

**Science, Technology, Engineering,
Art, and Math (S.T.E.A.M.)**

**Hawai'i 21st CCLC Evaluation Report
Kahuku Complex**

**Charl Tailele, Project Director
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2018-2019

Hawai'i 21st CCLC Evaluation Report – Kahuku 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 Results	☒
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	Kahuku Complex
Program Director Name	Charl Taillele
Program Director Email	ctaillele@ckcomplex.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	Hau'ula Elementary School	Grades K-6
Center 3	Ka'a'awa Elementary School	Grades K-6
Center 4	Kahuku Elementary School	Grades K-6
Center 6	Kahuku High and Intermediate School	Grades 7-12

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 Kahuku Complex 21st Century Community Learning Centers S.T.E.A.M (Science, Technology, Engineering, Art and Math) Project was implemented at its four centers and was evaluated for the 2018-2019 school year. Kahuku Complex's four centers include Hau'ula Elementary, Ka`a`awa Elementary, Kahuku Elementary and Kahuku High and Intermediate School conducted after school programs.

Reportedly 40% or more of the Kahuku Complex students are on free or reduced lunch and are struggling with a Strive HI score of 275 or less. The four Kahuku Complex schools serve a student population of 2,400 from grades K-12 who live in Ko`olauloa, a sparsely populated area with serious student concerns. The S.T.E.A.M. Project was designed to address 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. Kahuku

The Kahuku 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, most of the Kahuku afterschool sites implemented a standardized reading and math assessment. This was used to determine learning achievement gains as well as determine the impact of the Kahuku afterschool program on learning progress and achievement. Hawaii's Standardized Based Assessment (SBA) was also utilized to provide annual performance data in the evaluation in order to fulfill the requirements of the original grant application. Program impact was also measured by utilizing a 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 and Site Coordinators throughout the school year.

Evaluation Results

Based on the objectives outlined in the Kahuku Complex 21st Century Grant: Reading assessment results showed 77% of students increased their reading scores, surpassing the APR Objective of 40%.

Math Achievement: Math assessment results showed 74% of students increased their math scores, surpassing the APR Objective of 40%.

Academic Achievement: 96% of regular students improved in academic performance. Based on the teacher surveys received; 4% showed no improvement, 35% showed a slight improvement, 43% showed a moderate improvement and 18% showed significant improvement. 100% of centers offered high quality services in at least one core academic area and improved student achievement.

Conclusions

The Kahuku Afterschool 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 Kahuku Afterschool Project served a total of 844 students in grades K-12, of which 331 were reportable students (attended 30+ days).

Recommendations

1. Plan/Develop/Implement a Family/Parent Involvement Program at the high school level that provides for sustained, ongoing parent involvement, continuous learning and sustained attendance/participation by parents and family throughout the semester/year.
2. 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 Kahuku Complex 21st CCLC S.T.E.A.M. Project combines 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, and 3) family learning activities to develop parent understanding of the Kahuku Complex 21st CCLC S.T.E.A.M. Project program and curriculum to support their child’s learning. The Kahuku Complex was in the fourth year of implementation of the grant when this evaluation was conducted.

The Kahuku Complex 21st CCLC S.T.E.A.M. Project was implemented at four DOE schools of the Kahuku Complex 21st CCLC S.T.E.A.M. Project located on the windward side of Oahu: Hau’ula, Ka`a`awa, Kahuku Elementary and Kahuku High and Intermediate. The Kahuku Complex 21st CCLC S.T.E.A.M. Project was designed to address the educationally disadvantaged students characterized by: 1) academic risks in reading, math and science, 2) lack of early childhood education of preschool and 3) high absenteeism, drop out, and health concerns. Reportedly 61.7% or more of the Kahuku Complex students are on free or reduced lunch. Schools were also struggling with a Strive HI score of 275 or less. Additionally, 30% of families were classified as “at risk”, having only one parent. The poverty level in the Kahuku Complex is 22.7% with a per capita income 26.8% less than the Hawaii average and 23.4% less than the National average. Schools also had a large special education population, recorded two times the state average of 10%. “Chronic absenteeism” was particularly noted for Hau’ula, Kahuku Elementary and Ka`a`awa Elementary.

