

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

Overview

To assist subgrantees with meeting state evaluation requirements, for SY2018-19 the HDOE is has created a standardized template for evaluations of the 21CCLC programs. Cohort 10 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	Complete?
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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"/>
Sustainability Plan	<input type="checkbox"/>
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Conclusions and Recommendations	<input type="checkbox"/>
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1. General Information

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	August 30, 2019
Grantee Name	McKinley Complex
Program Director Name	Ronald Nomura
Program Director Email	Ronald.Nomura@k12.hi.us
Evaluator Name	Marion E. (Betsy) Bounds
Evaluator Email	blb22@aol.com betsybounds@mac.com
Year of Grant	5th Year

Exhibit 2: Center Information Table

Center	Name of		Grade Levels Served
Center 1	Central Middle School		Grades 6, 7, 8
Center 2	Likeline Elementary School		Grades K to 5

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

The McKinley Complex received a CCLC grant in October of 2014 to provide services in three schools: Likelike Elementary, Kaiulani Elementary and Central Middle School. The elementary schools served students in grades K-5 and Central Middle School has grades 6-8. In the final year of the grant, Kaiulani did not participate due to difficulty finding staff to provide services. The project has been administered by the Kaimuki-McKinley-Roosevelt Complex area under the direction of Ron Nomura. Services at Central Middle School were contracted to After School All Stars to provide services.

Central Middle school has 90% of their students eligible for free/reduced lunch and Likelike has 77% of their students eligible for free/reduced. The project proposed to target elementary and middle school youth who face one or more challenges indicating they are "at-risk." The schools saw a need for positive after-school alternatives, and improved academic performance. The project proposed to have afterschool programming in partnership with After-School All-Stars Hawaii at Central Middle School and a STEM Program at Likelike Elementary School.

Project goals are:

- Goal 1: The McKinley Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-8, who are enrolled in three high-poverty and low performing schools
- Goal 2: The McKinley Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-12, who are enrolled in three high-poverty and low performing schools.

The grant objectives included: to continue the After School All Stars (ASAS) program at Central Middle School; create STEM programs; provide homework assistance; engage students in activities that improve STEM skills and knowledge; engage students in enrichment activities; refer students for tutoring and/or remediation that supports daily classroom instruction; cultivate partnerships with community experts in fields including sports, culture, hobbies, arts, citizenship and others; introduce families to post-secondary opportunities, engage families in project activities; and offer daily afterschool programming for 3 hours a day/5 days each week.

The evaluation was designed to utilize quantitative and qualitative data in a formative and summative evaluation. The purpose of the evaluation is to determine implementation success, progress on objectives and program outcomes.

Data were initially collected quarterly but with the new APR requirements, data are collected each semester and after the summer program. Academic gains are determined with comparison of grades in ELA and Math from first to 4th quarter, data provided by iResults, and STAR results. To determine project effectiveness, surveys were distributed to parents and students in the Spring. In addition, teacher surveys were distributed to teachers of regular attendees to determine changes noted in the classroom. Information on the number of participants in activities and the number of partners is also collected.

Conclusions:

- Each site has one or more partners; Central Middle School has 35 partners ; Likelike had 6 partners during the grant period.
 - 201 family members participated at Central Middle School
 - 60% of the participants at Central attended for 30 days or more and 27.6% attended for 90 days or more
 - At Likelike 17.5% of CCLC participants attended for 30 days
 - 70% of those at Central Middle School and 85% of those at Likelike CCLC were eligible for free/reduced lunch
- . There was satisfaction on the part of students and parents about the services offered in CCLC

Based on results, the following recommendations are made:

In the final year, there was academic improvement at Central Middle School that exceeded last year's. In fact 94% of students needing to improve their grades in math did improve and there was also improvement in ELA which is an improvement over the previous year.

A couple of areas continued to be a concern such as having family activities or documenting involvement at Likelike and communication with parents about their child's progress at CCLC.

Overall the schools served a number of students that resulted in academic gains and broad satisfaction with programming.

