st CCLC centers to support the described evaluation design, then statistical analyses may be possible. In the first two years, the evaluation design will be presented to the program manager, state evaluators, and sub-grantees for discussion about feasibility and mutual understanding. Written documentation and revisions to the evaluation design will be made in response to feedback from the stakeholders.

The 2011–12 review of the evaluation data collected in 2010–11 will be evaluation Year 1. For evaluation Year 1, the sub-grantee evaluation reports will be reviewed (during 2012) for completeness against the 21st CCLC evaluation report template and KPIs. If the reports are incomplete, formative feedback will be given to the state program manager and sub-grantees about the completeness of data. This discussion is proposed to help improve the collection of data and collect feedback about the feasibility of the evaluation design prior to the planned regression analyses in Year 2 of the statewide evaluation. Discussions and planning prepare for Year 3 when it is critical that the sub-grantees and their evaluators are prepared to submit complete data with their 2012–13 evaluation reports including the additional request for student-level Hawai‘i Student Assessment total reading and total math scaled scores for Grades 4, 8, and 10.

In Year 2 (2012–13) of the statewide evaluation (reports about SY 2011–12), we will again review sub-grantee evaluation reports for completeness and feedback will be provided to the state program manager. Data from three sub-grantees will be the basis of a test of the statistical model for the evaluation question about student characteristics and participation levels based on center data only. This evaluation question is, “To what extent do student characteristics and student participation levels independently or in interaction significantly correlate with academic achievement as shown by HSA total math or HSA total reading scores?”

In Year 3 of the statewide evaluation, data from centers with complete evaluation reports will be considered for inclusion in the quasi-experimental analyses. The main feeder school for each 21st CCLC center will be considered the 21st CCLC project school to match with a comparison school. Once the group of feeder schools is defined (by the number of complete evaluation reports), the evaluators will meet with state program manager to discuss representation of the elementary, middle, and high feeder schools as the basis for the match to non-21st CCLC schools. The 21st CCLC feeder schools will be matched as closely as possible to non-funded (comparison) schools within 5 percentage points in the school population on variables of free and reduced lunch, special education, English language learners, and top four ethnic groups. The design focuses on outcomes in Grades 4, 8, and 10 (HSA total reading scaled scores and HSA total math scaled scores) because these are critical grade levels to provide educators and project leaders with feedback—that is, prior to or at students’ transition from elementary to middle school, middle school to high school, and two years prior to graduation. Matched feeder and comparison schools will be kept intact throughout the five-year study unless there are drastic demographic changes that urge reconsidering the matched schools. If a comparison school becomes

funded under the 21st CCLC program, another matched school will be found for the project school based on the demographic criteria.

Nested within the matched schools will be 21st CCLC project students individually matched with non-project students. Students will be matched by grade level, gender, free/reduced lunch, special education, English language learner, and ethnicity. This nested design controls for selected individual and group demographic characteristics and allows for a more sensitive examination of treatment (for example, participation in center activities) versus no center activities in relation to outcome variables.

Center-level implementation will be an independent variable entered as number of years of funding. Center student-level treatment variable will be measured as attendance.

Part 1 of the Evaluation Design in Year 1: SY 2011–12 and 2012–13

In Year 1 of the evaluation (2011–12), sub-grantee reports from 2010–11 will be reviewed for completeness (as detailed below) and to formulate recommendations for improvement for the state program manager. This careful review of data is to determine the availability of data for implementing a more rigorous evaluation design.

The 21st CCLC HIDEOE-SPMS program manager has distributed an evaluation report template, shown as Appendix A of this report. To implement a more rigorous evaluation design, we will review (a) the sub-grantee narrative reports to determine if all components of the evaluation report template are addressed and (b) the PPICS datasets to review submissions and completeness. Descriptive data will be used to summarize the 2010–11 sub-grantee data to report findings about the extent of implementation of activities, academic achievement, demographic profiles levels, parent and adult involvement, partnerships, school community profile, operating hours, and other reported information. The evaluators also will look for information about needs assessments and formative assessments used to improve services. The descriptive summaries of data will be supplemented with formative feedback about the usability of the data for further statistical analyses.

The proposed 21st CCLC evaluation design incorporates the assumptions outlined below.

1. The reports should provide a contextual description about the project.
 - a. A reader of an evaluation report should be able to envision the logic of the project (why it exists / statement of needs, the connection to day school, connection of the components), day-to-day operations, how the operations address the statement of needs, staffing, student participants, activities, and so forth.
2. The reader should be able to understand the evaluation design including
 - a. the connection of the KPIs to data-collection methods,
 - b. strengths and weaknesses of the methods,
 - c. descriptions of respondent group(s),
 - d. response rates,
 - e. the connection of findings to the evaluation questions,
 - f. discussion of the findings, and
 - g. recommendations for improvement of the project.
3. Quantitative and qualitative data used to report process and performance measures must be systematically collected, analyzed, and reported.
4. Qualitative data that are not systematically collected or analyzed are considered weak evidence for reporting measures.
5. In addition to measurement of outcomes, an evaluation report must include

- a. the study of implementation that includes a description of project activities,
- b. an evaluation of implementation of project activities, and
- c. a reasonable hypothesis that links the study of implementation to the resultant outcomes.