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>	Course Marks
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, dance, music, S.T.E.A.M., physical fitness, remediation, tutorial, college and career readiness opportunities, and place-based learning.	Documentation of Services, Program Summary
	2.2 100% of the centers will offer services at 12-15 hours per week on average.	Documentation of Services, Program Summary
3.	3.1 75% of centers in the complex will offer services to parents, senior citizens, and other adult community members.	Documentation of Services
4.	4.1 40% of each center’s regular students will increase their math and reading scores from fall to spring.	Pre- and post-standardized assessment
	4.2 50% of each center’s regular students will show improvement in academic behaviors such as school attendance, classroom performance, and homework completion as shown in the 21st CCLC teacher survey.	21st Century CCLC Teacher Survey
5.	5.1 100% 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
6.	6.1 100% of centers are located in high-poverty communities.	Title One Eligibility Table for Hawaii DOE Schools

3.C. Participants Involved in the Program

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2018

Center	Summer Enrollment -Total	Grade Levels
Hau'ula Elementary School	53	Grades K-5
Ka'a'awa Elementary School	49	Grades 1-6
Kahuku Elementary School	120	Grades K-5
Kahuku High and Intermediate School	153	Grades 7-12
Subgrantee Total	375	Grades K-12

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

Center	2018-19 Enrollment – Total	2018-19 Enrollment – Regular*	Grade Levels
Hau'ula Elementary School	193	104	Grades K-6
Ka'a'awa Elementary School	62	2	Grades K-6
Kahuku Elementary School	185	107	Grades K-6
Kahuku High and Intermediate School	204	118	Grades 7-12
Subgrantee Total	644	331	Grades K-12

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

Exhibit 5: Removed by Community Engagement Branch, State of Hawaii

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

Center	2018-19 Enrollment – Total	2018-19 Enrollment – Regular*	Grade Levels
Hau'ula Elementary School	214	104	Grades K-6
Ka'a'awa Elementary School	89	2	Grades K-6
Kahuku Elementary School	248	107	Grades K-6
Kahuku High and Intermediate School	293	118	Grades 7-12
Subgrantee Total	844	331	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 Kahuku Afterschool Project served a total of 844 students in grades K-12 beginning in June, 2018 and ending in May, 2019, of which 331 students were regular attendees (attended 30+ days). The number of attendees decreased as compared to the previous year. This may be attributed to difficulty hiring or maintaining staff at specified sites or decreases in school enrollment numbers.

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	
Hau'ula Elementary School	141	66%	28	14%	5	3%	107	50%	107	50%
Ka'a'awa Elementary School	40	45%	15	17%	1	2%	44	50%	45	51%
Kahuku Elementary School	157	64%	18	8%	14	6%	108	44%	140	56%
Kahuku High and Intermediate School	129	45%	23	8%	0	0%	122	42%	171	58%
Subgrantee Total	467	56%	84	10%	20	3%	381	45%	463	55%

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+
Hau'ula Elementary School	1	1%	3	2%	123	58%	0	0%	29	14%	13	7%	45	22%
Ka'a'awa Elementary School	0	0%	1	2%	25	29%	0	0%	26	30%	13	15%	24	27%
Kahuku Elementary School	1	1%	24	10%	105	43%	0	0%	38	16%	5	3%	75	31%
Kahuku High and Intermediate School	3	2%	15	6%	133	46%	0	0%	16	6%	64	22%	62	22%
Subgrantee Total	5	>1%	43	5%	386	46%	0	0%	109	13%	95	12%	206	25%

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, 2018.

All Kahuku 21st Century Learning Centers offered programs to enhance core curriculum (literacy and math). Enrichment activities offered at sites included physical activity, gardening, and Hawaiian Culture. At Kahuku High and Intermediate, students participated in a 7th grade transition program to help acclimate 6th graders to programs at the Intermediate and High School.

Describe activities offered during school year 2018-19.

All Kahuku 21st Century Learning Centers offered programs to enhance core curriculum (science, literacy, and math). Enrichment activities offered at sites included health, fitness, technology, and language development. Students participated in classes that included Hawaiian Language, ukulele, and coding.

Describe activities offered during summer 2019.

