

Hawai'i 21CCLC Evaluation Report Template – SY2018-19 Cohort 10+ and Cohort 11

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

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

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	12/15/2019
Grantee Name	Friends Of the Future
Program Director Name	Angela Thomas
Program Director Email	athomas@fofhawaii.org
Evaluator Name	Ann Earles
Evaluator Email	ann.earles12@gmail.com
Year of Grant	5

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Honokaa Inter. & High School	7 - 12
Center 2	Paauiilo Elem. & Inter. School	K - 9
Center 3	Waimea Middle School	6 - 8
Center 4	Waimea Elementary School	PreK - 5
Center 5	Waimea Community Enrichment Summer Program	K - 8
Center 6		
Center 7		
Center 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

Executive Summary

Friends of the Future (FOF), a Hawaii non-profit 501(c) 3 located in Kamuela, Hawaii, submitted this proposal to include four schools in the Honokaa Complex - Waimea Elementary School, Waimea Middle (a public conversion charter school), Paauilo Elementary and Intermediate School, and Honokaa High and Intermediate School, and Honokaa Community Preschool Partners.

The Honoka`a Complex area has a population of about 13,000 individuals as of the 2010 census, of whom 47.5% identify as Native Hawaiian. The 2018-2019 school censuses identified 1962 students attending the Complex schools. All complex schools share low student achievement and a high percentage of families living below the poverty level.

Program evaluation allowed program administrators to determine overall effectiveness in meeting program goals and objectives, to determine the quality programs implemented, and to identify strengths and weaknesses in program implementation and program effectiveness. Program evaluation assisted in the development of recommendations for changes resulting in program improvement. This evaluation was designed to yield honest and accurate information for stakeholders.

Tools used for evaluation include interviews, surveys, observations, attendance logs and feedback from students and family members. Community Learning Center staff members met at least quarterly to discuss satisfaction with program goals and objectives, parents and students were surveyed regarding satisfaction with availability and selection of programs, and behavioral surveys were completed by teachers.

Conclusions

The Honoka`a Complex has used evaluation results to guide them in decisions about their programs to assure that they put their efforts in the most needed and effective places.

They used it to provide stakeholders with information, including number of people served and community impact.

Changes in classroom behavior and/or school attendance data for students who participate in CLC activities 30 days or more were previously collected using teacher surveys distributed at the end of the school year. Those surveys confirmed improvement in class participation, classroom behavior and homework completion.

New programs were developed and implemented each year in response to requests and suggestions from students, families and teachers and to supplement the school-day curriculum – providing enrichment and hands-on experiences to strengthen academic skills. Programs that were well received were continued. Coordinators worked with teachers to recruit struggling students into appropriate programs.

In our original proposal we wanted an “Increase in partnerships with cultural/scientific program providers, and an “ Increase in the number of cultural/scientific programs offered at each site.” Partnerships have been established with scientific program providers, including Canada-France-Hawai’i and Keck Observatories, and local multi-cultural programs (Taiko, Capoeira), musicians, cooks, gardeners and artists participated to further enrich the lives of our students. Culturally significant enrichment and stimulating technological programs were highlighted during the summer as well as the school year. The Summer program partnership with KALO’s 21st CCLC furthered offerings of Hawaiian Culture, Music and Dance and crafts.

Four local restaurants stepped up to provide lunch at a reduced price for the summer program when lunch became unavailable to us through the DOE community Summer Feed cafeteria.

Family Nights, at the end of each semester at WES and WMS, and the end of the summer program were well attended, showcasing the students’ new learning. Summer Pre-K program hosted weekly Parent Participation days where parent-child interaction and learning together were the focus.

Each school endeavored to provide high quality programs that met their unique needs. The Honoka’a Complex program became a well-developed program located in a tight-knit, supportive community. CLC programs ran from summer 2015 and continued to grow through May 2019. The administrative staff remained fairly stable, which was a key factor in program success.

Recommendations:

- Communicate with partners prior to dissolution to assist in sustaining established programs
- Offer suggestions for new programs
- Encourage school staff to support after school programming
- Share resource potential for future funding
- Seek community support through Advisory Council, newspaper and the internet

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 5 or Year 6.).
- 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?

Program Description- Grant year 5 Honokaa Complex

* Friends of the Future (FOF), a Hawaii non-profit 501(c)3 located in Kamuela, Hawaii, submitted this proposal to include four schools in the Honokaa Complex- Waimea Elementary School, Waimea Middle (a public conversion charter school), Paauiilo Elementary and Intermediate School, and Honokaa High and Intermediate School, and Honokaa Community Preschool Partners. Created by a group of individuals from diverse backgrounds in 1991, FOF's desire "to create trust and harmony among the diverse people of Hawaii, through a process where all people contribute their deepest values, create shared visions and improve communities" is now the organization's mission. FOF believes that the partnership with the Honoka'a Complex 21 st Century Community Learning Center not only fits well within their mission, but also allows for the convening of stakeholders to create a shared vision and improve three North Hawaii communities.