In Year 2 (2012–13), the 2011–12 reports will be reviewed and a statistical analysis for a subgroup (at least three sub-grantees) will test the evaluation question, “To what extent do student characteristics and student participation levels independently or in interaction significantly correlate with academic achievement as shown by HSA total math or HSA total reading scores?”

We expect this logic model to evolve as new findings about the Hawai‘i 21st CCLC program become available through the state evaluation, sub-grantee feedback and reports, findings of grant monitoring reports, analytic studies, and auditor’s reports.

Part 2 of the Evaluation Design: Years 2, 3, 4, A Control-Treatment Group Study in School Years 2013–14 and 2014–15

The logic behind the model is to study the variance in the outcome dependent variables. This will provide an examination of the relationship of student characteristics, participation in center activities, and outcome variables. The model will test the following questions for the Hawai‘i 21st CCLC program based on the studies reviewed for this evaluation design:

- (a) To what extent do regular center students’ demographic characteristics predict improvement in academic achievement as shown by HSA total reading and HSA total math scaled scores in comparison to students in matched schools who do not participate in center activities?
- (b) To what extent do students’ levels of participation in center activities predict their levels of achievement in mathematics or reading as shown by HSA total reading and HSA total math scaled scores in comparison to students in matched schools who do not participate in center activities?
- (c) To what extent do students’ levels of participation in center activities predict their improvement in teacher-reported academic behaviors (completion of homework on time, satisfactory completion of homework, classroom participation, class attendance, classroom behavior) as shown on the 21st CCLC program teacher survey in comparison to students in matched schools who do not participate in center activities?
- (d) To what extent do students’ levels of participation in center activities predict improvement in grades in English Language Arts and mathematics in comparison to students in matched schools who do not participate in center activities?

The following evaluation questions can be addressed in studies that are based on center data only:

- (e) To what extent does the type of staff (teachers v. non-teachers) affect the achievement levels of regular center students’ academic achievement as shown by HSA total math or HSA total reading scores?
- (f) To what extent do student characteristics and student participation levels independently or in interaction significantly correlate with academic achievement as shown by HSA total math or HSA total reading scores?

The independent variables in the model are characteristics of the students (demographics) and types of activities in which students engage (level of attendance as level of participation). Interaction of the independent variables will be included in the statistical model. Independent variables found to significantly account for the variance of the outcome variables may be included in a second analysis. Formative findings that are useful for program improvement/modification may emerge. For example, if

the findings show that a student demographic variable and participation level in an activity significantly predict an outcome variable; then, the interpretation suggests that a student having similar characteristics who participates in the identified activity at the particular level to those of the findings will tend to have a similar level of achievement.

For the first evaluation question, two-level hierarchical linear modeling analyses will be conducted, with treatment versus control as a predictor variable and other explanatory variables included at the appropriate level. For the remaining questions, regression will be conducted among project students only.

The Logic Model Graphic for the Program and Evaluation Design

Under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*, the USDE provides regulations, oversight, direction, and funding to state-level 21st Century program management entities. In Hawai‘i, the 21st CCLC is managed by the HDOE, Office of Curriculum, Instruction and Student Support (OCISS), Special Programs Management Section (SPMS). The SPMS office has aligned Hawai‘i program goals with the federal program goals and established state program measures with approval from the USDE.

The HDOE-SPMS state program manager has primary responsibility for selecting sub-grantees through an application process. Applicants for 21st CCLC funds must adequately document statements of needs, propose a program with specific plans for addressing students’ needs, and designs for evaluating their projects. Each year, the state program manager contracts an external evaluator to conduct the statewide evaluation of the program.

The Flow of Information

Figure 1 illustrates the essential elements of the Hawai‘i State 21st CCLC Evaluation Logic Model. The logic model includes 8 boxes, 12 double-headed arrows, and 3 single-headed arrows. Of the two boxes in the top row, one box represents Federal and State requirements and another box represents Federal Program Goals. Of four boxes in the second row, one of the four boxes represents sub-grantee inputs; the second, activities; a third, outputs; and the fourth, outcomes. Most of the boxes are self-explanatory. The outputs box includes measures of implementation. The outcomes box includes measures of program effects. The three single-headed arrows represent the transformation from inputs through activities to programmatic outputs that are finally measured as outcomes. Of the two boxes in the third row, one box represents the state’s emphases in evaluating implementation of the 21st CCLC program and one box represents evaluating program outcomes. In addition to representation in a hierarchy based on rows, boxes of the logic model graphic are shaded according to program level: (a) federal and state level is not shaded, (b) sub-grantee level evaluation focus has a moderate shade, and (c) statewide level evaluation focus has a deep shade. The 12 double-headed arrows show the flow of information between the program’s levels represented on the logic model graphic. Each box is numbered for easy reference in this narrative.