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 3, Year 4, Year 5, 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 program is under the direction of the Kaimuki-McKinley-Roosevelt Complex Area with Ron Nomura as project director. At Central Middle School the student services are sub-contracted to After School All Stars (ASAS) who provides the daily academic and academic enrichment activities at the site. This is the beginning of the 5th and final year of the grant. At the start of the grant, demographic information indicated the community had a median income below the state average. Only half of the kindergartners went to preschool. About 17.5% of the residents had earned less than a high school diploma, higher than the 10.2% statewide. Last year Central had 90% of their students eligible for free/reduced lunch and at Likelike, 77% were eligible for free/reduced lunch. Initially, Kaulani Elementary was a part of the grant but declined to participate in the final year due to difficulty finding staff to provide services and the availability of other funds to provide services.

A year prior to the current grant, the Mckinley Complex had a CCLC grant that served all of the schools in the Complex. ASAS provided student services at Central at that time as well.

3.B Program 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	Goal 1: The McKinley Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-8, who are enrolled in three high-poverty and low performing schools
2	The McKinley Complex will provide academic, artistic and cultural enrichment opportunities in grades K-12 who are enrolled in three high poverty and low performing schools.
3	Click here to enter third goal, if applicable.
4	Click here to enter fourth goal, if applicable.
5	Click here to enter fifth goal, if applicable.

3.B.2 Objectives

What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See 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
	<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>	Smarter Balanced Assessment
1 & 2	50% of regular participants achieve teacher-reported gains in turning homework in on time.	Teacher Survey
	50% of regular participants achieve teacher-reported gains in classroom participation	Teacher Survey
	50% of regular participants achieve teacher-reported gains in attending class regularly	Teacher Survey
	50% of regular participants achieve teacher-reported gains in classroom behavior	Teacher Survey
	Services are offered in one or more academic area	Activities Schedule

	Each program offers enrichment and support services	Activities Schedule
	Each school establishes and maintains partnerships	Partnership list and description
	Each school offers services to family members of students enrolled in the program	Parent participation list
3	Offer programs for 15 hours a week	Program schedule

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
Likeline Elementary School	93	pre-k-4
Kaiulani	31	2,3,4
<i>subgrantee total</i>	124	

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

Center	2018-19 Enrollment Total	2018-19 Enrollment Regular	Grade Levels
Central	158	96	6, 7,8
Likeline	68	11	preK-5
<i>subgrantee total</i>	226	107	

* 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
Likeline Elementary	70	
<i>subgrantee total</i>	70	

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

Center	2018-19 Enrollment Total	2018-19 Enrollment Regular	Grade Levels
Central Middle School	158	96	6,7,8
Likeline	126	11	Pre-k-5
Click here to enter full name of Center 3.	#	#	Grade Levels Served
<i>subgrantee total</i>	284	107	

* 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?

60.8% of those at Central attended for 30 days or more. At Likeline, 9% attended for 30 days or more. Kaiulani had a summer program in 2018 and Likeline had one in both 2018 and 2019. The cumulative figure applied to Likeline included summer of 2019 and school year 2018-19 attendees.

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
- Gender

- Special Needs
- English Language Learners

- Race/ethnicity

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

Center	F/R Lunch		Special		58		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Central Middle School	109	70%	17	11	40	25	90	60%	68	40%
Likelike Elementary	58	85%	#	%	35	52%	30	44%	38	56%
Subgrantee Total	167		17		75		120		106	

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

Center	AI/AN		Asian		NH/PI		Black		Latino		White		2+	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Central Middle School			40	25%	79	50	4	3	16	10	4	3	15	9
Likelike Elementary	40	%	24	35%	30	44%	#	%	5	7%	#	%	9	13%
Subgrantee Total	40		64		109		4		21		4		24	

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.

The column for Asian

3.D Programming

Describe activities offered during summer 2018.

Kaiulani provided STEM, Tutoring and Arts and Music activities in summer of 2018. Likelike offered ELA, Math and art and science activities. Central was undergoing construction and unable to have a summer program.

Describe activities offered during school year 2018-19.

During the school year, a variety of activities were offered. Both sites offered STEM activities. Likelike had services for ELL students as well as other students. Tutoring and homework help were available at both sites. At Central there were a number of sports activities, cultural activities, arts activities such as making clay owls and music activities such as choir, community service opportunities and education on drug abuse prevention. Likelike also had some arts and music activities as academic enrichment.

Describe activities offered during summer 2019.

Likelike offered ELA Math, Research and Discussion on ecosystems and land and ocean animals, and field trips to the Honolulu zoo and Sea Life Park.