In the Summer of 2019, Kahuku 21st Century Learning Centers offered programs at 3 out of the 4 sites. These sites included Hauula Elementary, Kaaawa Elementary and Kahuku Elementary. Academic programs were offered to enhance core curriculum (literacy and math). Enrichment activities focused on physical fitness, health, and Hawaiian culture.

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)?

The following scientifically based curricula was implemented in the Kahuku 21st CCLC program:

I-Ready: A program that was built to address Common-Core State Standards, the I-Ready combines a valid and reliable growth measure and individualized instruction.

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 Kahuku Complex's 4 DOE Schools: Hauula Elementary School, Kaaawa Elementary School, Kahuku Elementary School, Kahuku High and Intermediate 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 HDOE 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.

Site Coordinator: Creates a welcoming environment for families that helps to support their child's learning, ensures that the program has a posted schedule 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 Ensure all required documentation for monitoring is complete, available, and up to date as reflected in the 21st CCLC sub-grantee handbook.

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 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 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
Hau'ula Elementary School	1	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	0	0
Ka'a'awa Elementary School	1	0	0	0	0	0	0	0	0	0	4	0	0	0	1	0	0	0
Kahuku Elementary School	1	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0
Kahuku High and Intermediate School	1	0	0	0	0	0	0	0	0	0	9	0	0	0	0	0	6	0
Subgrantee Total	4	0	0	0	0	0	0	0	0	0	31	0	0	0	1	0	6	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
Hau'ula Elementary School	15	0	0	0	0	10	0	0	0
Ka'a'awa Elementary School	2.5	0	0	0	0	2.5	0	2.5	0
Kahuku Elementary School	15	0	0	0	0	10	0	0	0
Kahuku High and Intermediate School	10	0	0	0	0	10	10	0	10
Subgrantee Total	42.5	0	0	0	0	32.5	10	2.5	10

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	0	0
Raise funds	0	0
Provide programming/activity related services (Turtle Bay, Kokua Hawaii (Aina), Public Library, Kualoa Ranch)	0	5
Provide goods	0	0
Provide volunteer staffing	0	0
Provide Paid Staffing (Alu Like)	0	1
Other (D.O.E., Title One)	0	2
Subgrantee Total	0	8

Partnership Description

Provide a brief description of successes with partnerships.

Kualoa Ranch offered a wide variety of outdoor, off-site learning activities about the natural environment aligned with the Common Core State Standards in science and social studies. In partnership with the Kahuku Complex Schools, Kualoa Ranch provided physical facilities for 21st Century Grant parent and community engagement activity.

Turtle Bay Hilton provided afterschool activities and events in partnership with all three elementary schools, Battle of the Books.

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 site coordinator or principal 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 engaged in sustained, planned family activities, the site coordinators at each sited worked closely with administrators, teachers, and other partnerships (i.e. Title One) to encourage family activities.

The majority of sites maintained records of family involvement activities and attendance, which ensured that the goals and intent of the grant was followed.

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 Kahuku 21st CCLC Project programs on student achievement at the four (4) Kahuku 21st CCLC school-based centers. Measureable outcome data reported for learning achievement in math and reading using pre and post assessment data, teacher surveys, parent surveys, and student surveys. Program impact on student achievement was measured by the increase in reading pre-post assessment data and increase in math pre-post assessment data from fall to spring. Measureable outcome data was reported for learning achievement in academic performance and teacher survey data was obtained on the impact on learning behavior.

The 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. 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.

<p>Sample Implementation Questions:</p> <ul style="list-style-type: none"> ▪ 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?
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<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; Leaders conducted the classes and administered the assessments; Site Coordinators collected the site data; and the Data Manager 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 and classroom observations) was collected during the school year to improve instruction and provide feedback on the programs at each site.</p>

<p>In addition, the following components were utilized to ensure data collection and feedback for evaluation:</p> <ol style="list-style-type: none"> 1. Parent Survey and Student Survey response to the Kahuku Afterschool Program were administered at the end of the school year. 2. Kahuku Afterschool Program operations with regards to APR Objectives were documented during the school year and assessed at the end of the program year.
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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?
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<p>What outcomes questions are being answered?</p>	<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?
<p>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</p>	<p>Standardized reading and math assessments are given to regular attendee students.</p> <p>A teacher survey of student improvement in homework completion, class participation, behavior, and academic performance was administered.</p> <p>State of Hawaii Community Education Branch, Data and Design Report, End of Year Story Summary Report</p>
<p>What is the timing of data collection?</p>	<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>