* We are reporting on year 5 of our grant. Regarding this report, the year we were awarded the grant (2014), FOF was one of the very first non-profits to be awarded a 21stCCLC grant (there were three that year). As a result, FOF was unable to front a year of funding, so our team had to wait for the first check until programs could start. So, while technically 2018-19 is our fifth year, we have actually been operational for four years.

* The Honoka'a Complex area has a population of about 13,000 individuals as of the 2010 census, of whom 47.5% identify as Native Hawaiian. The 2012-2013 school censuses identified 1721 students attending the Complex schools, but in 2018-19, the count has increased to 1962 students. Complex schools include Waimea Elementary School, Waimea Middle School, Pa'auilo Elementary and Intermediate School, Honoka'a Intermediate and High School. Partner schools include Parker School, Kanu O Ka 'Aina Public Charter School and Kamehameha, Small World and Ka Hale O Na Keiki preschools. Honoka'a and Pa'auilo were largely plantation towns. Generations of residents took on the jobs of their fathers and mothers as had been done before them. With the closing of the plantation in 1993, their way of life and systems of support are gone. The current generation of students is only the second affected by this closure, forcing them to look outside this community for employment. The hotel industry is the largest employer on Hawaii Island, and many graduates envision themselves as employees of one of the hotels on the Kohala Coast often locking themselves

into minimum-wage positions.

Waimea is a community in transition. The rapid increase in development has brought new families into the town and changed the population dynamics in a multitude of ways. Agricultural spaces are being lost as new housing developments encroach upon what used to be farmed acreage. The student population is also changing. In the last ten (15) years, two (2) schools have become charter schools and two (2) new private elementary schools have opened.

Waimea Elementary School (WES) is now the only public school in the community, and competes in a town that offers several educational options, separating those who can afford private tuition from those who cannot. In the past, public school was the only option for most children, which provided built-in community support. There was a high level of parental involvement and the schools were at the “heart” of the town – physically and emotionally. This program will attempt to re-center the school in the community. Because a large percentage of the schools’ students are Native Hawaiians, making culturally relevant connections is important for ensuring participation. A “sense of place” and “malama `aina” (caring for the land) are two (2) very important concepts for Hawaiians. Creating a connection between our CLC offerings, the opportunities for science-based employment on the island, and student interest, will increase our chances for success in recruiting participation and reaching our goal of improving student achievement and readying graduates for advanced study and/or rewarding jobs.

All complex schools share low student achievement and a high percentage of families living below the poverty level. Research has shown a strong correlation between low achievement and poverty, and, coupled with lower educational levels of parents, these factors can negatively influence a child’s trajectory for school success.

Honokaa Complex CLC schools’ data reveals the following information:

Honoka‘a HIS enrollment 611 with 58% Free and reduced lunch

Pa‘auilo EIS enrollment 196 with 54% Free and reduced lunch

Waimea EL enrollment 527 with 72% Free and reduced lunch

Waimea M enrollment 259 with 72% Free and reduced lunch

Often lunch is the student’s main source of nourishment, and some families worry that when school is out during the summer and vacations their children may suffer nutritionally. Our summer programs help alleviate some concerns by providing healthy lunch and snacks.

The Hawaii State Department of Education (HIDOE) expanded a U.S. Department of Agriculture (USDA) free meal program, called the Community Eligibility Provision (CEP), from 30 public schools to a 52 across the state. The CEP program allows a school district, a group of schools or a single school to serve free meals to all students even if they do not qualify for free or reduced-priced lunch as long as at least 40% of the student population meet FRL income requirements. Waimea Elementary and Middle Schools are now part of this program.

* Public, private and home-schooled students in Waimea, Honoka‘a and Pa‘auilo, and the surrounding communities are the clients serviced by this 21 st CCLC grant programming. Prior to our grant, only A+ programs were available on these campuses and those students are the primary targeted audience as they are already on the campus. Our programs provide learning and enrichment opportunities in the afternoons and significantly reduce unsupervised after-school hours, a risk factor for anti-social behavior. Our summer programs offer fun, enrichment classes to the entire Waimea and Honokaa communities. Classes are offered on the campuses of Waimea Elementary School, Waimea Middle Conversion Charter School,

Honoka’a High and Intermediate School, Pa’auilo Elementary and Intermediate School, and preschool sites.

Prior to becoming involved with the 21 st CCLC program, Friends of the Future developed Baby STEPS to Stronger Big Island Families. It was the recipient of the Hawaii P-3 grant for the Honokaa Demonstration site – one of only five awards made statewide. Earl’s Garage is another program established by FOF that has been offering STEM after school experiences for over a decade. Students from all schools in the community attend this program. These programs were instrumental in the shaping of the format for this grant.

In the summer of 2018 a relationship between the CLC and Kanu O Ka ‘Aina New Century PublicCharter School was established. Kanu is a K-12 Hawaiian-focused bi-lingual school located in Waimea. Since Kanu’s after-school programs were Hawaiian-focused combining the two programs provided more diverse classes for both sets of students. Kanu students could take sewing or sign language while the 21stCentury students could take Hawaiian-focused classes.