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)?

Program materials included teacher-made materials, school day materials for homework help and tutoring at both sites, an at Central: sports equipment, art supplies, Central used DimensionU for math practice and instruction.

3.E.2 Resources

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

At each site, classrooms and computer equipment were available. Likelike has an aquaponics garden built by their partner, Hawaii Five-O. Central made the athletic fields available for sports activities. Central CCLC through ASAS had the benefit of their many partners to provide some activities such as community service, drug abuse prevention, tennis through the US Tennis Association of Hawaii basketball with the UH Wahine Basketball, and more.

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.

At the central level, a project director, clerk and business manager provided oversight. An external evaluator provided instruments for data collection and compiled evaluation results. Each site had a site coordinator to provide site oversight and program staff were either teachers or non-teaching staff. Services at Central were subcontracted through ASAS.

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
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	Paid	Vol	Paid	Vol	Paid	Vol													
Central Middle School	#	1	#	#	#	#	#	#	#	#	#	#	#	#	2	13	14	#	#
Likelike Elementary School	1	#	#	#	#	#	#	#	#	#	7	#			14	#	#	#	#
Subgrantee Total	1	1	0	7	0	0	0	16	13	14	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
Central		#	#	#	#	#	#	10	#
Likelike	8	#	#	#	#	4	#	8	#
Subgrantee Total	8	0	0	0	0	4	0	18	0

3.G. Partnerships

Partnership Data

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

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
	Number of Paid Partners	Number of Unpaid Partners
Contribution Type		
Provide evaluation services	1	
Raise funds		
Provide programming/activity related services	1	35
Provide goods		
Provide volunteer staffing		
Provide Paid Staffing	1	
Other		
Subgrantee Total	3	35

Partnership Description

Provide a brief description of successes with partnerships.

Central Middle school had the benefit of being run by a subcontracted partner, After School All Stars, that also runs CCLC programs at a number of sites and has been able to cultivate many partnerships. Those partners have been able to offer a very wide variety of activities that benefit the students at Central Middle School. Likelike obtained an aquaponic grant through one of their partnerships that has provided opportunities at the school that can continue as the structure and supplies will continue to be available at the site. The YMCA has been a partner and are part of the sustainability plan as they will offer activities for students after school as the grant ends.

Provide a brief description of challenges with partnerships.

There were no challenges with partnerships.

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.

Central has actively worked to include family members at CCLC and provided those opportunities. They had 201 family members participate in activities such as student performances, volunteering and attending student activities. Likelike has made it know that parents are welcome and the parent survey there was some evidence of participation but specific activities for parents were not offered.



4. Evaluation

4.A. Evaluation Plan

4.A.1. Evaluation Design Overview

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

The purpose of the evaluation was to measure program effectiveness using a process and outcome evaluation. The process evaluation looked at whether the activities were implemented as outlined in the grant proposal and to identify any challenges and their solutions. This was determined through interviews and discussion with project staff. The outcome evaluation was designed to determine improvement in academic performance through grade and test performance on the SBAC as well as improvement in classroom performance and behavior. Surveys and data from iResults were used to address these areas.

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?	Were services provided as indicated in the grant application? Were there any challenges encountered and if so, how were they addressed? Are parents and students satisfied with program offerings and are they benefitting? Are there areas in need to improvement and if, so how could that occur?
What data collection methods are being used (e.g. interviews, observations)?	Data collection was done with interviews with staff, surveys with parents, students and teachers, and a review of the data with recommendations for program improvement.
What is the timing of data collection?	Participation data was collected each semester. Teacher surveys were collected in May. Parent and student surveys were collected by the end of April and determination of grade and test improvement are determined as soon as available from iResults.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

Sample Outcomes Questions:

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

What outcomes questions are being answered?	Did students in CCLC improve their academic grades from first semester to the end of the year? Do students and parents think that CCLC is of benefit to the participant? Did CCLC students improve their SBAC scores? Did students classroom behavior improve? Did teachers see improvement in class participation, homework completion and behavior of CCLC participants? Do CCLC students perform better than non-CCLC student on the SBAC?
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	Academic grades are determined by iResults and analyzed to determine how many students improved their grade (if they needed to improve). Teacher perceptions are from the teacher survey. Parent and student perceptions are from a parent and student survey.
What is the timing of data collection?	Determination of program satisfaction occurred in May. Determination of grade improvement and SBAC is when the scores are available. Classroom performance is done via teacher surveys in May.