The logic model provides a framework for discussing the relationship between Federal and State level requirements and goals, programmatic implementation at the sub-grantee level, and the statewide evaluation of the program. The federal and state requirements (box 1) and the Federal program goals (box 2) are the basis for the Hawai‘i state implementation and evaluation of the 21st CCLC program. Federal and state requirements direct sub-grantees’ inputs (box 3), activities (box 4), outputs (box 5), and outcomes (box 6) to meet Federal Program Goals (box 2). For the state-level evaluation, the statewide

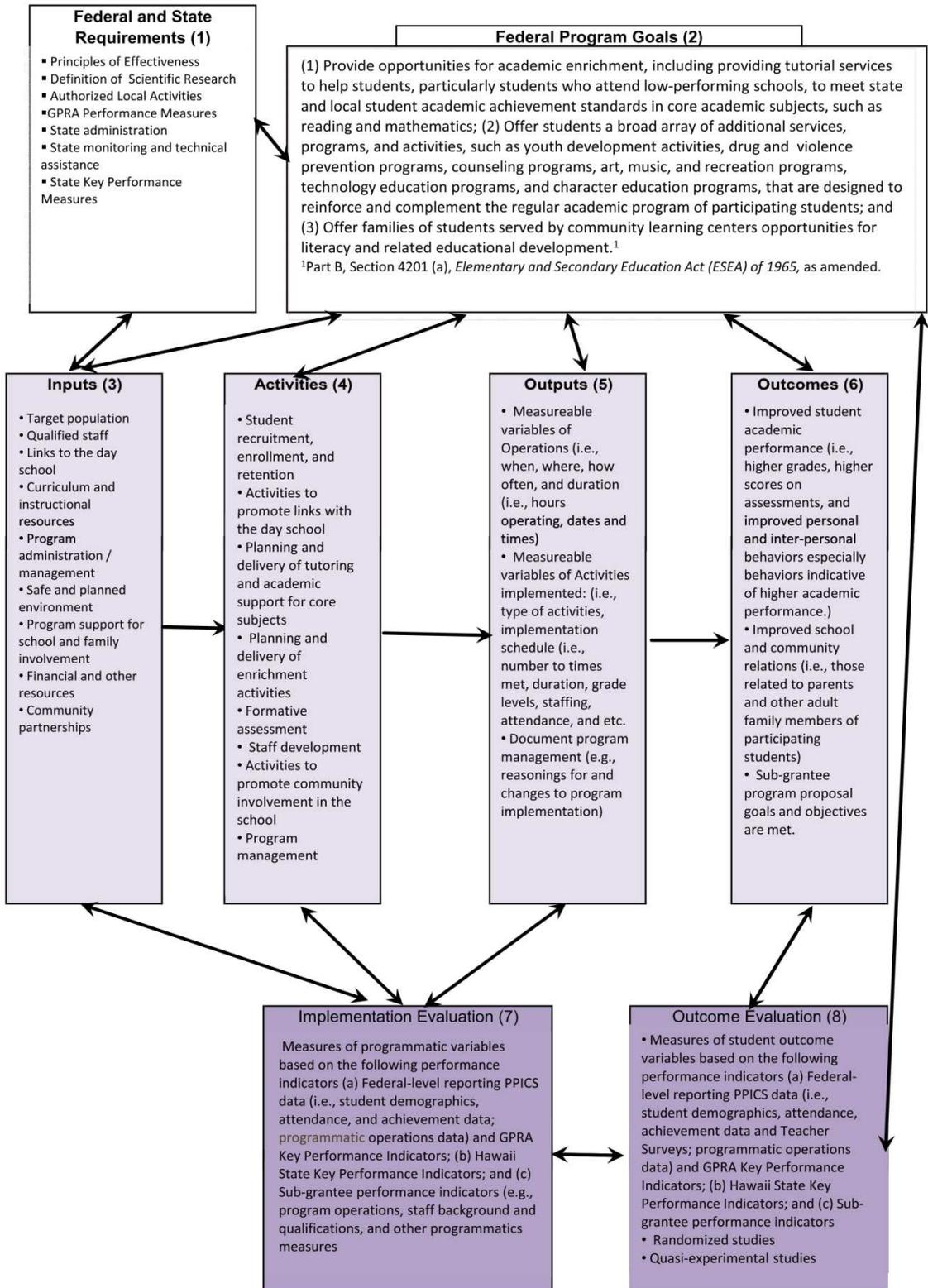
evaluator summarizes sub-grantee evaluation data, examining implementation (box 7) and outcomes (box 8) across the sub-grantees. In addition to reviewing sub-grantee data, the statewide evaluator reviews reports, recommendations, and comments from auditors or grant monitoring teams in forming recommendations to the state program management levels for program improvement or improvement of the statewide evaluation. The bi-directional arrows indicate the feedback loop from the statewide evaluation to the sub-grantees and state program management levels.

Weaknesses of the Model

This evaluation design is dependent on conducting a satisfactory match of schools and students and on obtaining complete student-level data about regular center students from sub-grantees. The design is also dependent on the feasibility of obtaining student-level data from schools that are not funded by the 21st CCLC program.

