

A decorative graphic consisting of three blue circles of varying sizes and two thin blue lines. One large circle is at the top, a smaller one is in the middle, and another large one is at the bottom right. Two thin blue lines intersect to form a V-shape, with the circles positioned within and around this shape.

# Evaluation Report

Hilo 21st Century Community Learning Centers  
Year 1 September 1, 2011-September 30, 2012

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**Denise L. Uehara, PhD.**  
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## Program Description

The purpose of the Hilo Community Learning Center (CLC) is to help students meet state and local achievement standards by supplementing the instruction provided during the regular school day with an array of academic and enrichment programs offered during non-school hours. Prior to funding, the Hilo Complex Area, consisting of six elementary schools (K-6), an intermediate school (grades 7-8), and a high school (grades 9-12), identified multiple needs in the community which served as the foundation for the grant proposal. Through document review and assessments, the following needs were determined and listed below in the form of challenges addressed by the Hilo CLC:

Need 1: The community of Hilo is one of the most economically disadvantaged areas in the State.

Need 2: Students are at risk of educational failure.

Need 3: Lack of transportation during non-school hours.

Need 4: Children in Hilo Complex Schools are at risk of being alone and/or unsupervised after school.

Need 5: Limited educational academic and enrichment programs offered during inter-session periods or the summer.

Need 6: The transition from elementary school to intermediate school and from intermediate to high school is a difficult one for most students.

The impetus for the Hilo CLC began with a family survey at Hilo Intermediate School that indicated an overwhelming response from parents wanting to have a “structured after-school tutoring program.” In addition, 96% of the 594 respondents indicated a need for student after-school enrichment activities. When questioned about school year inter-sessions and summer breaks, 87% indicated their need for full-day programs.

Furthermore, in April 2010, 80% of Kaumana Elementary School families responded to a Family Interest Survey. Over 90% of the parents felt that having their child receive assistance with homework was somewhat to really important, with 88% responding that they wanted their child to become a better reader and mathematician. Regarding inter-session and summer activities, 69% of parents indicated that summer enrichment programs and at least half-day activities during inter-sessions were really important. An overwhelming 95% of respondents favored providing organized sports activities after school, during inter-sessions, and during the summer. In addition, 77% responded that it is really important that their child receive a healthy snack after school.

Based on the survey results, the Hilo CLC crafted a program to meet the vast needs of a diverse community. Hilo Community Learning Center’s programs target students who attend schools eligible for Title I school-wide programs and the families of such students. The majority of schools in the Hilo Complex, except one, are eligible for and receive Title I funds. Hilo CLC offers three program strands to help students meet state academic achievement standards, as well as the General Learner Outcomes (GLOs):

1. Expanded learning opportunities to help students improve literacy and meet/exceed state standards in all content areas. These include academic activities, as well as cultural and recreational enrichment activities that complement and reinforce the academic program;
2. STEM (Science, Technology, Engineering, and Math) programs that support students to acquire the skills they need to excel in an increasingly technology-based global society; and
3. Health/wellness enrichment programs for both students and the school community.

Year one of the Hilo CLC was considered developmental in that many operational processes and procedures required a period of trial and error before fully executing. Procedures such as determining payment for project staff, streamlining afterschool activity proposals, informing site coordinators of project requirements and capturing appropriate evaluation information was a work in progress.

The following schools are considered “Centers” in which afterschool or summer activities take place along with the numbers of people impacted by the respective program(s):

Table 1. Number of clients served at each center

School/Center	# students served	# adult family members served
Kaumana Elementary	150	60
Haaheo Elementary	90	45
Hilo Intermediate	80	50
Hilo Union Elementary	60	0
Kalaniana'ole Elementary/Intermediate	40	40
Kapiolani Elementary	40	40

The goals of the program are based on the above GLOs and include:

Goal 1 Academic Activities – providing intensive tutoring and homework assistance for students to effectively address the deficiencies within the Hilo Complex based on HSA scores.

Goal 2 STEM Activities – providing opportunities that support student interest and competence in STEM fields.

Goal 3 Health and Wellness Activities – offering enrichment programs to enhance and complement the academic program and expand educational opportunities for the larger school community.

Individual schools/center informed their own communities about the grant and solicited activity proposals from faculty and staff as well as surrounding organizations. Applications to propose a center-based activity were sent to the site coordinator who then reviewed and provided input for an eventual approval. The applications needed to provide information about the specific state standards that were targeted and assessments to determine gains in performance.