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.	Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.
2.	Honokaa CLC will offer a range of high quality educational, and developmental services.
3.	Honokaa CLC will serve children and community members with the greatest need for expanded learning opportunities

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
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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.	Students regularly participating in the program will show continuous improvement in achievement	test scores, grades, and/or teacher reports
	Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors	Data Sources: Database, School Principals, site coordinators, teachers
2.	Core educational services: All four schools will offer high-quality services in at least one core academic area relating to STEM, such as reading and literacy, mathematics and science.	Data Sources: Program calendars, site coordinators, teachers
	Enrichment and support activities: All four schools will offer enrichment and support activities such as art, music, technology, and engineering, math or science	
	Community involvement: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	
	Services to parents and other adult community members: All four schools will offer services to parents, senior citizens, and other adult community members.	
3.	High-need communities: All four schools are located in high poverty communities.	Data Sources: school records, program calendars & database

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Honokaa Inter. & High School	0	7 - 12
Paauiilo Elem. & Inter. School	0	K - 9
Waimea Middle School	55	6 - 8
Waimea Elementary School	0	PreK - 5
Waimea Community Enrichment Summer Program	62	K - 8
Subgrantee Total		

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Honokaa Inter. & High School	68	9	7 - 12
Paauilo Elem. & Inter. School	83	16	K - 9
Waimea Middle School	87	1	6 - 8
Waimea Elementary School	208	10	PreK - 5
Waimea Community Enrichment Summer Program	0	0	K - 8

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

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

Center	Summer 2019 Enrollment – Total	Grade Levels
N/A		
Subgrantee Total		

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Honokaa Inter. & High School	68	9	7 - 12
Paauilo Elem. & Inter. School	83	16	K - 9
Waimea Middle School	87	1	6 - 8
Waimea Elementary School	208	10	PreK - 5
Waimea Community Enrichment Summer Program	58	0	K - 8
Subgrantee Total	504	36	

** 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?

21st CCLC programs supplement the school-day curriculum at each site. Coordinators work with teachers to monitor programs and actively recruit students into programs relevant to their unique needs. Students eligible for free or reduced lunch or who receive other governmental financial assistance are permitted to attend programs free of charge. Over the course of the third year the CLC has experienced further growth in the following areas: number of

participating youth, number of participating community members and number of new programs offered. Each school has instituted programs that meet their unique needs, mindful of their ability to deliver high quality programming, while fitting within the requirements for this grant. Programs beginning with early childhood/school readiness activities reaching all the way to adult offerings have been implemented, with increased attention paid to family events. After school activities are in place at each school. Working with four (4) sessions coinciding with four (4) quarters of the school year, each session was seven (7) weeks long. Offerings are different at each site during the 10 hours per site per week. The increase in high school attendees deserves special mention. The newly elected Hawaii County mayor was not willing to extend the significant discount on county transportation to the CLC as did the last mayor therefore the CLC was unable to provide bus service to students to the same extent as last year. Program flyers are sent home through all community participating schools' newsletters and weekly envelopes, public and private.

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	
	#	%	#	%	#	%	#	%	#	%
Honokaa Inter. & High School	34	50.00%	12	18.00%	7	11.00%	57	84.00%	11	17.00%
Paauilo Elem. & Inter. School	40	49.00%	10	13.00%	2	3.00%	30	37.00%	53	64.00%
Waimea Middle School	29	34.00%	10	12.00%	7	9.00%	34	40.00%	53	61.00%
Waimea Elementary School	100	49.00%	15	8.00%	15	8.00%	93	45.00%	115	56.00%
Waimea Community Enrichment Summer Program	23	40.00%	5	9.00%	1	2.00%	31	54.00%	27	47.00%
Subgrantee Total	226		52		32		245		259	

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 +
Honokaa Inter. & High School	0	0.00%	32	48.00%	21	31.00%	0	0.00%	4	6.00%	8	12.00%	3	5.00%
Paauilo Elem. & Inter. School	0	0.00%	6	8.00%	17	21.00%	0	0.00%	14	17.00%	17	21.00%	29	35.00%
Waimea Middle School	1	2.00%	11	13.00%	33	38.00%	0	0.00%	17	20.00%	11	13.00%	14	17.00%
Waimea Elementary School	0	0.00%	29	14.00%	65	32.00%	0	0.00%	37	18.00%	17	9.00%	60	29.00%

Waimea Community Enrichment Summer Program	0	0.00%	3	6.00%	26	45.00%	0	0.00%	14	25.00%	5	9.00%	10	18.00%
Subgrantee Total	1		81		162		0		86		58		116	

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 2018.

2018 was the first year of partnering with the KALO 21st century grant to provide a summer program. Much like the after school classes that were being offered we focused on STEM enrichment. Students were able to make class selections so that they could take 4 different classes a day that they were interested in. Over the 6 weeks the program offered such as:

- Art
- American Sign Language
- Art/Ecology
- Basic Ukulele
- Coding
- Cooking
- Creative Beading
- Dessert Decorating
- Earth Science Explorations in Science
- French Culture
- Fun W/ Math Fact Fluency
- Hands On Science
- Hawaiian Culture
- Home Science
- Invasive Species
- Japanese Culture J
- Keiki Kanikapila
- Lei Making
- Na Keiki O Hawaii Nei
- Needle Craft
- Pāheona mau
- Paper Crafts
- PE
- Photography
- Sewing
- Scrapbooking
- Snack Making Class
- Spanish Culture
- Stamping
- Taiko
- The World of Dinosaurs

Describe activities offered during school year 2018-19.

