

SY1819 - Evaluation - Cohort 12

1. General Information

Subgrantee Name	BGC Maui
Program Director Name	Daniel Dilegame
Program Director Email	danield@bgcmaui.org
Evaluator Name	Stephen Bennett
Evaluator Email	stephenb@bgcmaui.org

2. Executive Summary

Measuring Outcomes & Evaluation The schools participating in this program will monitor and evaluate, on a regular basis, the school-level data on performance of the students, including the areas of reading and language arts, math and science. Report cards will be one measure of academic attainment. Review of this information periodically, as well as annually, will provide an indication of the ongoing value of the programs provided, and adjustments can be made at any point to improve the positive impact of each program, including the value of the delivery and the resources available to the students. BGCM will also collect all data relating to attendance and participation in programs and activities for each student. This information will be entered into our KidTrax online data management system on a daily basis by club staff. We will add the system to Kihei Elementary School (students are given club IDs that are scanned each time they arrive, and records are kept on participation then entered into the system).*

Review of this information periodically, as well as annually, by club and school staff will provide an indication of the ongoing value of the programs provided and the overall level of goal attainment, and adjustments can be made at any point to improve the positive impact of each program, including the value of the delivery and the resources available to the students. BGCM enrolled and served 62 program participants in SY18-19\.

Initial membership capacity was limited to staffing ratios as the program went through the staff recruitment, on-boarding, and training process. Since this period, the program is now fully staffed and membership capacity has expanded to accommodate 25% of the student population. For Grant Year 2, membership continues to grow with anticipation to meet this target enrollment.

3. Program Description

3.A Program Description

-Boys & Girls Clubs of Maui, Inc. (BGCM), a 501(c)3 nonprofit organization that provides afterschool and summer programming for Maui youth in its six Clubhouses and through community outreach,-Grant Year 1-Boys & Girls Clubs of Maui, Inc. (BGCM), the lead applicant for this opportunity and an approved Vendor under RFP D-18-084, Phase I, will partner with Kihei Elementary School to establish a Boys & Girls Club on the school campus, located in South Maui, as a 21st Century Community Learning Center. The school has a population of 780, kindergarten through fifth grade. This program will target fourth and fifth graders, especially those identified by the school as in need of academic enrichment to meet the Core Standards.

Kihei is a densely populated and growing community, especially with young families. Approximately 55% of students qualify for free or reduced cost lunch. -Boys & Girls Clubs of Maui, Inc. (BGCM) has operated out of school time programming since 1999

3.D Programming

Describe activities offered during summer 2018.

This program was approved to commence in the spring of SY1819.

Describe activities offered during school year 2018-19.

-Tutoring/ homework assistance individual and small group homework assistance and tutoring with on-staff trained tutors-Project learn (High Yield Learning Activities)Fun and engaging activities that promote academic skill-building-Outdoor recreation and sportAt least one hour per of sports and/or physical activity-STEM-Agricultural science-Robotics-Arts & CraftsCulturally inspired guided activities in an array of fine arts and crafts mediums.-Character & Leadership buildingPrograms that emphasize development in social-emotional learning, awareness, communication, stress management, and leadership through Club and community service.

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3.E Characteristics of Program Materials and Resources

3.E.1 Program Materials

-Boys & Girls Clubs core programming including; PowerHour and Project Learn-Following HI-DOE school curriculum for tutoring and learning based activities-Arts & Crafts materials (paints, brushes, pencils, clay, etc.)-Sports/recreation equipment-Robotics equipment (parts, tools, etc)-Online CAD programs-Board games, card games, books, learning activities -Environment-building materials-Gardening supplies

3.E.2 Resources

Grant funds from the Department of Education through 21st CCLC were utilized for this program. Classroom space and outdoor recreation areas were provided by Kihei Elementary School and Lokelani Intermediate School. Snacks were provided by local businesses and supplemented by Boys and Girls Clubs of Maui. Summer meals were funded by Boys & Girls Clubs of Maui through unrestricted grants and contributions from our supporters.