<p>In addition, the following components were utilized to ensure data collection and feedback for evaluation:</p> <ol style="list-style-type: none"> 1. Kahuku Progress Reports were sent home to provide communication with school day teachers and program teachers on the performance of the students. 2. Program monitoring observations were done monthly to ensure that program targeted academic gains.
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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 Kahuku afterschool 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.

In an effort to measure student learning consistently and have a valid means of measuring student achievement, most of the Kahuku afterschool sites implemented a standardized assessment. math and reading achievement to determine learning achievement gains as well as determines the impact of the Kahuku afterschool program on learning progress and achievement.

2. What challenges have been faced in implementing the program and how are these challenges being addressed?
 - a. Ensuring that sites offer a minimum of 12-15 hours in order to maximize student engagement and support. One site was only opened for 2.5 hours.
 - b. At the high school level, increase the amount of documented family engagement and participation.
3. Which community-based partnerships as planned in the grant application have been established and maintained?

Kualoa Ranch: In partnership with the Kahuku Complex Schools, Kualoa Ranch provided physical facilities for 21st Century Grant parent and community engagement activity.

Kahuku Public and School Library: The partnership with the Kahuku Public and School Library on the campus of Kahuku High & Intermediate School will provide access to authentic literature books and resources for parents.

Title One: Partnership with the Title 1 coordinator to present events and family engagement events to focus on promoting adult literacy.

Department of Education: Partnership with Department of Education Schools to use physical facilities and administrative implementation and support.

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

The Kahuku Complex 21st Century Learning Centers 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.

Parents responded favorably to the KCLC Program; 98% of parents felt the KCLC program helped their child do better in school. Students responded favorably to the KCLC Program; 94% of students felt the KCLC program helped them do better in school.

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

Implementation plans including planning meetings and coordination with site principals should be in place to ensure that afterschool programs are started at the beginning of the school year and plans ensure that students in the program attend 30+ days.

Transition of a new project director will also be taking place starting at the beginning of the 2019-2020 school year. Support from district personnel and fellow project directors will be provided to ensure a smooth transition.

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)
Hau'ula Elementary School	Y	Y	Y	
Ka'a'awa Elementary School	Y	Y	Y	
Kahuku Elementary School	Y	Y	Y	
Kahuku High and Intermediate School	Y	Y	Y	

Core Educational Services Discussion

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

Targeted sites used I-Ready which is an evidence based program that uses differentiated instruction that integrates assessments to make informative decisions on student’s learning growth and is personalized to meet the needs of each student. 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)
Hau’ula Elementary School	Y	Y	N	N	N	Technology
Ka’a’awa Elementary School	Y	N	N	N	N	
Kahuku Elementary School	Y	N	N	N	N	Technology
Kahuku High and Intermediate School	Y	Y	N	N	N	

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.
Hau’ula Elementary School	7	<p>Department of Education/School Food Services, Title One, Kualoa Ranch, Kahuku Public School Library, Kokua Hawaii Foundation, Alu Like, and Turtle Bay.</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 One: Partnership to provide family engagement activities to promote literacy.</p> <p>Kualoa Ranch: Kualoa Ranch provided physical facilities for 21st Century Grant parent and community engagement activity.</p>

		<p>Kahuku Public Library: Provides access to authentic literature books and resources for parents</p> <p>Turtle Bay: provided afterschool activities and events in partnership with all three elementary schools, Battle of the Books.</p> <p>Alu Like: provide paid staffing to support summer school program</p> <p>Kokua Hawaii Foundation: program provided trainings and resources to the school.</p>
Ka'a'awa Elementary School	6	<p>Department of Education/School Food Services, Title One, Kualoa Ranch, Kahuku Public School Library, Kokua Hawaii Foundation, and Turtle Bay.</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 One: Partnership to provide family engagement activities to promote literacy.</p> <p>Turtle Bay: provided afterschool activities and events in partnership with all three elementary schools, Battle of the Books.</p> <p>Kahuku Public Library: Provides access to authentic literature books and resources for parents</p> <p>Kualoa Ranch: Kualoa Ranch provided physical facilities for 21st Century Grant parent and community engagement activity.</p> <p>Kokua Hawaii Foundation: program provided trainings and resources to the school.</p>
Kahuku Elementary School		<p>Department of Education/School Food Services, Title One, Kualoa Ranch, Kahuku Public School Library, and Turtle Bay.</p>