Friends Of the Future 21st CCLC program strives to provide meaningful enrichment classes with a STEM focus. Our coordinators work with the schools and community to find things that are not being offered normally to give the students the opportunities to try something different. In the school year each site offered different types of enrichment classes. Paaulo School offered Arts & Crafts, Lego Technology, Homework Help, Sewing, Woodshop, Music, Dance, Basketball, Cooking and Gardening. Honokaa School offered Astronomy, Weight training, and Line Dancing. Waimea Elementary offered Cooking, Dance, Art, Music, Science, Photography, Coding, Gardening and Dinosaur Science. Waimea Middle School offered Coding, Art, Music, Science, Photography, Gardening, Broadcasting and Movement classes.

Describe activities offered during summer 2019.

2019 was the second year of partnering with the KALO 21st century grant to provide a summer program. Much like the after school classes that were being offered we focused on STEM enrichment. Students were able to make class selections so that they could take 4 different classes a day that they were interested in. Over the 6 weeks the program offered 50 unduplicated classes. Classes offered where:

Art

American Sign Language

Art & Crafts

Art/Ecology

Ballet

Basic Art

Basic Ukulele

Coding

Construction Math

Cooking

Creative Beading

Dessert Decorating

Earth Science

Explorations in Science

French Culture

Fun W/ Math

Fact Fluency

Graphic Art

Hands On Science

Hawaiian Culture

Home Science

Invasive Species

Isaac Newton Says GO!

Japanese Language & Culture

Keiki Kanikapila

Learn to Sew

Lei Making

Math Games

Math Skills
Na Keiki O Hawaii Nei
Needle Craft
Ocean Science
On Stage!
Pāheona mau
Paper Crafts
PE
Photography
Recycled Art & Origami
Sewing
Science of Health & Style
Scrapbooking
Snack Making Class
Spanish Culture
Stamping
Taiko
The World of Dinosaurs
Waimea Middle School Bridge Class (6 grade only)

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)?

iPads, garden equipment, art supplies, drums, other general disposable items, reading materials

3.E.2 Resources

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

Grant funds:

Though we didn't receive the funding directly, partnering with Kamehameha Schools to merge our playgroups and the KALO 21stCCLC program for the summer program garnered additional program time for our participants.

Physical Facilities:

WMS has allowed us to use a portable classroom for our office and playgroup space, and KALO has allowed us to use their classrooms for the joint summer program.

In-Kind personnel:

KALO's maintenance team provided all the cleaning and set-up for the summer program and WMS also provides cleaning and maintenance for our office space.

Community partnerships:

Our partners are delineated in other sections of this report but include Kamehameha Schools, the KALO 21stCCLC, our teachers, our business partners, local restaurants and merchants and others.

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.

Staffing continues to be modified as the program evolves. The stable, cohesive group remains a key factor in program success. More programs were developed and the strategies for implementation functioned well. Coordinators work with teachers to monitor programs and actively recruit students into programs relevant to their unique needs. The Honoka'a Complex staff currently consists of a Program Director, an Assistant Program Director and two (2) additional Site Coordinators. The Assistant Program Director also serves as the coordinator for two (2) sites. The Site Coordinators and Assistant Program Director are on site daily, and the Principals, Vice-Principals and Program Director are available for questions and problems. All teachers and community experts selected for the after school activities have a background in their respective subject areas as well as experience with the age group involved. Since staff members are employees of Friends of the Future they are not restricted as are DOE employees. Coordinator hours vary according to program size, and range from 10-20 hours per week. The utilization of community experts has improved the staff to student ratio, offering better opportunities to form mentorships.

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

Center	Administrators		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
Honokaa Inter. & High School	1				1						1		1		1			
Paauiilo Elem. & Inter. School	1										1		3		3			
Waimea Middle School	2				2						1		1		4			
Waimea Elementary School	2				3						3		1		4			
Waimea Community Enrichment Summer	2				1		1		1		3		3		1			

Program																		
Subgrantee Total	8	0	0	0	7	0	1	0	1	0	9	0	9	0	13	0	0	0

Exhibit 10. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Honokaa Inter. & High School	10		5			6	4	4	
Paauiilo Elem. & Inter. School	10		5			6	5	5	
Waimea Middle School	10		5			5	5	5	
Waimea Elementary School	30		5			5	5	5	
Waimea Community Enrichment Summer Program	40		30	40	40	40	40	20	
Subgrantee Total	100	0	50	40	40	62	59	39	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

Contribution Type	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	0
Raise funds	0	0
Provide programming/activity related services	0	1
Provide goods	0	4
Provide volunteer staffing	0	0
Provide Paid Staffing	0	0
Other	0	0
Subgrantee Total	1	5

Partnership Description

Provide a brief description of successes with partnerships.