3.F. Staff and Others Involved in the Program

Project Director -Supervisor of sites, liaison between Boys & Girls Clubs of Maui, host school and 21st CCLC, Manage recruitment/retention of students, Maintain staff and student attendance and enrollment records and ensure that all records are up to date. In collaboration with evaluation, manages data collection of teacher surveys, homework, grades, school attendance, classroom participation, and behavior relationships. Site Coordinator - The Site Coordinator promotes and implements the delivery of exciting, engaging, and age - appropriate programs within the priority outcome areas ofAcademic Success, Healthy Lifestyles, Good Character, and Citizenship. Staff will incorporate youth development principles; provide guidance to club members; and manage behaviors resulting in a safe and positive

environment for youth.²¹ CCLC Tutor - Plan, prepare and lead program participants in after-school and weekend programs consisting of academic, enrichment, remediation, and homework assistance. Youth Development Professional- promotes and implements the delivery of exciting, engaging, and age - appropriate programs within the priority outcome areas of Academic Success, Healthy Lifestyles, Good Character, and Citizenship.

3.G Partnership Data

Partnership Description

BGCM partnered with local vendors The Maui Food Bank, The Grand Wailea Hotel, and Piko cafe to provide snacks and meals to participants. BGCM partnered with The Maui Ocean Center to provide Marine science education programming and visits to the Ocean Center for participants. BCGM Partnered with The Association of Volleyball Professionals to provide Beach Volleyball skill building clinics/workshops.

One challenge has been finding partners/vendors to donate or provide reduced cost snacks and meals for participants that meet USDA guidelines.

3.H Parent/Family Involvement

Provide a brief description of your program's parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

BGCM hosted information booths at Kihei Elementary during both Back-to-School night and Fall Open House. BGCM staff provided brochures, flyers, and other information materials as well as had staff present to inform parents about program offering, enrollment, and to answer any questions they had. Parents have been invited to participate in Clubhouse programming as volunteers a volunteer and two families volunteered to participate on our program Advisory Board.

Describe how the activities and services promoted active and meaningful engagement of parents and families in their children's education and opportunities for literacy and related educational development.

Partnering with the Kihei Elementary Parent Coordinator has provided opportunities to spread awareness to parent groups about BGCM homework assistance and tutoring services which has lead to increased enrollment.

4. Evaluation

4.A Evaluation Plan

4.A.1. Evaluation Design Overview

The schools participating in this program will monitor and evaluate, on a regular basis, the school-level data on performance of the students, including the areas of reading and language arts, math and science. Report cards will be one measure of academic attainment. Review of this information periodically, as well as annually, will provide an indication of the ongoing value of the programs provided, and adjustments can be made at any point to improve the positive impact of each program, including the value of the delivery and the resources available to the students. BGCM will also collect all data relating to attendance and

participation in programs and activities for each student. This information will be entered into our KidTrax online data management system on a daily basis by club staff. We will add the system to Kihei Elementary School (students are given club IDs that are scanned each time they arrive, and records are kept on participation then entered into the system).*

4.A.2. Implementation Evaluation

What implementation questions are being answered?

The program is being successfully implemented as described in the grant application.

What data collection methods are being used (e.g. interviews, observations)?

The school is monitoring student achievement and BGCM is tracking participant attendance.

What is the timing of data collection?

Data is being reviewed annually.

Additional program implementation information.

BGCM successfully partnered with organizations listed in grant application as well as additional partners to Maui Ocean Center and Association of Volleyball professionals to provide Marine Science and Sports/Fitness programming.

4.A.3. Outcomes Evaluation

What outcomes questions are being answered?

The school is monitoring student achievement. Report cards will be one measure of academic attainment. BGCM is tracking participant attendance.

For each outcome, what measures and data collection methods are being used (grades, behavior incidents)?

The school monitors and evaluates performance of the students, including the areas of reading and language arts, math and science.

What is the timing of data collection?

Data is reviewed annually.

Additional program outcome information.

4.B Evaluation Results

4.B.1. Implementation Evaluation Results

21CCLC Program Attendance Discussion

In SY18-19 the program had 62 enrolled participants to meet attendance goals. Attendance is supported by the fact that our program is located on the school campus allowing students to transition directly to program at the conclusion of the school day.

On-time Advancement to the Next Grade Level Discussion

All program participants successfully progressed to the next grade level.

Objective 1 Discussion

The program has had great success engaging youth in our Power Hour homework assistance and tutoring program providing individual support and skills practice resulting in increased proficiency, confidence, and empowerment in reading and language arts.

Objective 2 Discussion

The program has had great success engaging youth in our Power Hour homework assistance and tutoring program providing individual support and skills practice resulting in increased proficiency, confidence, and empowerment in mathematics.