The center student-level data will need to be submitted at the end of 2012–2013, linking individual students with demographics, participation levels in center activities, staff type, and HSA reading and HSA math scaled scores. The feasibility of this design will be evaluated when the first year of evaluation is reviewed. If the determination is made that the design is not feasible, then an alternate evaluation model will be proposed.

Figure 1. Hawai'i State 21st Century Community Learning Center Evaluation Logic Model



Summary of Recommendations to Improve Implementing the Evaluation Process and Reporting

This summary of recommendations is gleaned from a review of reports about the Hawai'i 21st CCLC program and nationwide studies about the 21st CCLC program.

Recommendations Responding to Reports about Hawai'i's 21st CCLC Program

1. Need to consider new/ more/ improved methods to collect data about the 21st CCLC sponsored community activities, parents' involvement in their children's education, or parents' involvement in activities to further their own education.
2. Add the 21st CCLC teacher survey item of "Completing homework to your [day classroom teacher's] satisfaction" as a key performance indicator to show a connection between the impact of center's activities and teachers' expectations of the quality of homework.
3. The 2008–2009 and 2009–2010 performance reports show low enrollment of students from the intended target groups at some centers (PREL, 2010, 2011). We recommend monitoring of centers' methods of selecting students. Enrollment of students who are outside the intended target group may affect the extent to which Hawai'i's centers are able to reach the KPI's.
4. The 2008–2009 and 2009–2010 performance reports include findings that not all centers met the KPI of offering high-quality activities in at least one non-academic area (PREL, 2010, 2011). While sub-grantee project leaders should continue to strive to meet this KPI, we recommend that sub-grantee evaluators report reasons why there may be challenges to meet this KPI or conscious decisions by a sub-grantee not to meet the KPI.
5. The 2008–2009 and 2009–2010 performance reports include findings that the Hawai'i 21st CCLC program did not meet the KPI of 75% of centers providing services at least 15 hours per week (PREL, 2010, 2011). While sub-grantee project leaders should continue to strive to meet this KPI, we recommend that sub-grantee evaluators report challenges in meeting this KPI or conscious decisions by a sub-grantee not to provide services at least 15 hours a week.
6. The auditor's questioned if GPRAs are a consideration in the Hawai'i 21st CCLC program. GPRAs are the basis for the Hawai'i KPIs. We will continue monitoring the modifications in the GPRAs and will recommend revisions to the local KPIs as necessary to align with the modified GPRAs.
7. The auditor's concern about lack of a comprehensive evaluation to monitor program effectiveness is addressed in the evaluation design described in this document. The evaluation design includes studies of program implementation and outcomes related to the 21st CCLC performance indicators and measures. The evaluation design also includes summarizing the sub-grantee reports and other reports about the 21st CCLC for any points of program improvement or improvement to the statewide evaluation.
8. The evaluation design addresses the auditor's concern that evaluation findings should be used for program improvement by providing both formative findings to refine the sub-grantee reports, performance measures, and evaluation design, in addition to the summative component.
9. In response to the auditor's concern, we will collect and report information about the HDOE-SPMS program manager's activities to monitor the sub-grantees, including distribution and use of evaluation results. In 2011–2012, the on-going activities included in-person statewide meetings, interactive statewide webinars, one-to-one technical support, standardized documentation of project operations and regular reviews, and on-site monitoring with all sub-grantees throughout the year.

Recommendations Based on Nationwide Studies of the 21st CCLC Program

10. Naftzger and Vinson's (2011) research suggests that there are higher levels of student academic achievement when centers are staffed by teachers than when centers are staffed by non-teachers. Sub-grantee project leaders and evaluators should be aware of these findings and study the patterns of staffing and student improvement in achievement. We are not expressly recommending that centers need to be entirely staffed by teachers, but it may be advantageous for staff to have the skill sets of a teacher when working with center students.

11. When planning and evaluating activities, we recommend that project leaders and evaluators consider Naftzger and Vinson's (2011) findings that students who spend greater amounts of time participating in center activities showed higher levels of achievement.
12. Preliminary evidence outlined in this report suggests that programs providing *mostly tutoring* services have a slight advantage in contributing to mathematics achievement (Naftzger and Vinson, 2011). We recommend that project leaders and evaluators consider this research when planning and evaluating activities and reporting the findings.
13. We recommend that the HIDOE-SPMS program manager and sub-grantee project managers and evaluators consider the findings of Naftzger, et al., (2009) for program improvement. Their analysis of the nationwide 21st CCLC 2006–2007 data resulted in findings that afterschool programs that have a positive impact
 - a) carefully planned the social environment and processes in the delivery of services,
 - b) implemented tutorials and similar services,
 - c) emphasized skill building and mastery, and
 - d) selected and implemented research-based curricular models and teaching practices that are specifically designed for the afterschool setting.
14. We recommend that each sub-grantee submit an evaluation design to the state program manager. Sub-grantees and their evaluators may wish to review the report by Berkeley Policy Associates (2011) that describes features of effective evaluations for program improvement.
15. We recommend that 21st CCLC program leaders review the findings of Penuel and McGhee's (2010) that describe a program-to-evaluation framework. The framework is based on components of instructional supports aligned with student needs, facilitated by quality academic instruction and student participation, then leading into participant outcomes. This report reinforces and fleshes out components of Hawai'i's 21st CCLC program and can inform program development.