When we originally wrote this grant, every private school in the community signed on as a partner. They continue to support us by either distributing our registration forms, posting them, or including them in their emails to parents. While we don't have many students attending after-school classes from these schools, we have quite a number in our summer programs.

Our big increase in partnerships is in our teaching staff. We seem to be transitioning away from DOE teachers in our after-school programs to more community experts who hear about our program and offer their services, or are approached by our staff to offer a class requested by our students. Examples of these include sewing, welding, wood working, Taiko drumming, guitar, ukulele, and Capoeira.

Last summer, we gained a number of business partners when we were faced with providing lunches to 180 summer program attendees. Four local restaurants offered a discounted lunch cost to us for the six-week program.

As part of their partnership, in this reporting period, WMS allowed us to use a portable for office and classroom space.

Provide a brief description of challenges with partnerships.

Our biggest challenge has always been with our elementary school principal. Each year, he puts up new barriers for us: For the summer of 2018, his cafeteria refused to package Summer Feed lunches for our program, forcing us to look to outside vendors for support. In the 2018-19 school year, he opted not to be part of our proposed extension application – claiming that he couldn't see the value of our classes, specifically pointing out our K-2 Dinosaur Class.

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.

Families of our children in Pre-K interact year round, up to 5 days a week, during our play and learn group.

Family nights are presented three times a year. These programs involve showcasing accomplishments from the summer and afterschool programs. 60 or more adults attend family nights with their children.

A mother-daughter sewing class is well attended and enjoyed as well as a popular line dancing class for adults/child 2 days a week.

Information on programs are advertised through school websites, flyers sent home through weekly school envelopes both at our public sites and the community private schools.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

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

Tools used for evaluation data collection included casual interviews, parent and student surveys, observations, attendance logs, program listings, and informal feedback from students, family members and the community. Community Learning Center staff members meet quarterly regarding satisfaction with program goals and objectives, parents and students were surveyed regarding satisfaction with availability and selection programs, teacher surveys were distributed, and casual interviews with community members were conducted to assess community awareness and impact. External evaluation provided information to planners regarding overall effectiveness in meeting program goals and objectives. Evaluation reports assisted in determining the quality of activities implemented, and identifying the strengths and weaknesses in program implementation and program effectiveness. The Honoka`a Complex used evaluation results to guide them in decisions about their programs to assure that they were putting their efforts in the most needed and effective places and to provide stakeholders with information, including number of people served and community impact.

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?

What implementation questions are being answered?

Has the program been implemented as planned in the grant application? If no, what changes were made, and why?

	<p>What challenges have been faced in implementing the program, and how are those challenges being addressed?</p> <p>Are program activities interesting and valuable to students, teachers, administrators, and community partners?</p>
<p>What data collection methods are being used (e.g. interviews, observations)?</p>	<p>Student surveys are done each quarter and Parent surveys are done each semester and at the end of the summer. Attendance is also an indicator of satisfaction as students would not attend classes if they are not interested/engaged.</p>
<p>What is the timing of data collection?</p>	<p>Student surveys are done each quarter and Parent surveys are done each semester and at the end of the summer. Attendance is also an indicator of satisfaction and attendance is collected daily</p>

- Has the program been implemented as planned in the grant application? If no, what changes were made, and why?

The best answer would be “mostly.” We have tried to maintain the integrity of our plan, but the bridge programs at Honokaa High and Intermediate never met the minimum enrollments. We also had planned stand-alone summer programs, but merged with the KALO 21st CCLC for summer 2018, when we realized we were competing for the same children. The combined program is richer and deeper than we could have done alone.

- What challenges have been faced in implementing the program, and how are those challenges being addressed?

The cost of transportation is prohibitive and a bus was required to transport HHIS students back to Waimea. When we lost the County partnership, we were no longer able to provide a bus and a staff member drove students needing a ride back to town. Our enrollment there now consists primarily of Honokaa residents and those who have access to cars. The principal at Waimea Elementary has been a challenge leading to our moving the summer program to the Kanu o ka Aina campus.

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

Yes, the program conducts student surveys after each quarter. The purpose is to ensure that students are satisfied with their classes and allows them to make suggestions for new classes that they might be interested in. Teachers also make suggestions for new or improved classes, and community members have offered to teach a class for us in the area of their expertise. In terms of value, the program’s goal is to offer enrichment classes in hands-on and interactive ways, so children learn while they are having fun. Evidence of student learning is visible as visits are paid to on-going classes and growth in subject matter is observed.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

<p>Sample Outcomes Questions:</p> <ul style="list-style-type: none"> ● 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?
--

<p>What outcomes questions are being answered?</p>	<p>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? Have there been any negative affects from program participation?</p>
<p>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</p>	<p>Tools used include interviews, surveys, observations, grades, attendance logs and feedback from students, teachers and family members</p>
<p>What is the timing of data collection?</p>	<p>Community Learning Center staff members are surveyed regarding satisfaction with program goals and objectives; parents and students are surveyed regarding satisfaction with availability and selection programs; teachers complete behavioral reports; grades are reviewed at the end of each semester and standardized test scores are reviewed at the end of the school year. Interviews with key community members are conducted to assess community awareness and impact.</p>

In the past, public school was the only option for most children in the Honoka`a Complex. As such, there was built-in community support. There was more parental involvement and the schools were at the “heart” of the town – physically and emotionally. This grant application attempted to re-center the school in the community.

