

Hawai'i 21st CCLC Evaluation Report
Castle Complex

ANNUAL

REPORT

2018-2019

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Hawai'i 21st CCLC Evaluation Report - Castle Complex

SY 2018-2019 – COHORT 10+

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2018-19 the HIDEOE is has created a standardized template for evaluations of the 21CCLC programs. Cohort 10+ and Cohort 11 subgrantees are required to complete this template with SY2018-19 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

Evaluation Element	Complete?
1. General Information	<input checked="" type="checkbox"/>
Exhibit 1: Basic Information Table	<input checked="" type="checkbox"/>
Exhibit 2: Center Information Table	<input checked="" type="checkbox"/>
2. Executive Summary	<input checked="" type="checkbox"/>
3. Program Description	<input checked="" type="checkbox"/>
3.A. Program Description	<input checked="" type="checkbox"/>
3.B.1 Goals	<input checked="" type="checkbox"/>
3.B.2 Objectives	<input checked="" type="checkbox"/>
3C1. Attendance	<input checked="" type="checkbox"/>
Exhibit 3: Students Served Summer 2018	<input checked="" type="checkbox"/>
Exhibit 4: Students Served School Year 2018/19	<input checked="" type="checkbox"/>
Exhibit 5: Students Served Summer 2019	<input checked="" type="checkbox"/>
Exhibit 6: Students Served 2018/19 (Combined and Unduplicated)	<input checked="" type="checkbox"/>
Attendance Discussion	<input checked="" type="checkbox"/>
Exhibit 7: Characteristics of Students Served	<input checked="" type="checkbox"/>
Exhibit 8: Race/Ethnicity of Students Served	<input checked="" type="checkbox"/>
3.D. Programming	<input checked="" type="checkbox"/>
3.D.1 Activities Summer 2018	<input checked="" type="checkbox"/>
3.D.2 Activities School Year 2018/19	<input checked="" type="checkbox"/>
3.D.3 Activities Summer 2019	<input checked="" type="checkbox"/>
3.E.1 Program Materials	<input checked="" type="checkbox"/>
3.E.2 Resources	<input checked="" type="checkbox"/>
3.F. Staff and Others Involved in the Program	<input checked="" type="checkbox"/>
Exhibit 9: Number of Staff by Position	<input checked="" type="checkbox"/>
Exhibit 10: Average Hours per Week by Position	<input checked="" type="checkbox"/>
Exhibit 11: Partners	<input checked="" type="checkbox"/>
Partnership Description	<input checked="" type="checkbox"/>
3.H. Parent/Family Involvement	<input checked="" type="checkbox"/>
4. Evaluation	<input checked="" type="checkbox"/>
4.A.1. Evaluation Design Overview	<input checked="" type="checkbox"/>
4.A.2. Implementation Evaluation	<input checked="" type="checkbox"/>
4.A.3. Outcomes Evaluation	<input type="checkbox"/>

Evaluation Element	Complete?
4.B.1. Implementation of Evaluation Result	☒
Evaluation Implementation Discussion	☒
4.B.2. Key Performance Indicators – Objective 1	☒
Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services	☒
Core Educational Services Discussion	☒
Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities	☒
Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement	☒
Community Involvement Discussion	☒
Exhibit 15: Performance on KPI Objective 1.4 – Services to Parents and Family Members	☒
Parent and Family Member Discussion	☒
Exhibit 16: Performance on KPI Objective 1.5 – Hours Per Week	☒
4.B.3. Key Performance Indicators – Objective 3	☒
Exhibit 17: Performance on KPI Objective 3.1.1 – Academic Improvement Reading/LA SB	☒
Exhibit 18: Performance on KPI Objective 3.1.2 – Academic Improvement in Reading/LA Grades	☒
Exhibit 19: Performance on KPI Objective 3.2.1 – Academic Improvement in Math SB	☒
Exhibit 20: Performance on KPI Objective 3.2.2 – Academic Improvement in Math Grades	☒
KPI Objective 3 Discussion	☒
4.B.4. Achievement of Program-Specific Objectives	☒
Exhibit 21: Progress on Program-Specific Objectives	☒
Achievement of Program-Specific Objectives Discussion	☒
4.C.1. Success Stories	☒
4.C.2 Best Practices	☒
4.C.3 Student, Teacher, Parent, Staff, or Community Input	☒
4.C.4 Pictures	☒
5. Sustainability Plan	☒
5.A. Original Sustainability Plan	☒
5.B. Updated Sustainability Plan	☒
6. Conclusions and Recommendations	☒
6.A. Conclusions	☒
6.B. Recommendations	☒
6.C. Evaluation Dissemination	☒

1. General Information

Please retain the pre-set formatting of 12 pt. font for narrative sections of the report and 10 pt. in the tables throughout this document.

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	December 15, 2019
Grantee Name	Castle Complex
Program Director Name	Helene Tom
Program Director Email	Helene.Tom@.k12.hi.us
Evaluator Name	Cecily Chun
Evaluator Email	Cecilynmchun@gmail.com
Year of Grant	2018-19

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Benjamin Parker Elementary School	Grades 3-6
Center 2	Castle High School	Grades 10-12
Center 3	Heeia Elementary School	Grades K-6
Center 4	Kahaluu Elementary School	Grades 1-6
Center 5	Kapunahala Elementary School	Grades K-6
Center 6	King Intermediate School	Grades 7-8

Moving forward, please enter the centers in the same order for the tables to come.

2. Executive Summary

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 executive summary is placed first, it is typically the section that you write *last*.

Include a **brief summary (no more than 2 pages, 12 pt.)** of the key points from each section of the report:

1. Program description
2. Evaluation Design
3. Evaluation Results
4. Conclusions and Recommendations

Program Description

The CAFÉ Project combined 1) academic instruction and the use of technology to increase math and reading achievement, 2) enrichment activities to engage students and foster positive learning behavior and learning achievement, 3) college and career awareness programs, 4) transition programs, and 5) family learning activities to develop parent understanding of the CAFÉ program and curriculum to support their child's learning.