Objective 3.1 Discussion

BGCM provides afterschool supervision for participants until 530p daily supporting families that need supervision for their youth until the finish work.

Objective 3.2 Discussion

BGCM academic support programing and mentoring increases student homework completion, confidence, and empowerment which supports positive behavior and reduces behavioral incidents.

Objective 3.3 Discussion

BGCM staff provide individual and small group supports to members improving social-emotional skills.

Student Survey Discussion

N/A since we did not conduct a student survey during the Spring semester.

Achievement of Program-Specific Goals Discussion

The goal we had the most issue with was number of students served. We are very please with the programming offered to each member and know each one attending is gaining benefit, but we are working on growing those number to meet the attendance goals. At the end of the Spring semester we had 30 students. We have spent a lot of time working with school staff to "get the word out" about the program, and saw a definite increase in interest as the semester progressed. The school has been supportive of our efforts.

4.C.1 Success Stories

“

We had a member who struggled with aggression and focus. PowerHour was particularly difficult for this member. He couldn't bring himself to sit and stay still and when he got bored he would cause a scene and distract other members argue with the staff. We were able to set up a behavioral contract with the staff, the member, and his parents. This behavioral contract let us find ways to redirect his attention to keep him engaged in PowerHour, but it also put in place some tactics and consequences for handling outbursts and bad days. The staff were briefed on these methods and implemented them with this member. This member still has good days and bad days, but the staff are better equipped to handle things when they get difficult and we as a Club feel supported, being on the same page as the parents.”

4.C.2 Best Practices

Integration of additional tutors to our Power Hour Homework assistance programing has been effective. Hiring tutors that are school staff provides opportunities to identify material being covered within the school day and offer more targeted supports in afterschool.

4.C.3 Student, Teacher, Parent, Staff or Community Input

The Kihei Elementary administration (principal, vice-principal, and parent coordinator) express that they are pleased with the supports BGCM is providing their students. Parents have also reported satisfaction with program quality and supervision supports until 5:30 so they can pick up their children after they finish work.

4.C.4 Pictures





5. Sustainability Plan

5.A Original Sustainability Plan

Program Quality, Sustainability and Growth As a nonprofit organization, Boys & Girls Clubs of Maui is continually looking for opportunities to fund our programs, both those we currently provide and those we want to begin implementing based on the changing need of our members. To that end, we focus our efforts on those opportunities that will provide the best outcomes. This project definitely fits that criteria, and is an important first step in our service to this community, which does not currently have a Boys & Girls Clubs of Maui Clubhouse. With this funding, we will be able to meet the needs of those students identified by Kihei Elementary School for specific assistance, and develop detailed programs to fulfill those needs, as well as providing a wide array of fun and enriching activities for all students interested in participation. Supplemental to this funding is our current funding for club operations and staff, which will continue throughout the life of this project. Additionally, the use of the school's facilities at no cost to the program, and their commitment to the program with a portion of the overall program (including tutoring), will aid in the program's expansion over the funded period. However, we will also seek out other funding sources, which will most likely include federal, state, local and foundation grants that support similar projects. As a new project, we anticipate the results that will be observed in both academic improvement and the participation level by the students will highlight the importance of this project to the community, and improve our chances of securing additional funding. Another source of funds includes current and future community partners such as businesses, corporations, and others. Boys & Girls Clubs of Maui holds several successful fundraising events throughout the year, and donors are particularly interested in supporting programs that directly impact our members in very positive ways. Also, with the expansion of our programs into the Kihei/Wailea community, which is very large in population and includes several resort complexes, we are sure we can build our donor relations to include many individuals, businesses and corporations that focus on improving the lives of the local youth. Due to the fact that we anticipate positive, quantifiable results from this program, we know we will have a stronger case for continuation and support with many other funders beyond the three years of this grant period.

5.B. Updated Sustainability Plan

BGCM will also seek out other funding sources, which will most likely include federal, state, local, and foundation grants that support similar projects. As a new project, we anticipate the results that will be observed in both academic improvement and the participation level by the students will highlight the importance of this project to the community, and improve our chances of securing additional funding.

6. Conclusions and Recommendations

6.A Conclusions

Grant Year 1 has been successful in providing quality programming that supports academic achievement, behavior development, and supervision supports to participants. Participating families and school leadership has expressed satisfaction and appreciation for the program.