Recommendations for Implementation of the Evaluation based on Reports about the Hawai'i 21st CCLC Program and National Studies about the 21st CCLC Program

We reviewed local and national reports about the 21st CCLC program and present summaries from those reports that may improve the Hawai'i 21st CCLC program and inform development of the evaluation design.

Recommendations based on Reports about the Hawai'i 21st CCLC Program

Findings from the 2008–2009 and 2009–2010 Hawai'i performance reports (PREL, 2010, 2011) were reviewed for recommendations to improve the statewide and sub-grantee evaluation design. Our review of the performance reports was synthesized and combined with our own experiences as 21st CCLC sub-grantee evaluators to develop recommendations.

Community involvement/partnerships. The 2008–2009 and 2009–2010 performance reports state that data about community involvement were not available (PREL 2010, 2011). We were evaluators for multiple sub-grantees during those two years and provided data about community partners for individual centers; therefore, we found this puzzling. However, we surmise that the statewide evaluators contracted during 2008–2009 and 2009–2010 were summarizing data submitted on the 21st CCLC Profile and Performance Information Collection System (PPICS) only. The 21st CCLC PPICS is an on-line data collection and reporting system, into which all 21st CCLC sub-grantees were required to enter data about center operations. The PPICS data about community partners are entered in terms of the entire sub-grantee; center-level data about community partners are not entered into PPICS. If it was the case that the statewide evaluators during 2008–2009 and 2009–2010 were provided with data from the PPICS system only, then their findings are understandable. The HIDOE-SPMS program manager requires every sub-grantee to submit an additional report based on an evaluation report template containing the sub-grantee program description; sub-grantee evaluation design including methods, results, findings, and recommendations; and sub-grantee outcome evaluation results including results based on Hawai'i 21st

CCLC key performance indicators. This evaluation report also requires reporting about community partners by individual centers. For the statewide report about the Hawai‘i 21st CCLC in 2010–2011, we will look to the narrative evaluation reports for information about community partners for centers. Further we recommend that the HDOE-SPMS program manager continue to encourage the sub-grantee evaluators to collect and report data about the community partnerships established for each center.

Services to parents and other adults. The targets for services to parents and other adults were not met in 2008–2009 and 2009–2010 when the reported service levels actually fell considerably below the targets. However, our experience as sub-grantee evaluators leads us to believe that the data from sub-grantees and local evaluators about services provided to parents/other adults may not reflect actual levels of center activities. Some data about these types of services may not have been collected because it is sometimes difficult to identify the parents of 21st CCLC students from parents who are not connected to the 21st CCLC centers or the respondent group may have problems with the data-collection methods. We recommend sub-grantee evaluators and project staff consider methods to collect data about community activities and parents’ involvement in their children’s education or parents’ involvement in activities to further their own education.

Various data-collection methods are available to gather data from parents who do not read or speak the English language, who are participants in an activity also attended by parents of non-project students, or that are useful in other situations where project staff and evaluators believe there are challenges to collecting data. Some of these data-collection methods to consider are

- Project staff in attendance at the activities may identify the center students with their parents and hand them evaluation forms.
- A sign-in station at the entrance to the activity area may include asking the parents if their children participate in the 21st CCLC and, if so, parents can be handed the evaluation forms.
- During the day following a parent-community activity, children may be asked if their parents attended the activity. If the children indicate that was the case, the children can be asked to take evaluation forms home to their parents and return them to the center staff.
- If parents are not able to read/respond in the English language, their children may assist in reading the questionnaires to their parents and writing their responses.

Teacher-reported changes in student behavior. The data about student behavior are collected with the 21st CCLC teacher survey that, as a program requirement, is required to be completed by the day-school reading or mathematics classroom teacher of students (also called regular center students) who participated in center activities for 30 or more days in a school year (summer through spring). The CRDG evaluators recommend adding the 21st CCLC teacher survey item of “Completing homework to your satisfaction” as a key performance indicator. Findings for this item may show a connection between center activities such as homework help or tutorials with factors of satisfactory completion of homework including a student’s understanding of homework requirements, connections with the content taught in day classes, and/or with teachers’ expectations of the quality of homework.

Target groups. PREL (2010, 2011) reported that the 21st CCLC programs were established in the targeted community locations; however, some centers had low enrollment of students from the targeted population. This pattern will be monitored by the evaluators in the upcoming years. We recommend that the state program manager also monitor the selection of students for the centers. Enrollment of students who are outside the intended target group may affect findings about academic achievement or performance.