The CAFÉ program 21st CCLC Project implemented in the grant application provided a quality academic enrichment program focused on accelerating academic achievement of targeted students in math and reading. As planned, on-line reading and math programs were implemented, providing scientifically-based differentiated instructional programs to support and enhance the standards-based curriculum of the afterschool program and ensure academic acceleration in the areas of reading and math. In addition, Robotics and other enrichment programs were added to enhance student learning and engage students in areas of student interest. At the Intermediate School, King Afterschool All Stars continued to provide a number of enrichment activities to students which included sports development and dance.

The CAFÉ Project Director planned and implemented the program budget, hiring and scheduling of staff, and operational policies and practices for the after-school program in cooperation with community partnerships, site school administrators, staff, youth and families.

Evaluation Design

In an effort to measure student learning consistently and have a valid means of measuring student achievement, CAFÉ implemented a standardized reading and math assessment across most of the CAFÉ sites. This was used to determine learning achievement gains as well as determine the impact of the CAFÉ program on learning progress and achievement. Hawaii's Standardized Based Assessment (SBA) was utilized to provide annual performance data and utilized in the evaluation in order to fulfill the requirements of the grant. Program

impact was also measured by utilizing the CAFÉ teacher survey, parent survey and student survey, as well as available data on program implementation.

The state of Hawaii, Community Engagement Branch provided student demographic data which included student grade level, ethnicity, English as a second language learner status, free or reduced lunch status, and students who receive specialized services such as Section 504 or special education. Information was collected through the data and design report. This information provided combined and unduplicated data and ensured consistency throughout the complex.

To maintain and sustain fidelity of the curriculum, scheduled observations were implemented and conducted by the Project Director, Implementation Manager, and Site Coordinators throughout the CAFÉ year.

Evaluation Results

Based on the objectives outlined in the Castle Complex 21st Century Grant: Reading assessment results showed 75% of students increased their reading scores, surpassing the APR Objective of 60%. Math assessment results showed 81% of students increased their math scores, surpassing the APR Objective of 60%.

Academic Achievement: 86% of CAFÉ regular students improved in academic performance. Based on the teacher surveys received; 14% showed no improvement, 35% showed a slight improvement, 23% showed a moderate improvement and 28% showed significant improvement. 100% of centers offered high quality services in at least one core academic area and improved student achievement.

Conclusions

The CAFÉ Project successfully delivered an effective program of 1) academic instruction that targeted reading and math achievement, 2) engaging enrichment activities that fostered positive learning behaviors and learning achievement, and 3) family learning activities to support student learning. The CAFÉ Project served a total of 805 students in grades K-12, of which 398 were reportable students (attended 30+ days).

Recommendations

1. Increase the enrollment of students served at each site with an emphasis of increasing enrollment of students at the high school level to maximize the number of students who are able to benefit from funding provided by the 21st Century Community Learning Centers.
2. Explore ways to increase the number of students who are able to attend for 30 or more days of instruction in identified classes or programs.
3. Develop a plan to sustain after school supports when funding from the grant subsides.

3. Program Description

3.A. PROGRAM DESCRIPTION

Provide a brief description of the program, including the following bullet points:

- Describe the organization operating the grant program.
- Provide the grant year (i.e., Year 1, Year 2, Year 3, etc.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?

The Castle Complex Child and Family Enrichment program is comprised of six Department of Education Schools. In school year 2018-2019, Castle Complex was in Year 5 of the current grant period. Under the direction of the Complex Area Superintendent and Project Director, the grant was implemented in these schools. Prior to this most recent grant, the Castle Complex Schools received federal funding under the previous 21st Century Grant for eight years. Prior to the implementation of the 21st Century Grant programs, afterschool programming was offered at the elementary school level through A+ programs which began in 1999 in an effort to reduce the high incidence of latchkey children in Hawaii by providing a safe, secure, nurturing environment.

The grant was initiated in order to target the educationally disadvantaged students characterized by critical needs: 1) special learner needs, 2) chronic attendance needs, 3) at-risk students and families and 4) minimal reading and math growth. Based on information received on reportable students, 25% of the Castle Complex students were on free or reduced lunch, 56% of the Castle Complex students had no information reported, and 19% were not on free and reduced lunch. In particular, Castle High School had 30% eligible, King Intermediate had 51% eligible, and Parker Elementary had 75% eligible. No free/reduced lunch eligible data was reported for He'eia, Kahalu'u, and Kapunhala Elementary. Additionally, 30% of families were classified as "at risk", having only one parent. Students were struggling with a Strive HI score of 250 or less. Castle Complex schools also had a large special education population, recorded two times the state average of 10%. "Chronic absenteeism" was particularly noted for He'eia (18%), Kahalu`u (29%) and Ben Parker (20%).

3.B. PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21st CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see [Section 4B: Evaluation Results](#). In addition to these KPIs, subgrantees must articulate their own program-specific goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve.
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.
- **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

3.B.1. Goals

What are the overall goals of your particular program? Please number each major goal. See example in grey. 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.	Increase the number of students who receive academic learning support after school.
2.	Expand the existing after school options to engage more students and families.
3.	Develop a comprehensive after school program framework that encourages collaboration and continuity among after school options.
4.	Increase the number of students meeting state reading, math, and science standards at each of the participating schools.

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 examples in grey below. Enter all that apply.

Goal	Objective	Measure
1.	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21st CCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</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>
1.	1.1 100% of centers will offer high quality services in at least one core academic area.	Documentation of Services, Program Summary
2.	2.1 100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Documentation of Services, Program Summary
	2.2 100% of the centers will offer services at 10-15 hours per week on average.	Documentation of Services, Program Summary
3.	3.1 Complex will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	List of Partnerships, Documentation of Partnerships
4.	4.1 60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring.	Pre- and post- STAR, i-Ready assessments, and Standards Based Assessment (SBA)
	4.2 70% of the Castle Complex regular students will show improvement in academic performance as shown in the CCLC teacher survey.	CAFÉ CCLC Teacher Survey

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2018

Center	Summer Enrollment – Total	Grade Levels
Benjamin Parker Elementary School	32	Grades 2-5
Castle High School	0	0
Heeia Elementary School	33	Grades 3-6
Kahaluu Elementary School	56	Grades 1-6
Kapunahala Elementary School	71	Grades K-5
King Intermediate School	37	Grades 7
Subgrantee Total	229	Grades K-7