An unexpected spinoff of the CLC has been a rallying of the community. In addition to the overwhelming influx of expert “teachers” from the community, when a conflict about box lunches arose for summer, with cafeteria services at Waimea Elementary School, Underground Pizza, Earl’s, KTA Deli and Gorilla Grindz all stepped up and provided lunch for the students at a reduced price. Since that incident, these vendors have become more visible in the community, providing lunches for other private and charter schools during the school year.

Each school is taking on the responsibility of finding funding for programs they wish to continue. Pa`auilo School, the school most positively impacted by the CLC, has a grant-writer who is exploring resources to sustain their programs, and Waimea Middle School is receiving some support from the Neilen Foundation. WES started their own after school program in Fall of 2019, and ran their own Pre-K transition program in Summer 2019. Honokaa High and Intermediate is looking into their Gear Up funding to continue the astronomy and engineering classes as well as the culinary and farm programs.

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.

The Honokaa Complex program has evolved over the years based on meaningful feedback from students, parents and especially program staff. Classes and concepts that didn't work were modified or ended as more relevant and popular ideas were tried.

A perfect example of this evolution can be found in our summer program. The first year, 2016, we offered an academic morning and an enrichment afternoon to about 60 students at WES from 8 – 2:30, for a period of three weeks. The students were grouped chronologically and we utilized an “ocean” theme. All the morning classes – math, language arts and science were based on that theme and the afternoon classes – art, hula and hands-on science used that theme as well.

The second year we embedded academics in our enrichment classes, combined WES and WMS, extended our hours to 8 – 4, and introduced multi-age groupings and child choice for class selections. Our program was four weeks long and we enrolled about 80 children.

In 2018, we partnered with the KALO 21st CCLC program, kept the multi-age groupings, child class selections and the extended hours, moved to the KALO campus, and enrolled about 180 students over the two three-week sessions.

This same responsiveness has occurred at each site – adapting offerings to better meet the interests of students. In terms of administration, while the site coordinators positions have been modified over the years– combining the coordination of two sites – the team has met at least quarterly to consider planning and program modifications based on feedback from participants and families.

While a five-year grant seemed like such a long time at the beginning, it has taken time to perform at a higher level as planning ideas do not always work the way you imagined, and program success is sometimes the result of trial and error. We think we have a strong program now, and our grant is about to come to a close.

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 1.1: 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)
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Honokaa Inter. & High School	No	No	Yes	
Paauiilo Elem. & Inter. School	Yes	Yes	Yes	
Waimea Middle School	No	No	Yes	
Waimea Elementary School	No	No	Yes	
Waimea Community Enrichment Summer Program	Yes	Yes	Yes	

Core Educational Services Discussion

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

- At Honokaa High, our Astronomy class has been well-attended for all four years of this grant. The students are supported by the two observatories in Waimea and have been invited to their headquarters for speakers and tours as well as participating in field trips to their Mauna Kea telescopes.
- At Paauiilo, we provide homework help in these areas and there is good and consistent attendance while students show improvement in completing their homework. Previously, some students were not doing their homework because there was no one at home to help them.
- At Waimea elementary we offered a science class. The teacher was connected to a national mosquito study at Berkeley and the students participated by submitting photos of mosquitoes, documented their species, and where they were found. Many of the photos appeared on the study's website.
- All three of these core academic areas were offered at the combined summer program disguised as enrichment programs. From a Dr. Seuss class for younger children, to coding for middle schoolers, to cooking with math, academic skills were taught, reviewed and/or mastered in these classes.

Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities

Objective 1.2: 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)
Honokaa Inter. & High School	Yes	Yes	No	No	No	
Paauiilo Elem. & Inter. School	Yes	Yes	No	No	Yes	
Waimea Middle School	Yes	Yes	No	No	No	
Waimea Elementary School	Yes	Yes	No	No	No	

Waimea Community Enrichment Summer Program	Yes	Yes	No	No	No	
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Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement

Objective 1.3: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

Center	Number of community partnerships	Description of community partners and their services .
Honokaa Inter. & High School	3	Canada France Hawaii Observatories Keck Observatories Hawaii CON
Paauiilo Elem. & Inter. School	3	Three Strands Wood Crawford’s Creations Earl’s Garage
Waimea Middle School	2	Bob Texeira Mario Hill
Waimea Elementary School	3	Mario Hill Kamehameha Schools playgroup Family Support Services - Early Head Start
Waimea Community Enrichment Summer Program	7	KALO 21st CCLC program Underground Pizza Earl’s Lunch Wagon KTA Deli Gorilla Grindz Miss Sharon’s Ballet Big Island Produce

Community Involvement Discussion

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

Our community is very supportive of children as evidenced by our outreach to the restaurants when we needed summer lunches. Our original partnerships remain strong and we have added a number of others along the way.