Click here to type or paste any additional program outcomes information.

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.

Central Middle School had a fully implemented CCLC providing 15 hours a week of services, involving parents, and providing a wide variety of activities with the support of many partners. Likelike provided a school year and summer program with an emphasis on STEM and incorporating academic skills into all activities provided. Kaiulani last offered a program in summer of 2018. They had difficulty finding staff to provide services.

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

Objective 1: Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.

Exhibit 12: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)
Central Middle School	62.10%

Likelike Elementary School	63.60%
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Exhibit 13: Performance on KPI Objective 2 – Student Classroom Behavior

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior
Central Middle School	62.70%
Likelike Elementary School	72.70%

KPI Objective 1 Discussion

Please describe particular successes related to Objective 1. What data/evidence are these success and challenges based on?

Results were determined based on the percent of students that needed to improve. One of the challenges in looking at the data is that there are a lot of students that do not need to improve in the areas addressed and to look only at improvement does not seem to be the best way to determine gains which is why it was figured based on only the students that needed to improve.

Please describe particular challenges related to Objective 2. What data/evidence are these success and challenges based on?

Results on the survey were determined based on the percent of students that needed to improve and did improve.. According to iResults data provided, there were far fewer behavior incidents with the more days attended at CCLC and far fewer chronic absences as well for both schools.

4.B.3 Key Performance Indicators – Objective 2

Objective 2: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

Exhibit 14: Performance on KPI Objective 2 – 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)
Central Middle School	y	y	y	Specify other services.
Likelike	Y/N	y	y	Specify other services.

Core Educational Services Discussion

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

Exhibit 15: Performance on KPI Objective 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)
Central Middle School	y	Y	y	y	y	Specify other services
Likelike Elementary	n	n	n	n	y	Specify other services

Exhibit 16: Performance on KPI Objective 2 - 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.
Central Middle School	201	Participation 1 student showcases and performances, information sessions, volunteering
Likelike Elementary School	4	Likelike did not provide parent numbers but on the parent survey, some participation was mentioned.

Parent/Family Services Discussion

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

Central invited parent participation on field trips, attendance at student activities and performances. Likelike did not offer specific activities only for parents but parents were welcome at activities.

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

Most parents work and it is always a challenge to find a way to involve them in activities at the school.

Exhibit 17: Performance on KPI Objective 2 – 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
Central Middle School	15	15
Likelike Elementary	8	8

[Key Performance Indicators (KPIs) – Objective 3

Objective 3 - 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities. (Not included here - Communities are already described in Section 3.A above.)]

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

Objective 4: Regular participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

Exhibit 18: Performance on KPI Objective 4 – Academic Improvement in Reading/Language Arts

Objective 4.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
Center	participants with IMPROVEMENT in reading/language arts from fall to spring.	Primary Source of Data on Improvement		
		Grades/ Course marks?	Assessment/ Test Scores?	Teacher Surveys
Central Middle School	53%	y	Y/N	Y/N
Likelike Elementary School	%	Y/N	y	Y/N

Exhibit 19: Performance on KPI Objective 4 – Academic Improvement in Math

Objective 4.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math				
Center	participants with IMPROVEMENT in reading/language arts from fall to spring.	Primary Source of Data on Improvement		
		Grades/ Course marks?	Assessment/ Test Scores?	Teacher Surveys
Central Middle School	94%	y	Y/N	Y/N
Likelike Elementary School	%	Y/N	Y/N	Y/N

KPI Objective 4 Discussion

Please describe particular successes or challenges related to KPI Objective 4.

At Central, from the data provided, it appears that 17 regular attending students needed to improve in English and 16 did for 94%. In math, 17 regular attendees needed to improve and 9 did for 53% improvement. In addition, 71% improved in science grades. Likelike did not provide data for this report and SBA scores are not yet available.

4.B.5 Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in Section 3.B.2.

- Objective** - State the specific measurable objective
- Measure** – state the type of data collected to measure this objective
- Results** - Summarize evaluation findings related to this objective
- Met/Not met** – for each objective specify one of the following:

- Met
- No Progress
- Not Met
- Unable to measure
- Progress

Copy objectives and measures from the table in section 3.B.2 into Exhibit 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.