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

Center	2018-19 Enrollment – Total	2018-19 Enrollment – Regular*	Grade Levels
Benjamin Parker Elementary School	56	49	Grades 3-6
Castle High School	25	20	Grades 9-12
Heeia Elementary School	97	61	Grades K-6
Kahaluu Elementary School	48	41	Grades 1-6
Kapunahala Elementary School	232	120	Grades K-6
King Intermediate School	219	107	Grades 7-8
Subgrantee Total	677	398	Grades K-12

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

(Exhibit 5 was intentionally deleted)

Exhibit 6: Students Served in 2018-19 (combined and unduplicated)

Center	2018-19 Enrollment – Total	2018-19 Enrollment – Regular*	Grade Levels
Benjamin Parker Elementary School	79	49	Grades 3-6
Castle High School	25	20	Grades 10-12
Heeia Elementary School	112	61	Grades K-6
Kahaluu Elementary School	88	41	Grades 1-6
Kapunahala Elementary School	268	120	Grades K-6
King Intermediate School	233	107	Grades 7-8
Subgrantee Total	805	398	Grades K-12

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

Attendance Discussion

Describe attendance at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged attendance?

Based on the combined and unduplicated Data and Design report provided by the state of Hawaii, Community Engagement Program, the CAFÉ Project served a total of 805 students in grades K-12 beginning in June, 2018 and ending in May, 2019, of which 398 students were regular attendees (attended 30+ days). The number of students serviced was a decrease from the previous year, particularly with students at the high school level. In an effort to increase regular attendee numbers, the Project Director met with each school principal at the end of the 2018-2019 school year to obtain a commitment to serve a targeted number of students.

Decrease in regular attendee numbers could be attributed to a variety of factors, which may include but is not limited to difficulty hiring or maintaining staff and lack of student commitment at the high school level to attend the program for 30 or more days.

3.C.2 Participant Characteristics

What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including:

- F/R Lunch
- Special Needs
- English Language Learners
- Gender
- Race/ethnicity

The table will automatically compute totals in the final row.

Exhibit 7: Characteristics of Students Served (18/19 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Benjamin Parker Elementary School	54	69%	18	23%	4	6%	44	55%	35	45%
Castle High School	8	32%	3	12%	0	0%	13	52%	12	48%
Heeia Elementary School	56	50%	6	6%	2	2%	41	37%	71	64%
Kahaluu Elementary School	42	48%	15	18%	4	5%	57	65%	31	36%
Kapunahala Elementary School	112	42%	31	12%	7	3%	140	53%	128	48%
King Intermediate School	107	46%	40	18%	1	1%	108	47%	125	54%
Subgrantee Total	379	48%	113	14%	18	3%	403	51%	402	49%

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

Exhibit 8: 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 +
Benjamin Parker Elementary School	0	0%	11	14%	32	41%	0	0%	17	22%	3	4%	16	21%
Castle High School	0	0%	3	12%	18	72%	0	0%	2	8%	1	4%	1	4%
Heeia Elementary School	0	0%	10	9%	39	35%	0	0%	21	19%	7	7%	35	32%
Kahaluu Elementary School	0	0%	4	5%	40	46%	0	0%	22	25%	4	5%	18	21%
Kapunahala Elementary School	0	0%	50	19%	75	28%	0	0%	68	26%	11	5%	64	24%
King Intermediate School	0	0%	42	19%	86	37%	0	0%	39	17%	20	9%	46	20%
Subgrantee Total	0	0%	120	13%	290	43%	0	0%	169	20%	46	6%	180	20%

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; 2+ refers to two or more races. Note: These data should match data reported in Exhibit 6.

3.D PROGRAMMING

Describe activities offered during summer and intersession.

The sites offered programs to enhance core curriculum (literacy and math). In addition, the elementary school sites offered extension programs, such as STREAM in which science was integrated with literacy and math, coding, robotics, cooking, art, and physical education. The lessons were integrated with the curriculum and hands-on. In partnership with Kamehameha Schools, students at the intermediate level were provided with transition activities that introduced life as a middle-schooler. Students were engaged in activities to help build confidence.

Due to a lack of enrollment, there were no programs offered at the high school level during the summer intersession.

Describe activities offered during school year 2018-19.

Similar to the summer intercession, the sites offered programs to enhance core curriculum (literacy and math). In addition, the elementary school sites offered extension programs, such as STREAM in which science was integrated with literacy and math, coding, robotics, cooking, art, and physical education. The lessons were integrated with the curriculum at the school and provided students with extended learning opportunities.

At the high school level, students participated in hands-on learning experiences with community partner sites. Students were given opportunities to network with community leaders and opportunities to explore various careers.

Describe activities offered during summer 2019.

The sites offered programs to enhance core curriculum (literacy and math) at 4 out of the 6 sites. The sites offered extension programs, such as STREAM in which science was integrated with literacy and math, coding, robotics, cooking, and art. In partnership with Kamehameha Schools, students at the intermediate level were provided with transition activities that introduced life as a middle-schooler. Students were engaged in activities to help build confidence.

At the high school level, a partnership with Windward Community College offered college and career readiness activities for the students in the area of dance and Hawaiian Culture. In addition, students from the elementary schools participated in problem-solving and hands-on STEAM projects to impact participation in the Castle High School's Engineering Pathway.

In the table below, provide enrollment numbers and grade levels. The table will automatically compute total enrollment.

3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials

What program materials were used (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools)?

On-Line Reading - Achieve 3000: An internet accessed, differentiated reading fluency program scientifically proven to increase reading fluency, comprehension, vocabulary, and writing proficiency; shown to dramatically impact high-stakes test scores for students.

On-Line Math – IXL: A math fluency development program where students find that math is more than just numbers and learning can be fun.

i-Ready: The program provides a diagnostic assessment that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Based on the results, students receive instruction customized to their placement levels. The online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.

Robotics: Students participated in activities using VEX IQ systems, Little Bits, Circuits, Ozobots, Codeapillar, Mouse Code, and Evo.

Y4Y Project-Based Science: On-line tools accessible for school programs. Provides an overview of project-based learning, the benefits of authentic projects, and provides a wealth of engaging projects where students are immersed in the inquiry-process.