Types of staff. A little less than half of the staff employed at the centers during the school year and a little more than half of the staff employed at the centers during the summer were teachers. Research about the 21st CCLC programs suggest that students enrolled in activities implemented by center staff with teaching credentials were more likely to attain proficiency in reading and mathematics (Naftzger &

Vinson, 2011). However, Naftzger and Vinson did not collect data specific to Hawai'i's 21st CCLC centers, and we posit that these findings need further scrutiny. We suggest that the sub-grantee evaluators look for patterns between student academic performance and center staff teaching credentials. We are not expressly recommending that centers need to be entirely staffed by teachers, but it may be advantageous for staff to have the skill sets of a teacher when working with center students in the homework help and tutorial activities.

Hours of operation. The two years of performance reports note that the Hawai'i program did not meet the criteria of 75% of centers providing services at least 15 hours a week (PREL, 2010, 2011). One perspective may be that the direct result for the lower number of hours per week may be that students who receive less than the desired level of services have less than the desired academic performance and behavioral outcomes. However, the evaluators posit that there may not be enough students eligible to enroll in the centers to operate at 15 hours a week, not enough eligible students willing to attend to operate at 15 hours a week, or center logistics do not facilitate implementing center activities for at least 15 hours a week. We recommend that program leaders and evaluators collect and report information about reasons for the number of hours that activities are implemented per week at the centers.

Evaluation Considerations Based on the 21st CCLC Auditor's Findings Reported June 30, 2010

Our multi-year evaluation design addresses the four points of the June 2010 auditors' report. The first point is that the HIDOE-SPMS management needs to provide clearly defined and appropriate performance measures used to evaluate the programs. The auditors questioned if the state included USDE Government Performance and Results Act (GPRA) indicators in their performance measures. GPRA is a law designed to improve management of government programs. There are many specific areas within GPRA, including an area for educational program. Our research found that the KPIs align to GPRA indicators. However, at the time of writing this evaluation design, GPRA indicators are being modified at the federal level and the modifications are yet to be confirmed. We will continue to monitor developments with GPRA indicators. When the modifications are confirmed and the HIDOE KPIs aligned to the new GPRA indicators, we will realign the evaluation design with any future revisions to the HIDOE KPIs.

Second, the auditors also pointed out that there was no comprehensive evaluation to monitor the effectiveness of the program toward the performance indicators used to evaluate the sub-grantees. The evaluation design in this document hopes to address this point. The evaluation design includes studies of program implementation and outcomes in relation to the performance indicators and measures.

The auditor's third main concern was that evaluation results should be used to improve the program and refine the performance measures. We address the third point in part by providing evaluation findings in summative format and include any formative findings to refine the performance measures or improve the evaluation design. Some of these efforts are shown earlier in this document as a result of our review of the 2008–2009 and 2009–2010 21st CCLC performance reports. The reader is referred to the full description of the evaluation design in the last section of this document.

The fourth point was that the HIDOE-SPMS management needs to monitor the sub-grantees, including monitoring use of evaluation results. The HIDOE-SPMS program manager provides in-person statewide meetings, interactive statewide webinars, opportunities for one-to-one technical support, and on-site monitoring with all sub-grantees throughout the year. We will document the HIDOE-SPMS management's efforts to monitor the sub-grantees and provide support for program improvement throughout the year.

Recommendations based on National Studies of the 21st CCLC Program

We reviewed national studies of the 21st CCLC program and summarized implications for improvement of the Hawai'i 21st CCLC program and development of the evaluation design.

Evaluation Considerations Based on the 21st CCLC Grant Monitoring Support Report (Berkeley Policy Associates, 2011). Berkeley Policy Associates (2011) developed a basic evaluation framework for 21st CCLC programs in collaboration with the USDE. Berkeley Policy Associates also provided technical assistance to states to support their efforts toward effective evaluations and program improvement. Sections of the Berkeley Policy Associates grant monitoring report are summarized and presented in this section. The interested reader may find the full grant monitoring report at http://www.isbe.state.il.us/%5C/21cclc/PDF/framework_21st_cclc_eval.pdf.

Berkeley Policy Associates (2011) recommended several features for state- and local-level 21st CCLC recipients to follow in building quality programs.