6.B Reflections on program implementation and impact

The program is being implemented successfully according to the design laid out in the grant application. Now that the program is fully staffed, we anticipate enrollment to grow to meet goals.

6.C Evaluation dissemination

We are working with the school administrative personnel to discuss outcomes of the program, but have not formally presented any of the data to them. Going forward, we will be setting up meeting with all stakeholders, including the Advisory Board members, to further evaluate progress being made based on the full evaluations and develop plans for even more improvement in our service delivery to benefit our members.

Required Information	Enter Information
Subgrantee Name	Boys & Girls Clubs of Maui, Inc.

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kihei Elementary School	Third, Fourth, Fifth
Center 2		
Center 3		
Center 4		
Center 5		
Center 6		
Center 7		
Center 8		

3.B.1. Goals

What are the overall goals of your particular program? Please number each major goal. See sample in blue. It is not necessary to have five goals, but space is provided in case you do.

1	<i>SAMPLE: Improve academic achievement in math</i>
1	Program Attendance
2	Academic improvement
3	School improvement in testing, behaviors of member students
4	Click here to enter fourth goal, if applicable.
5	Click here to enter fifth goal, if applicable.

3.B.2. Objectives

What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See sample in blue below. Enter all that apply.

	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21stCCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
1	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>
1	1.1 25% of the student body will participate in the program	Registration
	1.2 Members will attend at least 30 days per semester	Attendance Sheets
	1.3 Acceptable level is 3 times per week	Attendance Sheets
	Click here to enter fourth objective for Goal 1	Click here to enter measure.
2	2.1 Homework will be turned in daily	Power Hour participation
	2.2 Attend tutoring	Attendance Sheets
	2.3 Improved grades at the end of the semester	Report cards and reported data
	Click here to enter fourth objective for Goal 2.	Click here to enter measure.
3	3.1 Behaviors of member students will improve	Reports, input from school staff
	3.2 School test scores will rise	State testing
	Click here to enter third objective for Goal 3.	Click here to enter measure.
	Click here to enter fourth objective for Goal 3.	Click here to enter measure.
4	Click here to enter first objective for Goal 4.	Click here to enter measure.
	Click here to enter second objective for Goal 4.	Click here to enter measure.
	Click here to enter third objective for Goal 4.	Click here to enter measure.
	Click here to enter fourth objective for Goal 4.	Click here to enter measure.
5	Click here to enter first objective for Goal 5.	Click here to enter measure.
	Click here to enter second objective for Goal 5.	Click here to enter measure.
	Click here to enter third objective for Goal 5.	Click here to enter measure.
	Click here to enter fourth objective for Goal 5.	Click here to enter measure.

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Kihei Elementary School	0	Third, Fourth, Fifth
SubgranteeTotal	0	

Exhibit 4: Students Served in School Year 2018-19 (fall and spring)

* Regular attendees are those who have attended the program for 30 or more days.

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Kihei Elementary School	30	19	Third, Fourth, Fifth
SubgranteeTotal	30	19	

Exhibit 5: Students Served in Summer 2019 (ending June 30, 2019)

Center	Summ	vels
Kihei Elementary School		urth,
SubgranteeTotal	0	

**Exhibit 5
has been
removed.**

**Please
continue
to the
next
exhibit.**

Exhibit 6: Total Students Served in 2018-19 (combined and unduplicated)
 * Regular attendees are those who have attended the program for 30 or more days.

Center	2018-19 Enrollment – Total		2018 -19 Enrollment – Regular*		2018 -19 Enrollment – 300 hours	
	#	%	#	%	#	%
Kihei Elementary	30		19	%	18	%
Click here to enter Center name.	#		#	%	#	%
Click here to enter Center name.	#		#	%	#	%
Click here to enter Center name.	#		#	%	#	%
Click here to enter Center name.	#		#	%	#	%
Click here to enter Center name.	#		#	%	#	%
Click here to enter Center name.	#		#	%	#	%
Click here to enter Center name.	#		#	%	#	%
SubgranteeTotal	30		19		18	

Exhibit 7: Percent of Students Served in 2018-19 (combined and unduplicated)

School	2018-19 Total Student Body (TSB)	25% of TSB if Elementary or Middle School 15% of TSB if High School	2018 -19 21CCLC Enrollment Total (exhibit 6, column 2)	2018 -19 21CCLC Enrollment Percent of TSB
Kihei Elementary School	707		30	4%
	#	#	#	%
	#	#	#	%
	#	#	#	%
	#	#	#	%
	#	#	#	%
	#	#	#	%
	#	#	#	%
	#	#	#	%
SubgranteeTotal	707		30	

Exhibit 8: Characteristics of Students Served (18/19 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Kihei Elementary School			2	6.00%	4	13.00%	13	43%%	17	57%%
SubgranteeTotal	0		2		4		13		17	

Note: These data should match data reported in Exhibit 6.