3.E.2 Resources

What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?

The following resources were utilized:

- a. Other grant funds: Title 1

- b. Physical facilities and administrative planning/implementation support from Castle Complex's 6 DOE Schools: Castle High School, King Intermediate, He`eia Elementary School, Kahalu`u Elementary School, Kapunahala Elementary School, and Parker Elementary School.

- c. Community partnerships

3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM

Provide a brief description of staff and roles. Complete the following tables as they apply to your program. Totals will be automatically computed.

Project Director - The project director role includes but is not limited to the following: Is thoroughly familiar with the approved and/or revised grant, budget and budget narrative, provides HIDOE quarterly fiscal updates of expenditures, assures adherence to approved and/or revised grant, budget and budget narrative, hires and supervises staff, reviews and approves expenditures in accordance with approved and/or revised grant, budget and budget narrative, works in partnership with schools, families, and other partners of the 21st CCLC grant to provide quality services. The project director also ensures reliable, allowable, necessary, and documentable expenditures.

Implementation Manager: Evaluates and monitors program and program staff, meets with site coordinators to ensure smooth day to day operations of program, provides supervision for required APR data collection and collection of school level grades and assessments for each site. In addition, the implementation manager ensures program descriptions are implemented with fidelity.

Site Coordinator: Creates a welcoming environment for families that helps to support their child's learning, ensures that the program has a posted schedule and daily written lesson plans with staff assigned to specific duties, maintains all staff and student attendance and enrollment records and ensure that all records are up to date, and ensures all required documentation for monitoring is complete, available, and up to date as reflected in the 21st CCLC sub-grantee handbook. The site coordinator is also responsible for ensuring the safety of the site.

Instructor/Classroom Leaders: Plans, prepares, and leads program participants in after-school programs consisting of academic, enrichment, remediation, recreational and fine art components, supervises all participants to ensure a safe and organized program, and designs, plans and facilitates activities with groups of children or adults.

Accounting clerk: Maintains a wide variety of fiscal information, files and records (e.g. contracts, purchase orders, invoices, time-sheets, etc.) for the purpose of providing an up-to-date reference for compliance, researches a variety of information (e.g. vendors, suppliers, contractors, etc.) for the purpose of ensuring accuracy and adhering to procedures prior to processing for action, and serves as a resource for the purpose of providing necessary information for completing transactions, taking appropriate action and/or complying with established fiscal guidelines.

Exhibit 9. Number of Staff by Position (18/19 combined and unduplicated)

Center	Adminis- trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non- Teaching School Staff		Sub- contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Benjamin Parker Elementary School	1	0	2	0	0	0	0	0	0	0	5	1	0	1	0	0	0	0
Castle High School	1	0	0	0	0	0	0	0	0	0	0	2	0	0	4	0	0	0
Heeia Elementary School	1	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0
Kahaluu Elementary School	1	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
Kapunahala Elementary School	1	0	0	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0
King Intermediate School	1	0	5	1	6	7	0	4	0	0	0	0	0	0	1	0	0	0
Subgrantee Total	6	0	7	1	6	7	0	4	0	0	22	3	0	1	5	0	0	0

Exhibit 10. Average Hours per Week by Position

Center	Adminis- trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non- Teaching School Staff	Sub- contracted Staff	Other
Benjamin Parker Elementary School	10	8	0	0	0	8	4	0	0
Castle High School	5	0	0	0	0	0	0	0	0
Heeia Elementary School	10	0	0	0	0	10	0	0	0
Kahaluu Elementary School	8	0	0	0	0	8	8	0	0
Kapunahala Elementary School	10	0	0	0	0	5	0	0	0
King Intermediate School	15	0	5	5	0	0	0	15	0
Subgrantee Total	63	8	5	5	0	31	12	15	0

3.G. PARTNERSHIPS

Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below (note: partners do not include schools/centers).

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services (CHS Partners, Kamehameha Schools, Olelo, Minami Foundation)	4	3
Provide goods	0	0
Provide volunteer staffing	0	0
Provide Paid Staffing (King ASAS, UPLINK)	1	1
Other (D.O.E., PACT, Title I)	0	3
Subgrantee Total	5	7

Partnership Description

Provide a brief description of successes with partnerships.

Key Project - Students at Castle High were involved in watershed observations, cleanup, and restoration. Students also learned about the native o’opu an observed o’opu in the stream.

Paepae O’ He’eia - Students at Castle High were taught culturally relevant and academically rigorous studies aimed at bridging traditional and contemporary knowledge systems around the ancient fish pond.

Papahana Kualoa - Students at Castle High were taught a model of innovative economic development that is environmentally sustainable and culturally minded.

Waikalua Loko Fishpond: Students at Castle High participated in hands-on outdoor activities in environmental science. Lessons are focused on scientific and ecological learning experiences at the Kaneohe fish pond.

Pacific American Foundation: In partnership with Castle Redesign Project, the Pacific American Foundation continued to support Castle High School Students in the Ho’oulu Opio program.

Kamehameha Schools: Students at the intermediate level were provided with transition activities that introduced life as a middle-schooler. Students were engaged in activities to help build confidence.

Provide a brief description of challenges with partnerships.

Partnerships were developed to provide increased opportunities for students and parents. In order to ensure that each partnership was a success, on-going communication, meetings, and collaboration needed to take place. This requires the project director and/or designee to dedicate an extended amount of time for planning which may be difficult.

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.

To ensure that all sites are engaged in sustained, planned family activities, the site coordinators at each site worked closely with administrators, teachers, and other partnerships (i.e. Title I) to develop a series of family activities. An example of these activities included STEM family nights and robotics. The family activities were documented and presented to the implementation manager and project director at the beginning of the year.

Each site kept a community outreach log in their site binder to document and record parent phone calls and updates on students. In addition, the classroom leaders/site coordinators sent out quarterly progress reports to parents to update them on student progress and challenges. This ensured that parents were fully aware of their child's participation in the program.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

Provide a one-paragraph brief overview of the evaluation design.