16. Qualified external evaluators should be contracted for the state- and local-level evaluations. External evaluators should have formal training in research and/or evaluation methods with experience in planning and conducting program evaluations, have content knowledge about evaluating and studying educational programs; school-based programs and/or that are specific to after-school programs; and have experience evaluating and studying educational programs, school-based programs, and/or that are specific to after-school programs.
17. Program goals and measurable objectives should be written in clearly defined statements about the goals to be measured, with specifications about how program effectiveness and progress toward the goals will be measured. The state-level program goals should align with the 21st CCLC grant program purposes. Sub-grantees' 21st CCLC program goals should align with the 21st CCLC grant program and may also reflect local needs and priorities. A logic model or theory of change should be articulated so that there is a theoretical model to define the building blocks that move from inception toward the long-term outcomes. When goals are aligned with the overall program theory or logic, measuring success involves defining how to measure achievement of goals. Sub-grantee evaluations address the same or similar basic program goals and evaluation questions, and in addition, sub-grantees may supplement the state goals with additional goals that consider their local needs. Each sub-grantee is asked to state their goals in their grant proposal and in the 21st CCLC PPICS.
18. Evaluation designs should be "systematic, well-documented, and measure progress towards achieving program goals and objectives. Designs should be sufficiently rigorous to measure the quality of implementation and to support a reasonable hypothesis that the program is, or is not, contributing to achieving the desired outcomes" (Berkeley Policy Associates, 2011, p. 3).
19. Comprehensive and effective evaluation designs include evaluation questions that focus the evaluation by articulating what will be evaluated. Comprehensive evaluations include both process and outcome measures. Process measures provide information about program implementation. Outcome measures identify what has been achieved. Process measures combine with outcome measures to show the relationship between implementation and outcomes, that is, to show the relationship between implementation of program components and the outcomes. Studying this relationship leads to formative information about program strengths, weaknesses, and recommendations for program improvement.
20. The best quality evaluations are rigorous evaluation designs that are feasible. Rigorous evaluation designs are not merely pre-post comparisons but compare achievement by the group in the program with achievement by a similar group that did not experience the same program. A balanced and useful evaluation includes data from a broad base of relevant, key stakeholders who participate in the program or are directly affected by the program. These stakeholders may include students, teachers, parents, program staff, and community partners.
21. Evaluation questions are addressed through an evaluation plan focused on the evaluation questions and implemented to collect and analyze relevant data. An evaluation report should link the findings, conclusions, and recommendations to the program goals and evaluation questions. The evaluation report is written to provide clearly stated documentation about the purpose of the evaluation, the evaluation methods, findings, conclusions, and recommendations to inform the audience of the evaluation.

Implications for improvement of the Hawai‘i 21st CCLC program and evaluation design.

Berkeley Policy Associates (2011) provided some excellent recommendations for program improvement, specifically working with evaluators, understanding evaluations, and using evaluation results. As a first step, sub-grantees may provide evidence that their evaluations are conducted by professional external evaluators, and they provide an evaluation design for their sub-grantee to the HDOE-SPMS program manager. The evaluation designs should address the key performance indicators and components of the evaluation report template. The state-level evaluation design that we are proposing in this document includes reviewing the sub-grantee evaluation reports. The reader is referred to the last section of this report for the description of the evaluation design. As outlined in the evaluation report template, evaluation reports submitted in subsequent years should describe how evaluation results were used to improve the sub-grantee programs.

Evaluation Considerations Based on the 21st CCLC Analytic Support for Evaluation and Program Monitoring: An Overview of the 21st CCLC Performance Data (Naftzger, Vinson, Bonney, & Murphy, 2009; Naftzger, & Vinson, 2011)

In 2009, Naftzger, Vinson, Bonney, and Murphy from Learning Point Associates published their analyses of the 21st CCLC 2006–2007 performance data, conducted under contract with the USDE. Their findings include increased interest in studying the features of afterschool programs and their effect on students’ academic achievement. Naftzger, et al., (2009) included findings that inform the Hawai‘i 21st CCLC program refinement and evaluation design. Naftzger et al., (2009) found that afterschool programs that have a positive effect (a) carefully plan the social environment and processes in the delivery of services, (b) implement tutorials and similar services, (c) emphasize skill building and mastery, and (d) select and implement research-based curricular models and teaching practices that are specifically designed for the afterschool setting.

In 2011, Naftzger and Vinson published similar findings from their analyses of the 2009–10 national 21st CCLC program data. Overall, in 2009–2010, the 21st CCLC did not reach the targeted performance measures associated with GPRA performance indicators. The only exception was the number of regular center students who were below proficiency in mathematics or reading on 2008–2009 state assessments and who achieved proficiency or above in 2009–10 (Naftzger & Vinson, 2011).

Similar to the analyses of 2006–2007 data, the analyses of the 2009–2010 data suggested that students who spent greater amounts of time participating in center activities showed higher levels of achievement. This was shown in improvement on measures across all five years, including State assessment results in mathematics and course grades. These are considered rather strong findings although a contradictory finding for course grades was shown between 2008–2009 and 2009–2010. “The importance of this finding cannot be understated because it represents the best evidence collected in PPICS on the potential efficacy of the program” (Naftzger & Vinson, 2011, p. 37).

Preliminary evidence outlined in this report suggests that programs providing *mostly tutoring* services appear to have a slight advantage in contributing to mathematics achievement, especially mathematics grades, while non-school-based centers and centers receiving higher levels of funding per student seem to demonstrate higher levels of achievement in both mathematics and reading. More rigorous investigation should be centered on program effectiveness of school-based and non-school-based afterschool programs, especially in the area of the allocation and distribution of funds (Naftzger & Vinson, 2011, pp. 37–38).

Students who were tutored in mathematics or reading showed improvement in those areas. Students in centers mainly staffed by teachers were more apt to attain proficiency in mathematics and reading (Naftzger & Vinson, 2011).

Implications for the Hawai‘i 21st CCLC program and evaluation design. These findings are based on nationwide data and have important implications for the Hawai‘i program. We recommend that the HIDEOE-SPMS program manager and sub-grantee project managers and evaluators consider these findings for program improvement. These findings should be tested as any new program, however, and studied for effectiveness with the local centers’ populations. The evaluation questions reflect the extent to which this recommendation makes a difference in student achievement in the center students. The state program manager and statewide evaluators may agree to add variables to the evaluation design to study these program characteristics.