	5	<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 One: Partnership to provide family engagement activities to promote literacy.</p> <p>Turtle Bay: provided afterschool activities and events in partnership with all three elementary schools, Battle of the Books.</p> <p>Kahuku Public Library: Provides access to authentic literature books and resources for parents</p> <p>Kualoa Ranch: Kualoa Ranch provided physical facilities for 21st Century Grant parent and community engagement activity.</p>
Kahuku High and Intermediate School	3	<p>Department of Education/School Food Services, Title One, and Kualoa Ranch.</p> <p>Department of Education: Provided facilities for students to attend classes.</p> <p>Kualoa Ranch: Kualoa Ranch provided physical facilities for 21st Century Grant parent and community engagement activity.</p> <p>Title One: Partnership to provide family engagement activities to promote literacy.</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.

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 principal or site coordinator to dedicate an extended amount of time for planning which may prove to be a challenge.

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.
Hau'ula Elementary School	90	The focus of Hau'ula Elementary School's family activities was to involve families on supporting literacy activities for the students. Targeted activities were focused on healthy living and Science, Technology, Engineering, Math, and Reading.
Ka'a'awa Elementary School	6	Ka'a'awa Elementary had family involvement activities that directly correlated with literacy and student successes.
Kahuku Elementary School	182	Family activities were engaging and supportive of student achievement. Parents attended planned activities that celebrated student successes in music, dance, and literature.
Kahuku High and Intermediate School	32	Family engagement activities targeted speech and language development, and a showcase of student work.

Parent/Family Services Discussion

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

All Kahuku Complex 21st Century Program Sites offered engaging family activities. The number of parents and families that attended activities is evidence that the sites are continuing to meet the grant requirements of family involvement and participation.

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
Hau’ula Elementary School	15	25
Ka’a’awa Elementary School	2.5	17.5
Kahuku Elementary School	15	15
Kahuku High and Intermediate School	10	22.5

[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	
Hau’ula Elementary School	35	33%	7	19%
Ka’a’awa Elementary School	0	0%	0	0%
Kahuku Elementary School	25	23%	9	36%
Kahuku High and Intermediate School	15	13%	4	27%

**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	
	Hau'ula Elementary School	0	0%	0
Ka'a'awa Elementary School	0	0%	0	0%
Kahuku Elementary School	0	0%	0	0%
Kahuku High and Intermediate School	6	5%	1	17%

**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	
	Hau'ula Elementary School	39	36%	7
Ka'a'awa Elementary School	0	0%	0	0%
Kahuku Elementary School	30	28%	8	27%
Kahuku High and Intermediate School	22	19%	5	23%

**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 arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	Hau'ula Elementary School	0	0%	0
Ka'a'awa Elementary School	0	0%	0	0%
Kahuku Elementary School	0	0%	0	0%
Kahuku High and Intermediate School	6	5%	0	0%

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 and results from the state Standardized Based Assessment (SBA). By utilizing the report provided, there was one unified measurement across all sites which is a success. Previously not all sites used the same standardized assessment. The major challenge is accurately identifying if students in the elementary school made achievements in grades or course marks. Teachers did not report data on grades or course marks since the original grant application did not state that as a required criteria.