Evaluation was conducted to assess the implementation and the impact of the CAFÉ programs on student achievement at the six Castle Complex 21st CCLC school-based centers. Program impact was measured by the increase in students improving in math and reading grades, math and reading achievement, and learning behaviors, fall to spring. Program impact on student achievement was measured by the math and reading pre-post assessment scores from fall to spring. Pre-post reading assessment was conducted using the STAR Assessment or i-Ready. Pre-post math assessment was conducted using STAR Assessment or i-Ready. The Castle Complex Teacher Survey was used at all centers to measure improvement in student learning behavior which included turning in homework,

improvement in class participation, improvement in behavior, and improvement in academic performance.

The state of Hawaii, Community Engagement Branch provided student demographic data which included student grade level, ethnicity, English as a Second Language Learner status, free or reduced lunch status, and students who receive specialized services such as Section 504 or special education. Information was collected through the data and design report which includes data on Standardized Based Assessments and grades. This information provided combined and unduplicated data and ensured consistency throughout the complex.

4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

Sample Implementation Questions:

- Has the program been implemented as planned in the grant application? If no, what changes were made, and why?
- What challenges have been faced in implementing the program, and how are those 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?

<p>What implementation questions are being answered?</p>	<ol style="list-style-type: none"> 1. Has the program been implemented as planned in the grant application? 2. What challenges have been faced in implementing the program and how are these challenges being addressed? 3. Which community-based partnerships as planned in the grant application have been established and maintained? 4. Are program activities interesting and valuable to students, teachers, administrators and community partners? 5. What are the plans to ensure effective program implementation next year?
<p>What data collection methods are being used (e.g. interviews, observations)?</p>	<p>Site Coordinators conducted on-going observations and monitored the program daily; Leaders conducted the classes and administered the assessments; Site Coordinators collected the site data, gathered, organized, formatted/inputted, documented, and reported the data.</p>
<p>What is the timing of data collection?</p>	<p>Achievement objectives were measured pre (beginning of the school year) and post (at the end of the school year). On-going data (weekly reports with program monitoring and classroom observations) was collected during the school year to improve instruction and provide feedback on the programs at each site.</p>

In addition, the following components were utilized to ensure data collection and feedback for evaluation:

1. Parent Survey and Student Survey response to the CAFÉ Program were administered at the end of the school year.
2. CAFÉ Program operations with regards to APR Objectives were documented during the school year and assessed at the end of the CAFÉ Program year.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

Sample Outcomes Questions:

- To what extent do students who participate in the program show improvements in behavior?
- To what extent do students who participate in the programs show academic gains?
- To what extent has the program achieved its objectives?
- What factors have affected program success?

What outcomes questions are being answered?	<ol style="list-style-type: none"> 1. To what extent do students who participate in the program show improvements in behavior? 2. To what extent do students who participate in the programs show academic gains? 3. What factors have affected program success?
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	<p>STAR (reading and math) standardized assessment or i-Ready standardized assessment.</p> <p>CAFÉ Teacher Survey of student improvement in homework completion, class participation, behavior, and academic performance.</p> <p>State of Hawaii Community Education Branch, Data and Design Report, End of Year Story Summary Report.</p>
What is the timing of data collection?	<p>Pre-assessment data was collected at the beginning and post-assessment was collected at the end of the school year.</p> <p>Teacher, Parent, and Student survey was administered at the end of the year.</p>

In addition, the following components were utilized to ensure data collection and feedback for evaluation:

1. Café Progress Reports were distributed to parents and school day teachers to provide communication on the academic performance and behavior of the students.
2. Program monitoring observations were done monthly to ensure that program targeted academic gains.

4.B. EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

Describe the results of the implementation evaluation, addressing the implementation questions described in your response to [Section 4.A.2](#) above.

1. Has the program been implemented as planned in the grant application?

The CAFÉ program 21st CCLC Project was implemented as planned in the grant application and provided a quality academic enrichment program focused on accelerating academic achievement of targeted students in math and reading as well as enrichment programs. The program also provided project-based lessons to motivate and extend student learning.

In an effort to measure student learning consistently and have a valid means of measuring student achievement, CAFÉ implemented a standardized assessment across all CAFÉ sites. This was used in measuring math and reading achievement to determine learning achievement gains as well as determines the impact of the CAFÉ program on learning progress and achievement. The program also provided project-based lessons to motivate and extend student learning.

2. What challenges have been faced in implementing the program and how are these challenges being addressed?
 - a. Ensuring that students at the sub grantee sites obtain a minimum of 30 or more days in the program. CAFÉ will continue to work with principals and teachers to maximize attendance for all students. Sites may choose to open or offer services earlier in order to provide more opportunities for students to attend 30 or more instructional days.
 - b. Increasing the number of programs available at the high school level. The project director will work closely with the school principal and staff to maximize opportunities at the high school level.
3. Which community-based partnerships as planned in the grant application have been established and maintained?

Windward Community College: Courses were offered to high school students in order to obtain college credits.

Parents & Children Together – Kaneohe Community Family Center (PACT–KCFC): Programming/activity-related services; materials; volunteer staffing and paid staffing. Parents and Children Together provided high-quality parent and child community programs. CAFE will continue to assist PACT – KCFC with their comprehensive family engagement events.

Title I: Partnership with the Title I coordinator to present events and family engagement events to focus on promoting adult literacy. Title I targeted students attended the CAFÉ programs

Department of Education: Partnership with Department of Education Schools to use facilities and Department of Education School Food Services provided snacks to students.

ʻŌlelo Community Media – Windward Community Media Center: Olelo was able to provide media and technology supports to students at King Intermediate.

4. Are program activities interesting and valuable to students, teachers, administrators and community partners?

The CAFÉ Project combined 1) academic instruction and assistance which increased math and reading achievement, 2) engaging enrichment activities that supported positive learning behavior and learning achievement, and 3) family learning activities that fostered parent understanding of the CAFÉ program and curriculum to support their child's learning. The project director increased the CAFÉ program with new programs added to each site: robotics, coding, music, art, cooking, and others enhanced the programs.

Parents responded favorably to the CAFÉ Program; 93% of parents felt the CAFÉ program helped their child do better in school.

Students responded favorably to the CAFÉ Program; 87% of students felt the CAFÉ program helped them do better in school.

5. What are the plans to ensure effective program implementation next year?

CAFÉ will continue to develop and maintain a sustainability plan and work towards program sustainability after the grant period.