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

I don’t believe we have encountered many problems outside the schools we have been working with, and I have already mentioned the challenges we have faced with the principal at WES.

Enter total number of family members of students who participated in activities sponsored by 21stCCLC funds. (e.g. parents, guardians, grandparents, aunts, uncles, siblings)

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.
Honokaa Inter. & High School	85	Open House, Adult/Child Classes, Family Nights
Paauiilo Elem. & Inter. School	67	Open House, Adult/Child Classes, Family Nights
Waimea Middle School	46	Open House, Adult/Child Classes, Family Nights
Waimea Elementary School	152	Open House, Adult/Child Classes, Family Nights
Waimea Community Enrichment Summer Program	120	Family Celebration, Adult/Child Classes

Parent/Family Services Discussion

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

We have held parent nights at Waimea Elementary and Middle Schools each semester over the course of the grant, which include class performances, displays of children’s work and learning and a light dinner. Our attendance has grown over the years and parents are willing to contribute a side dish for the potluck meal.

During the summer, as part of our Pre-K transition classes we provide a parent morning where parenting and school readiness tips are shared and an interactive activity is available.

In partnership with Kamehameha Schools, we provide a playgroup five days per week. In the past we only offered two days and their program offered three, so combining funding and equipment, and using our staff and space, we can offer a full week of programming.

For the last two years, we have offered a Line Dancing class at Honokaa High that is available to all families and students in our complex. That class has maintained good enrollment and popularity.

One success is that we extended our summer school day to 8 – 4 pm. The later dismissal time allows families to pick up their children without having to make plans for after school care, or leaving a child unsupervised at home. Our evaluations mention their gratitude for this accommodation.

Word of mouth has been our best marketing tool. Satisfied parents help spread the word to friends who have children helping us with recruitment for new programs.

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

We have tried to offer parent-student classes in the past and have not been successful. Our line dancing has been the most consistently attended and requested. Parents in our complex usually work quite a distance from home and once they get home, they usually prefer to remain there as there are other family members to attend to.

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

Objective 1.5: Centers will offer services at least 12 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.		
Center	Average number of hours per week services offered during the school year	Average number of hours per week services offered during summer and holidays
Honokaa Inter. & High School	12	
Paauilo Elem. & Inter. School	12	
Waimea Middle School	12	
Waimea Elementary School	12	20
Waimea Community Enrichment Summer Program		42

[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 21 st 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	
Honokaa Inter. & High	1	7.00%	1	13.00%

School				
Paauilo Elem. & Inter. School	2	20.00%	1	50.00%
Waimea Middle School	0	0.00%	0	0.00%
Waimea Elementary School	2	10.00%	0	0.00%
Waimea Community Enrichment Summer Program	0		0	

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

Objective 3.1: Participants in 21 st 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	
N/A				

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

Objective 3.2: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math.				
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	
Honokaa Inter. & High School	1	7.00%	1	100.00%
Paauilo Elem. & Inter. School	0	0.00%	0	0.00%
Waimea Middle School	0	0.00%	0	0.00%
Waimea Elementary School	2	67.00%	0	0.00%
Waimea Community Enrichment Summer Program	0	0	0	0

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

Objective 3.2 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math.				
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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	
N/A				

KPI Objective 3 Discussion

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

Sample size is too small to comment

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
 - Not met
 - Progress
 - No progress
 - Unable to measure

Copy objectives and measures from the table in section [3.B.2](#) into Exhibit 19 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.

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 2018-19 was 9% compared to 15% in 2017-18</i>	<i>Met or Not Met</i>
1.1 Students regularly participating in the program will show continuous improvement in achievement	test scores, grades, and/or teacher reports	Bases on Teacher Surveys all regularly attending students continued to show improvement	Met

<p>1.2 Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors</p>	<p>Data Sources: Database, School Principals, site coordinators, teachers</p>	<p>Students participating in program continued to show good behavior and school attendance</p>	<p>Met</p>
<p>2.1 Core educational services: All four schools will offer high-quality services in at least one core academic area relating to STEM, such as reading and literacy, mathematics and science.</p>	<p>Data Sources: Program calendars, site coordinators, teachers</p>	<p>All 4 school sites offered at least 2 classes relating to STEM, mathematics and science. 1 site offered direct help to students in reading and literacy</p>	<p>Met</p>
<p>2.2 Enrichment and support activities: All four schools will offer enrichment and support activities such as art, music, technology, and engineering, math or science</p>	<p>Data Sources: Program calendars, site coordinators, teachers</p>	<p>All 4 sites offered multiple classes that are classified as enrichment with a STEM focus.</p>	<p>Met</p>
<p>2.3 Community involvement: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.</p>		<p>Community restaurants that partnered with us over the summer have been asked by other schools to provide lunches for their students during the school year, and are willing to return for the next summer.</p>	<p>Met</p>

<p>2.4 Services to parents and other adult community members: All four schools will offer services to parents, senior citizens, and other adult community members.</p>	<p>Data Sources: Program calendars, site coordinators, teachers</p>	<p>All four sites offer evening adult/child classes. Waimea offers a play and learn group for parent/child/caregiver that has doubled in size from 17-18 to 18-19</p>	<p>Met</p>
<p>3.1 High-need communities: All four schools are located in high poverty communities.</p>	<p>Data Sources: school records, program calendars & database</p>	<p>Schools have remained the same through the grant and continue to be a part of high poverty communities</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.