Evaluation Considerations based on the 21st Century Community Learning Centers: A Descriptive Study of Program Practices (Penuel & McGhee, 2010)

In 2004, the USDE contracted SRI International and its partner, Policy Studies Associates to conduct an evaluation of the 21st CCLC program. The SRI framework was based on components of instructional supports that first, fed into quality academic instruction; secondly, service delivery (student participation); and thirdly, leading into participant outcomes (Penuel & McGhee, 2010). The framework has implications for the Hawai‘i 21st CCLC model because the components (with the exception of community partner involvement for 21st CCLC) parallel the Hawai‘i 21st CCLC model.

The SRI framework begins with *instructional supports of*

- center staffing (recruits and retain quality staff, provide opportunities for staff development, policies requiring attendance),
- alignment to student needs (coordinate activities with school and with support services, use of data for program improvement), and
- adult support (maintain positive relationship with youths).

The instructional support components are facilitated by *quality academic instruction of*

- intensive exposure to academics after school on a consistent basis,
- focus on core academic content,
- use of research-based instructional strategies,
- guidance from instructors with education and experience related to their roles, and
- feedback to students and parents on academic progress.

The quality academic instruction and *student participation in the academic activities* toward the objective of enhanced achievement are also affected by regular attendance and student engagement in academic activities (Penuel & McGhee, 2010).

Implications for the Hawai‘i 21st CCLC program and evaluation design. Penuel and McGhee’s (2010) findings reinforce and further flesh out many features that are already emphasized in the Hawai‘i 21st CCLC program. We suggest that the HIDEOE-SPMS program manager and sub-grantee project managers and evaluators consider these findings as reinforcing their policies for program implementation. The state program manager and statewide evaluators may agree to add variables to the evaluation design to study these program characteristics.

Evaluation Considerations Based on the 21st Century Community Learning Centers Non-Regulatory Guidance (US Department of Education, Office of Elementary and Secondary Education, Academic Improvement and Teacher Quality Programs, 2003, pp. 31–34).

The following paragraphs are excerpted from the USDE, Office of Elementary and Secondary Education, non-regulatory guidance for the 21st CCLC program. These paragraphs describe the types of evidence required to determine if the 21st CCLC programs are research-

based and effective, a definition of scientifically based research, and when scientifically based research is appropriate for the 21st CCLC program.

H-2: What evidence is required from the States and local programs to determine whether 21st CCLC programs are research-based and effective?

In its application to the Department, an SEA must describe the performance indicators and performance measures that it will use to evaluate local programs and activities. These State-developed performance measures can be used by local grantees as the “established set of performance measures” described in the second bullet below.

Local programs must indicate how they meet the *principles of effectiveness* described in the law. According to statute, programs or activities must be based on:

- An assessment of objective data regarding the need for before- and after-school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and
- If appropriate, scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

H-3: What is scientifically based research?

Scientifically based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that

- employs systematic, empirical methods that draw on observation or experiment;
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings;
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

H-4: When is scientifically based research appropriate for the 21st CCLC program?

When providing services in core academic areas where scientifically based research has been conducted and is available—such as reading and mathematics—a community learning center must employ strategies based on such research. The Department, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that such information is made widely available.

References

- Berkeley Policy Associates. (2011). *21st Century Community Learning Centers grant monitoring support*. Washington DC: US Department of Education.
- Hawai'i Department of Education-Special Programs Management Section. (2010). *Key performance indicators: 21st Century Community Learning Centers, 2010–2011*. Honolulu: author.
- Hawai'i Department of Education-Special Programs Management Section. (2012). *Memorandum of Agreement: For the provision of evaluation services*. Honolulu: author.
- Naftzger, N., & Vinson, M. (2011, September). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2009–10*. Naperville, IL: Learning Point Associates.
- Naftzger, N., Vinson, M., Bonney, C., & Murphy, J. (2009, March). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2006–07*. Naperville, IL: Learning Point Associates.
- No Child Left Behind—Title IV—Part B, 21st Century Community Learning Centers (CCLC). *Supporting student success through 21st CCLC opportunities*. Retrieved from <http://doe.k12.hi.us/nclb/21stcclc/index.htm>
- Pacific Resources for Education and Learning. (2010, February). *Performance results for 21st Century Community Learning Centers program year 2008–2009*. Honolulu: author.
- Pacific Resources for Education and Learning. (2011, March). *Performance results for 21st Century Community Learning Centers program year 2009–2010*. Honolulu: author.
- Penuel, W. R., & McGhee, R. (2010). *21st Century Community Learning Centers: Descriptive study of program practices*. Menlo Park, CA: US Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service.
- US Department of Education, Office of Elementary and Secondary Education, Academic Improvement and Teacher Quality Programs. (2003, February). *21st Century Community Learning Centers: Non-regulatory guidance*. Washington, DC: author.