4.B.2 Key Performance Indicators (KPIs) – Objective 1

Objective 1: 21st Century Community Learning Centers will offer a range of high-quality, educational, developmental and recreational services.

Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services

Objective 2.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Benjamin Parker Elementary School	Y	Y	Y	
Castle High School	Y	Y	Y	
Heeia Elementary School	Y	Y	Y	
Kahaluu Elementary School	Y	Y	Y	
Kapunahala Elementary School	Y	Y	Y	
King Intermediate School	Y	Y	Y	

Core Educational Services Discussion

Provide a brief description of evidence that these services are of high quality.

Technology Based Math and Reading Program, IXL, is an evidence-based program that crafts high-quality content across 6,000 skills. The efficacy studies in 12 states showed that schools using IXL outperformed other school programs.

Technology Based Reading Program, Achieve 3000, is an evidence-based program that has proven results. Research from the program looked at the achievement of 1,221,690 students in 6,153 schools. Results showed that students using Achieve3000 tripled their expected reading gains with regular program use.

i-Ready: The program provides a diagnostic assessment that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Based on the results, students receive instruction customized to their placement levels.

Exhibit 13: Performance on KPI Objective 1.2 – Enrichment Activities

Objective 2.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)						
Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
Benjamin Parker Elementary School	N	Y	N	N	Y	Technology
Castle High School	N	N	N	N	N	Technology
Heeia Elementary School	Y	Y	N	N	N	Technology
Kahaluu Elementary School	N	N	N	N	N	Technology
Kapunahala Elementary School	N	Y	Y	N	Y	Technology
King Intermediate School	Y	Y	Y	Y	Y	Mentoring

Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement

Objective	Measure	Results
Center	Number of community partnerships	Description of community partners and their services.
Benjamin Parker Elementary School	3	<p>Department of Education/School Food Services, Title I, and Parent and Children Together (PACT).</p> <p>Department of Education/School Food Services: Provided snacks for students in the program after school and provided facilities for students to attend classes.</p> <p>Title I and PACT: Partnership to provide family engagement activities to promote literacy and STEM.</p>
Castle High School	8	<p>Department of Education, Title I, PACT, Waikalua Loko, Paepae O’ Heeia, Papahana Kualoa, KEY Project, Minami Foundation.</p> <p>Department of Education and Title I provide facilities and services to allow students to attend class and engage in family activities.</p> <p>Waikalua Loko, Paepae O’ Heeia, Papahana Kualoa, KEY Project, and Minami Foundation provided funding and locations for students at the high school level to engage in hands-on activities for culturally-based lessons.</p>
Heeia Elementary School	3	<p>Department of Education/School Food Services, Title I, and Parent and Children Together (PACT).</p> <p>Department of Education/School Food Services: Provided snacks for students in the program after school and provided facilities for students to attend classes.</p> <p>Title I and PACT: Partnership to provide family engagement activities to promote literacy and STEM.</p>

<p>Kahaluu Elementary School</p>	<p>3</p>	<p>Department of Education/School Food Services, Title I, and Parent and Children Together (PACT).</p> <p>Department of Education/School Food Services: Provided snacks for students in the program after school and provided facilities for students to attend classes.</p> <p>Title I and PACT: Partnership to provide family engagement activities to promote literacy and STEM.</p>
<p>Kapunahala Elementary School</p>	<p>2</p>	<p>Department of Education/School Food Services and PACT.</p> <p>Department of Education/School Food Services: Provided snacks for students in the program after school and provided facilities for students to attend classes. In addition, a partnership with the Windward District Office Career and Technology Education Department educated teachers on programs available for students to develop career and academic potential.</p> <p>PACT: Partnership to provide family engagement activities to promote literacy and STEM.</p>
<p>King Intermediate School</p>	<p>3</p>	<p>King Afterschool All Stars, UPLINK, and Kamehameha Schools.</p> <p>King Afterschool All Stars: After-School All-Stars is a comprehensive after-school programs that offers enrichment and academic support to students at the Intermediate School.</p> <p>UPLINK: In partnership with 21st Century Community Learners, UPLINK provides partial funding for afterschool programming.</p> <p>Kamehameha Schools: Provided instructional programming supports for students transitioning from elementary to intermediate. Follow-up is also done during the school year to ensure students utilize newly acquired skills.</p>

Community Involvement Discussion

Provide a brief description of successes in developing and maintaining community partnerships.

The partnerships for each site provided increased opportunities for students to engage in high-quality programs after school and provided opportunities for family involvement. Students were also given opportunities to network with community leaders and opportunities to explore various careers. The project director who is familiar with the 21st Century Grant programs provided pristine communication with partners to ensure that each site ran smoothly. Effective communication and continuity of administration within the program is identified as a success.

Provide a brief description of challenges in developing and maintaining community partnerships.

Partnerships were developed to provide increased opportunities for students and parents. In order to ensure that each partnership was a success, on-going communication, meetings, and collaboration needed to take place. This requires the project director and/or designee to dedicate an extended amount of time for planning which may prove to be challenging.

Exhibit 15: Performance on KPI Objective 1.4 - Services to Parents and Family Members

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Benjamin Parker Elementary School	63	The focus of Benjamin Parker Elementary School's family activities were to involve families on how to assist their children in meeting Science and Math common core state standards. Targeted activities helped parents develop awareness on the standards and information was provided on how each parent could support their child at home.
Castle High School	39	Families were actively involved in the showcasing of student achievement at the high school level. Castle High conducted a Ho'ike Showcase. This activity was specifically geared toward encouraging families to learn about their students and celebrate accomplishments.
Heeia Elementary School	28	Heeia Elementary had a series of sustained family involvement activities that provided families with activities that directly correlated with the curriculum in the school day. Activities included art projects, science experiment, music showcase and developing coding using SPHERES.
Kahaluu Elementary School	10	Families participated in a STEM (Science, Technology, Engineering, and Math) activity. The families and students were able to experience hands-on activities, which were directly linked to the common core state standards.
Kapunahala Elementary School	63	Family partnerships targeted parental involvement in robotics, health awareness, and nutrition. Families also participated in activities for the Blue Zones project (a community-wide well-being improvement initiative to help make healthy choices in the community) and participated in activities that encouraged healthy living by using sustainable ingredients from the garden on campus.
King Intermediate School	111	Each quarter, in partnership with King Afterschool All Stars, family involvement nights were planned and implemented. Activities ranged from celebrations of student activities to family movie nights.