The program objectives have not changed since the beginning of this grant, however the delivery methods have been modified based on evaluative input. Student achievement and improvement have remained our goals, and our offerings have prioritized culture and STEM focused classes.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

The playgroup partnership is one of our greatest successes. The partnering of two parallel programs, sharing resources and supporting one staff member to meet both program goals has been very successful - not only to the programs, but more importantly to the children and families it serves. The program used to serve two different target audiences, and now they come together which allows both programs more cultural and socio-economic diversity.

The combination of our two 21stCCLC summer programs has provided much broader and deeper programming allowing regular DOE students to enroll in more Hawaiian focused classes, while allowing Hawaiian focused students an opportunity to make class selections outside their normal school priorities.

Hiring a staff person to conduct a daily weight lifting class has provided a venue for non-academic students to participate in where their “macho”, “cool” images can remain intact while learning basic anatomy of muscles and building strength. It has sometimes been hard to fill classes at the high school, but this one has maintained a consistent enrollment.

4.C.2 Best Practices

Our playgroup uses Developmentally Appropriate Practice as our basic philosophy. This means that children are presented with activities appropriate to their developmental levels, are allowed to choose the activities they are interested in, and have support from parents and the teacher only as needed.

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.]*

Anonymous Parent Feedback:

“Thank you for giving my child a chance to participate in new and exciting experiences! My child always comes home grinning ear to ear and can't wait to tell us all about what she learned that day.”

“It’s so wonderful to have an opportunity from kids of all backgrounds to come together for the summer and try new things. Having breakfast and lunch for the keiki makes for a less-stressful parent experience. My daughter has thoroughly enjoyed her summer and though excited for Hoike and water day, I think she sad it's nearly over. Mahalo for all your efforts and energy to put this together, we've been so happy.”

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.

The team will be tracking potential partners and funding sources to maintain and supplement the program. Sustainability efforts will begin in year 1 - looking at ways to continue and expand the CLC's work and presence in the communities, a task for the advisory council.

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.

Each school is taking on the responsibility of sustaining the programs they wish to continue. Pa`auilo School, the school most positively impacted by the CLC, has a grant-writer who is exploring resources to sustain their programs, and Waimea Middle School is receiving some support from the Neilen Foundation. WES started their own after school program in Fall of 2019, and ran their own Pre-K transition program in Summer 2019. Honokaa High and

Intermediate is looking into their Gear Up funding to continue the astronomy and engineering classes as well as the culinary and farm programs.

6. Conclusions and Recommendations

6.A CONCLUSIONS

The Honoka`a Complex has used evaluation results to guide them in decisions about their programs to assure that they put their efforts in the most needed and effective places. They used it to provide stakeholders with information, including number of people served and community impact.

Changes in classroom behavior and/or school attendance data for students who participate in CLC activities 30 days or more were previously collected using teacher surveys distributed at the end of the school year. Those surveys confirmed improvement in class participation, classroom behavior and homework completion.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

New programs were developed and implemented each year in response to requests and suggestions from students, families and teachers and to supplement the school-day curriculum – providing enrichment and hands-on experiences to strengthen academic skills. Programs that were well received were continued. Coordinators worked with teachers to recruit struggling students into appropriate programs.

In our original proposal we wanted an “Increase in partnerships with cultural/scientific program providers, and an “Increase in the number of cultural/scientific programs offered at each site.” Partnerships have been established with scientific program providers, including Canada-France-Hawai’i and Keck Observatories, and local multi-cultural programs (Taiko, Capoeira), musicians, cooks, gardeners and artists participated to further enrich the lives of our students. Culturally significant enrichment and stimulating technological programs were highlighted during the summer as well as the school year. The Summer program partnership with KALO’s 21st CCLC furthered offerings of Hawaiian Culture, Music and Dance and crafts.

Four local restaurants stepped up to provide lunch at a reduced price for the summer program when lunch became unavailable to us through the DOE community Summer Feed cafeteria.

Family Nights, at the end of each semester at WES and WMS, and the end of the summer program were well attended, showcasing the students’ new learning. Summer Pre-K program

hosted weekly Parent Participation days where parent-child interaction and learning together were the focus.

Each school endeavored to provide high quality programs that met their unique needs. The Honoka'a Complex program became a well-developed program located in a tight-knit, supportive community. CLC programs ran from summer 2015 and continued to grow through May 2019. The administrative staff remained fairly stable, which was a key factor in program success.

6.C EVALUATION DISSEMINATION

Recommendations:

- Communicate with partners prior to dissolution to assist in sustaining established programs
- Offer suggestions for new programs
- Encourage school staff to support after school programming
- Share resource potential for future funding
- Seek community support through Advisory Council, newspaper and the internet