Exhibit 9: Race/Ethnicity of Students Served (18/19 combined and unduplicated)

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2 +	% 2 +
Kihei Elementary School			4	13%%	3	1%%	0	0%%	10	33%%	6	2%%	7	23%%
Subgrantee Total	0		4		3		0		10		6		7	

Exhibit 12: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Paid	Unpaid
Provide evaluation services		
Raise funds		
Provide programming/activity related services		
Provide goods	1	
Provide volunteer staffing		
Provide Paid Staffing		
Other		
Subgrantee Total	1	0

Exhibit 13: Parents/Family Members Served (18/19 combined)

Center	2018-19 Parent/Family Member – Total
Kihei Elementary School	10
Subgrantee Total	10

Exhibit 14: Progress on Measures of Program Effectiveness

Program Effectiveness Measure #1: Regular (or consistent) program attendance. Regularly participating students are those students that participate in the 21CCLC program at least 30 days and students that participate in the 21CCLC program for at least 300 hours. (See Exhibit 6)

Program Goal	Measurement	Baseline	Results	Met/Not Met
30			19	Not Met

Exhibit 15: Progress on Measures of Program Effectiveness

Program Effectiveness Measure #2: On-time advancement to the next grade level.

Program Goal	Measurement	Baseline	Results	Met/Not Met
30			30	Met

Exhibit 17: Performance on Indicator 1.1
Academic Improvement in Reading/Language Arts - Smarter Balanced

Indicator 1.1 Goal	Indicator 1.1 Results	Met/Not Met

Exhibit 19: Performance on Indicator 1.2

Academic Improvement in Reading/Language Arts - Grades or Course Marks

Indicator 1.2 Goal	Indicator 1.2 Results	Met/Not Met

Exhibit 21: Performance on Indicator 2.1
Academic Improvement in Math – Smarter Balanced

Indicator 2.1 Goal	Indicator 2.1 Results	Met/Not Met

Exhibit 23: Performance on Indicator 2.2
Academic Improvement in Math – Grades or Course Marks

Indicator 2.2 Goal	Indicator 2.2 Results	Met/Not Met

Exhibit 27: Progress on Program-Specific Objectives

What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. Enter all that apply.

	<i>Objectives</i>	<i>Measures</i>	<i>Results</i>	<i>Met/Not Met</i>
	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2018-19 was 9% compared to 15% in 2017-18.</i>	<i>Met</i>
1	1.1 25% of the student body will participate in the program	Registration		Not Met
	1.2 Members will attend at least 30 days per semester	Attendance Sheets		Not Met
	1.3 Acceptable level is 3 times per week	Attendance Sheets		Not Met
	Click here to enter fourth objective for Goal 1	Click here to enter measure.		
2	2.1 Homework will be turned in daily	Power Hour participation		Met
	2.2 Attend tutoring	Attendance Sheets		Met
	2.3 Improved grades at the end of the semester	Report cards and reported data		Met
	Click here to enter fourth objective for Goal 2.	Click here to enter measure.		
3	3.1 Behaviors of member students will improve	Reports, input from school staff		
	3.2 School test scores will rise	State testing		
	Click here to enter third objective for Goal 3.	Click here to enter measure.		
	Click here to enter fourth objective for Goal 3.	Click here to enter measure.		
4	Click here to enter first objective for Goal 4.	Click here to enter measure.		
	Click here to enter second objective for Goal 4.	Click here to enter measure.		
	Click here to enter third objective for Goal 4.	Click here to enter measure.		
	Click here to enter fourth objective for Goal 4.	Click here to enter measure.		
5	Click here to enter first objective for Goal 5.	Click here to enter measure.		
	Click here to enter second objective for Goal 5.	Click here to enter measure.		
	Click here to enter third objective for Goal 5.	Click here to enter measure.		
	Click here to enter fourth objective for Goal 5.	Click here to enter measure.		