Parent/Family Services Discussion

Provide a brief description of successes in providing services to parents and other family members.

All Castle Complex 21st Century Program Sites offered both enriching and engaging family activities. For sites that collected evaluations or surveys, responses were favorable and families expressed appreciation for being provided learning opportunities as a family. Specific comments from families included: “Thank you for all you do to motivate my child and many other children to try their best.” “The afterschool program teachers take time to help children learn or become better learners.” “Having such a program as this available for those who take interest will help the students do better in school.” Qualitative data obtained from these responses are indicative of successes in providing services to parents and other family members.

Provide a brief description of challenges in providing services to parents and other family members.

Although all sites were required to present opportunities for family involvement and participation, the number of families who attended the activities was still considered low. Sites will continue to recruit parents to attend and participate in family activities in the upcoming year.

Exhibit 16: Performance on KPI Objective 1.5 – Hours per Week

Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays.

Center	Number of hours per week services offered during the school year	Number of hours per week services offered during summer and holidays
Benjamin Parker Elementary School	10	30
Castle High School	5	0
Heeia Elementary School	10	25
Kahaluu Elementary School	8	20
Kapunahala Elementary School	10	20
King Intermediate School	15	20

[Key Performance Indicators (KPIs) – Objective 2

Objective 2 - 21st Century Community Learning Centers are located in high-poverty communities. (Not included here - Communities are already described in [Section 3.A](#), and Free & Reduced Lunch Data are provided in [Section 3C2](#), and [Table 7](#) above.)

4.B.3 Key Performance Indicators (KPIs) – Objective 3

Objective 3: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.

**Exhibit 17: Performance on KPI Objective 3.1.1
Academic Improvement in Reading/Language Arts – Smarter Balanced**

Objective 3.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
Benjamin Parker Elementary School	19	39%	8	42%
Castle High School	1	50%	1	100%
Heeia Elementary School	18	26%	7	39%
Kahaluu Elementary School	13	32%	1	7%
Kapunahala Elementary School	16	13%	4	25%
King Intermediate School	46	52%	16	56%

**Exhibit 18: Performance on Indicator 3.1.2 –
Academic Improvement in Reading/Language Arts – Grades or Course Marks**

Objective 3.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
Benjamin Parker Elementary School	0	0%	0	0%
Castle High School	0	0%	0	0%
Heeia Elementary School	0	0%	0	0%
Kahaluu Elementary School	0	0%	0	0%
Kapunahala Elementary School	0	0%	0	0%
King Intermediate School	10	44%	2	23%

**Exhibit 19: Performance on Indicator 3.2.1 –
Academic Improvement in Math – Smarter Balanced**

Objective 3.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring		Regular program participants with IMPROVEMENT in math from fall to spring	
	Benjamin Parker Elementary School	29	59%	4
Castle High School	3	60%	2	40%
Heeia Elementary School	26	42%	6	23%
Kahaluu Elementary School	12	29%	2	17%
Kapunahala Elementary School	21	17%	5	24%
King Intermediate School	58	51%	11	62%

**Exhibit 20: Performance on Indicator 3.2.2 –
Academic Improvement in Math – Grades or Course Marks**

Objective 3.2 Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring		Regular program participants with IMPROVEMENT in math from fall to spring	
	Benjamin Parker Elementary School	0	0%	0
Castle High School	2	40%	0	0%
Heeia Elementary School	0	0%	0	0%
Kahaluu Elementary School	0	0%	0	0%
Kapunahala Elementary School	0	0%	0	0%
King Intermediate School	14	61%	3	43%

KPI Objective 3 Discussion

Please describe particular successes or challenges related to KPI Objective 3.

The state of Hawaii, Community Engagement Branch provided data and design reports for each site which allowed a consistent measurement to collect data which ensured that data was accurate. The information provided in the data and design report included grades for secondary schools and results from the state Standardized Based Assessment (SBA). By utilizing the SBA information provided, there was one unified measurement across all sites which is a success. Previously not all sites used the same standardized assessment.

4.B.4 Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in [Section 3.B.2](#).

1. **Objective** - State the specific measurable objective
2. **Measure** – state the type of data collected to measure this objective
3. **Results** - Summarize evaluation findings related to this objective
4. **Met/Not met** – for each objective specify one of the following:
 - Met
 - No progress
 - Not met
 - Unable to measure
 - Progress

Copy objectives and measures from the table in section [3.B.2](#) into Exhibit 21 below. Make sure to select the whole text box by clicking on the three vertical dots to the upper left of the box. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 21: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
<i>1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2017-18 was 9% compared to 15% in 2016-17</i>	<i>Met</i>
1.1 100% of centers will offer high quality services in at least one core academic area.	Documentation of Services, Program Summary -Initial principal, Site Coordinator, Implementation Manager, Project Director, Leadership Team meeting before CAFE Project begins yearly at each site.	100% of centers offered high quality services in at least one core academic area.	Met
2.1 100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Documentation of Services, Program Summary	100% of centers offered enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Met

<p>2.2 100% of the centers will offer services at 10-15 hours per week on average.</p>	<p>Assessment: Documentation of hours of services -Site Coordinator (SC) to submit evidence -Implementation Manager observed and recorded data -Weekly SC summaries documented hours of services offered</p>	<p>66% of the centers offered services at 10-15 hours per week on average.</p>	<p>Not Met</p>
<p>3.1 Complex will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.</p>	<p>List of Partnerships, Documentation of Partnerships</p>	<p>Complex has established and maintained partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.</p>	<p>Met</p>
<p>4.1 60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring.</p>	<p>Reading Assessment Instrument: STAR pre- and post- assessment, i-Ready, Data and Design Report Math Assessment Instrument: STAR pre- and post- assessment, i-Ready, Data and Design Report</p>	<p>75% of Castle Complex regular students increased their reading assessment scores from fall to spring. 81% of Castle Complex regular students increased their math assessment scores from fall to spring.</p>	<p>Met</p>
<p>4.2 70% of the Castle Complex regular students will show improvement in academic performance as shown in the CAFÉ teacher survey.</p>	<p>CAFÉ Teacher Survey</p>	<p>86% of the Castle Complex regular students showed improvement in academic performance as shown in the CAFÉ teacher survey.</p>	<p>Met</p>

Achievement of Program-Specific Objectives Discussion

Describe whether objectives have changed since last year and particular success and challenges in meeting program-specific objectives.