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 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 Project Director, Leadership Team meeting before KCLC 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, dance, music, S.T.E.A.M., physical fitness, remediation, tutorial, college and career readiness opportunities, and place-based learning.	Documentation of Services, Program Summary	100% of centers offered enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	MET
2.2 100% of the centers will offer services at 12-15 hours per week on average.	Documentation of Services, Program Summary	50% of the centers offered services at 12-15 hours per week on average.	NOT MET
3.1 75% of centers in the complex will offer services to parents, senior citizens, and other adult community members	Documentation of Services	100% of centers in the complex will offer services to parents, senior citizens, and other adult community members.	MET
4.1 40% of each center’s regular students will increase their math and reading scores from fall to spring.	Pre-Post Standardized Reading Assessment * Pre-Post Standardized Math Assessment *	77% of Kahuku Complex regular students increased their reading assessment scores from fall to spring.	MET

		74% of Kahuku Complex regular students increased their math assessment scores from fall to spring.	
4.2 50% of each center’s regular students will show improvement in academic behaviors such as school attendance, classroom performance, and homework completion as shown in the 21st CCLC teacher survey.	21st Century CCLC Teacher Survey	96% of the Kahuku Complex regular students showed improvement in academic performance as shown in the 21st CCLC teacher survey.	MET
5.1 100% 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	100% of the sites have established partnerships.	MET
6.1 100% of centers are located in high-poverty communities.	Title One Eligibility Table for Hawaii DOE Schools	100% of the Kahuku Complex Schools are located in High Poverty Areas. Hauula Elementary has 65.47% eligible for free/reduced lunch Kaaawa Elementary has 50.4% eligible for free/reduced lunch Kahuku Elementary has 66.03% eligible for free/reduced lunch Kahuku High and Intermediate has 49.49% eligible for free/reduced lunch	MET

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

Kahuku 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, spring data report in the area of language arts, 49% of students who attended 30 or more days met or exceeded proficiency, 52% of students who attended 60-89 days met or exceeded proficiency, and 65% 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

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

Instructional Balance: Teachers and classroom leaders provided engaged lessons, modeling, and demonstrations for students in the after school programs

Self-directed learning: Students in the afterschool program were taught to select appropriate problem-solving techniques which enabled students to become self-directed in their learning.

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 and parent 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 program (100%), the programs helped their child do better in school (95%), the program teachers cared about the students (100%) and they would enroll their child in the program again (100%).

Students responded favorably to the programs; they look forward to coming to the program (91%). They also felt the program helped them do better in school (85%). Students felt the teachers cared about them (96%) and they would want to come to the program again (88%).

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.

Sustainability Plan is the ART of the program. If the award is granted, the efforts to sustain a similar level and intensity of the grant programs will be addressed through yearly meetings with the school principals and partners. The discussion will highlight the effective programs and the data that supports its effective practices and programs. Principals will develop a “Sustainability Plan” to utilize their existing funds to maintain extended learning time programs or partner with existing federal, state, and local programs.

The partnership with KEAC will help support continued family engagement programs that warrant the greatest needs. Each budget line should be discussed for its importance to continuing programs after the grant sunsets. Personnel as the project director, site coordinator, external evaluator, and equipment purchases may or may not be needed. Identifying “In kind donations” should be on the discussion agenda. Continuous collaboration with partners is important. Continuous evaluation of all practices and identification of what is deemed critical and necessary. Sustainability planning must be conducted throughout the duration of the grant and not just near its end.

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.

The current community partners as listed in the grant application have remained consistent and may provide continued support after the grant subsides.

6. Conclusions and Recommendations

6.A CONCLUSIONS

1. Kahuku Complex 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. Kahuku Complex successfully fostered positive learning behaviors and learning achievement, college and career readiness skills, and transition activities. The complex served a total of 844 students in grades K-12, of which 331 were reportable students (attended 30+ days).
3. Kahuku Complex was able to target the educationally disadvantaged students characterized by critical needs. Based on program enrollment, 58% of students enrolled in the program were eligible for free and reduced lunch, 3% were identified as student who were identified as needing support as English language learners, and 10% of the students were identified as being eligible for special education services or Section 504 services.
4. Program data showed the programs offered afterschool 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 schools/principals to document students with the greatest need for expanded learning opportunities.
2. The sites should continue to develop and maintain a sustainability plan that works towards program sustainability after the grant subsidies.

6.C EVALUATION DISSEMINATION

- a. Copy of the evaluation results will be explained and provided to the Site Coordinators. Site Coordinators and project directors will share data with the Principals. Parents will be provided with a brief summary of the evaluation results.
- b. Parents will receive the evaluation forms in a flyer form that will highlight both the strengths and recommendations of the program.