For activities designed to address academic content such as reading or math, students’ standardized scores were used to place those most in need into these courses. The courses

were structured as small group tutoring sessions where students received targeted support in specific areas. The larger group health and wellness activities offered an opportunity for after school or non-school hours participation in sports, fitness, arts and well-being environments. Just about all activities took place at individual schools/centers unless educationally related field trips were scheduled. The following table outlines each centers’ programs and activities for the 2011-2012 school year.

Table 2. Programs by center

School/Center	Programs
Kaumana Elementary	Math Tutoring Grades 3 – 6 Sports Fitness Grades 3 – 6 Team Sports Grades 5 and 6 Track and Field Grades 3 – 6 Video Club Grades 4 – 5 Zumba Grades Grades 3 – 6
Haaheo Elementary Hilo Intermediate	Math Tutoring Grades 3– 6 Computer Skills Craft Technology English Language Learners Literacy Camp Flag Football Math Camp Multimedia Team Sports Physical Fitness Team Sports Woods and Metals
Hilo Union Elementary	Kazoo Band Grades 3 – 4 Newberry Club Grades 5 – 6 Robotics Grade 5
Kalaniana'ole Elementary and Intermediate Kapiolani Elementary	Reading and Math Enrichment Grades K – 5 Reading and Math Enrichment Grades 2 – 5

### Evaluation Design and Results

Implementation of the funded evaluation design began after program sessions had already started. The evaluation included formative processes. As noted above, the first year was deemed developmental in which the evaluation activities were also piloted to best align with site activities, personnel and resources. Therefore, at this stage of the project, the evaluation focused on several formative aspects of the Hilo Complex 21<sup>st</sup> CCLC to support and inform the summative evaluation. In addition, information obtained for the external evaluation and federal reporting overlaps in some instances. 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 in the PPICS.

Formative evaluation methods include micro-level analysis of the project's activities (e.g., monitoring of implementation). The results from this analysis offered insights into project design and execution so that adjustments were made that will enable better outcomes. The following questions provided information to conduct milestone analysis activities for project improvement:

1. What is the number, nature, and quality of project activities actually implemented to date?
2. What features/activities need improvement and/or change?
3. What activities are working effectively and efficiently and might warrant expansion?

On-site visits to Kaumana Elementary School and Hilo Intermediate took place during the first year to better understand the range of activities taking place and provide information for evaluation purposes. The site visit at Kaumana included observing the math and reading tutoring classes in which identified students based on HSA scores were provided small group instruction on specific content. A newly hired site coordinator provided much information about the various activities taking place as well as the activity proposal process. The site coordinator also oversaw the processes and procedures for other sites as well. Administrative procedures appeared to be a challenge in hiring personnel and purchasing equipment. At the end of September, the Kaumana Elementary site coordinator took another position at the University of Hawaii-Hilo and a new coordinator assumed her responsibilities. The current fiscal officer for the complex area assumed the grant administrative responsibilities.

Because Hilo Intermediate offered numerous diverse activities, two visits to Hilo Intermediate during the summer inter-session yielded valuable information. For example, two sessions were held over the course of 4 weeks (2 weeks per session). The same courses were offered during both sessions providing an opportunity for students to participate in multiple activities over a one month period. Equipment such as cones, ropes, and balls were purchased as well as folders, laptops, video cameras and other technological items. However, the equipment did not always arrive in time and teachers and students had to make due with borrowing, sharing and being creative in completing assignments. All summer courses included a reading and writing component as well as a pre and post assessment specific to the targeted learning goals. A specific 2 week session was held in July for English Language Learners (ELL), particularly Micronesian students transferring from the elementary feeder schools. Teachers/instructors tracked attendance daily and a system was in place for parents to contact the school if their child was absent.

Informal interviews were held with available teachers/instructors. A common theme that emerged about the sessions were the short length of time, the numbers of students participating and the timeliness of the equipment. Many shared that three weeks would have been better than two weeks, to determine growth. They also added that the turnout of students was less than anticipated but understood that the program was new and parents may have been wary about signing up their children. As mentioned earlier, the equipment did not always arrive for the beginning of the session although it was ordered months in advance. All

understood and were patient as this was the first year of implementation and glitches were still being worked out.

### **Conclusions**

- Each center has made progress in developing and implementing programs/activities that address the needs of their communities.
- Students have the opportunity to access the activities and programs and in some sites, are doing so in large number.
- Because each site includes diverse activities offered to different grade levels, maintaining and tracking attendance and assessment information is challenging.

### **Recommendations**

- Standardized data collection procedures across all sites are needed to better track and assess the programs/activities.
- Informing all sites about the external evaluation and federal reporting requirements will ensure consistency in data and accuracy across sites.
- Regular communication between the external evaluator and site coordinators will support reporting activities.