Achievement and program-specific objectives remained the same during the 2018-2019 school year, as compared to the previous school year.

4.C. Additional Data

4.C.1 Success Stories

Castle Complex was successful in targeting the needs of students who were in need of academic support in language arts. Based on data provided by the state of Hawaii, Community Engagement Branch, in the area of language arts, 57 % of students who attended 30 or more days met or exceeded proficiency, 59% of students who attended 60-89 days met or exceeded proficiency, and 72% of students who attended 90 or more met or exceeded proficiency. The results of the report indicate that students who attend the program are showing gains in the area of language arts.

4.C.2 Best Practices

Castle Complex 21st Century Grant implemented the following best practices at the sites:

Integrated curriculum: Students were given the opportunity to identify topics, develop questions, plan inquiry, divide tasks, research information and share the learning process and content during lessons. This practice was readily seen during enrichment activities that integrated learning, such as robotics and coding.

Active learning: Students participated in a fast-paced, fun and personally engaging lessons in which students had the opportunity to try things out, use their senses, ask questions and discuss with others. This was evident in lessons provided in both the elementary schools and at the secondary level.

4.C.3 Student, Teacher, Parent, Staff or Community Input – *[if you used survey(s) please include instrument as an attachment and include results in the narrative.]*

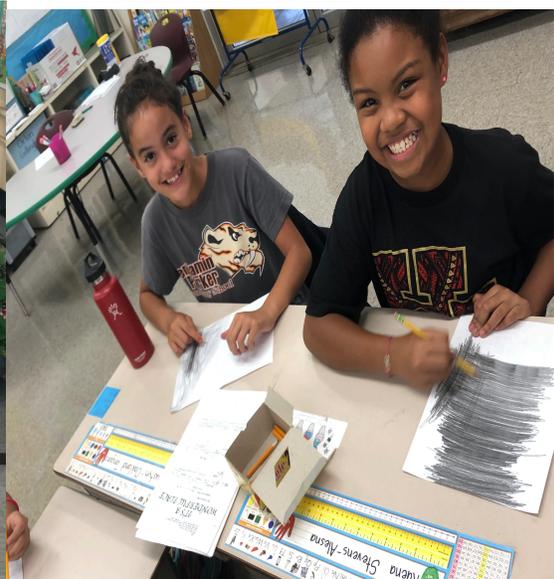
Each site administered a teacher, parent, and student survey as an evaluation instrument to determine program effectiveness and impact on student achievement. The results of the survey indicated that the programs were an overwhelming success.

Parents reported that their child looked forward to coming to the CAFÉ program (100%), the CAFÉ program helped their child do better in school (95%), the CAFÉ teachers cared about the students (100%) and they would enroll their child in the CAFÉ program again (100%).

Students responded favorably to the CAFÉ Program; they look forward to coming to the program (90%). They also felt the CAFÉ program helped them do better in school (88%). Students felt the CAFÉ teachers cared about them (97%) and they would want to come to the CAFÉ program again (87%).

4.C.4 Pictures

Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress.



5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

Describe the original sustainability plan as indicated in the grant application.

If success is actualized in exemplary programs, then these programs should be replicated and sustained to ensure the accelerated learning of all students, long after the funding expires. To this end, the CAFÉ Project will make continuous efforts to sustain extending learning opportunities for students. Principals will meet yearly to discuss and strategize efforts to sustain extended learning opportunities with best practices and programs.

5.B UPDATED SUSTAINABILITY PLAN

Describe how programming levels will be sustained after the grant ends, including:

- What changes were made from the original sustainability plan?
- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

The project director, principals, and partnerships are currently working on refining the sustainability plan in order to ensure continued success. In order to ensure that a sustainability plan is discussed with each principal, a written documentation plan is recorded at the beginning of the school year.

The current community partners as listed in the grant application have remained consistent. Currently the only additional funding source at the elementary school level is Title I funding. At the Intermediate level, out-of-school time program funding is being considered, for example, UPLINK and R.E.A.C.H.

Each site will look at their academic and financial plans to prioritize funding for afterschool supports. Once budgets are defined, the individual sites will be able to allocate funding based on need.

6. Conclusions and Recommendations

6.A CONCLUSIONS

1. The CAFÉ Project successfully delivered an effective comprehensive program of academic instruction, engaging project-based enrichment activities and meaningful family learning activities designed to support the learning of the students.
2. The CAFÉ Project successfully fostered positive learning behaviors and learning achievement, college and career readiness skills, and transition activities. The CAFÉ Project served a total of 808 students in grades K-12, of which 398 were reportable students (attended 30+ days).
3. The CAFÉ project was able to target the educationally disadvantaged students characterized by critical needs. Based on program enrollment, 48% of students enrolled in the program were eligible for free and reduced lunch, 3% were identified as needing support as English language learners, and 15% of the students were identified as being eligible for special education services or Section 504 services.
4. Program data showed the CAFÉ program fostered positive learning behavior, learning achievement, and both parents and students responded positively to the program.
5. The site binders for each site provided the vehicle for documentation of project activities and participants.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

1. Continue to work with Castle Complex CAFÉ site schools/principals to document CAFÉ students with the greatest need for expanded learning opportunities. CAFÉ project director should continue to meet with principals to identify targeted students, those scoring below benchmark.
2. The CAFÉ program should continue to develop and maintain a sustainability plan that works towards program sustainability after the grant subsidies.

6.C EVALUATION DISSEMINATION

1. Results will be posted on the 21st CCLC CAFÉ Project website: castlecomplexcafe.com.
2. Copy of the evaluation results is explained and provided to the Site Coordinators and binder distributed. Site Coordinators and project director share data with the Principals. Parents will be provided with a brief summary of the evaluation results.
3. Parents will receive the evaluation forms in a flyer form that will highlight both the strengths and recommendations of the program.