Exhibit 20: 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 2018-19 was 9% compared to 15% in 2017-18</i>	<i>Met</i>
50% of regular participants achieve teacher-reported gains in turning homework in on time.	Teacher Survey	Likelike: 72.7% improved; Central didn't ask in this way, it was combined with classroom performance where 63.9% improved.	Y
50% of regular participants will show teacher-reported gains in classroom performance	Teacher Survey	At Central, 62% of students that needed to improve in attending class regularly did improve. At Likelike 36% improved.	Y
50% will improve in attending class regularly	Teacher Survey	At Central, 62% of students that needed to improve in attending class regularly did improve. At Likelike 36% improved.	N
50% of regular participants achieve teacher-reported gains in classroom behavior	Teacher Survey	67.7% of those that needed to improve behavior at Central did improve. At Likelike, 72.7% of those that needed to improve behavior did.	Y
Services are offered in one or more academic area	Activities Schedule	Likelike emphasized STEM and Central had both math and literacy.	Y
Each program offers enrichment and support services	Activities Schedule	Both offered enrichment and support services such as tutoring, homework help, arts and music.	Y
Each school establishes and maintains partnerships	Partnership list and description	Central and Likelike both had partners participate and provide services.	Y
Each program offers services to family members	Parent participation list	Central had a lot of participation. Likelike did not have formalized parent activities but did have some parents participate.	Y
Offer programs for 15 hours a week	Program schedule	Central offered 15 hours/week during school year and summer. Likelike had 8 hours a week of services in school year and summer.	N

Achievement of Program-Specific Objectives Discussion

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

Note there was a problem with the rows above and the lines got messed up. Teachers were given the option to indicate if students needed to improve on the questions asked so results are based on the students that needed to improve. Of those that needed to improve, the results are in additional data below.

4.C. Additional Data

Likelike: 54.4% improved in homework completion and classroom performance, 54.5% improved in turning homework in on time; 36.4% improved in attending class regularly improved in coming to school motivated to learn. At Central, 62.1% improved in attending class regularly; 67.8% improved in behavior; 52.11% improved in academic performance; and 65% improved in homework completion and classroom performance.

4.C.2 Best Practices

At Likelike academic skills were infused into all activities even though the emphasis was on STEM. At Central Middle School, they were very successful in involving parents through inviting them to student activities and performances. Through ASAS at Central a large number of partners were engaged in providing a wide variety of activities.

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.]

Surveys were distributed in the Spring to parents and students (all students not just regular attendees). At Likelike (30 responses), results for the student survey are as follows:

I feel safe in the CCLC program: 83.3 % yes; %6.7 sometimes; 10% no
I am learning something new in the CCLC program: 56.7% Yes; % sometimes and % No
I like what I do at CCLC: % yes;
I like what I do at CCLC: 70% yes; 23.3% sometimes and 6.7% no
I am getting good grades at school since coming to CCLC 53.3% yes; 46.7% sometimes 0% no

At Central (43 responses), the questions asked by ASAS and results are as follows:

I feel safe at CCLC. 88.4% yes; 9.3% sometimes; 2.3% no
I am learning something new in the CCLC program: 67.4% yes; 27.9% sometimes; 4.7% no
I like what I do at CCLC: 76.7% yes; 23.3% sometimes; 0% no
I'm getting good grades at school since coming to CCLC: 51.2% yes; 44.2% sometimes; 4.7% no
I like the activities at CCLC: 73.8% yes; 26.2% sometimes; 0% no
I am satisfied with the variety of activities at CCLC: 69.8 % yes; 30.2% sometimes; 0% no

On the parent survey (4 responses), results are as follows:

Central:

The Central CCLC is of great benefit to my child: 100% agree
CCLC staff communicates with me about my child's progress: 75% agree; 25% slightly agree
My child is safe at CCLC: 100% agree
My child learns more by participating in the CCLC: 100% agree
My child is more interested in school as a result of CCLC participation: 100% agree

At Likelike, (11 responses) results are as follows:

The 21st CCLC is of great benefit to my child: 90.9% agree; 9.1% slightly agree
The CCLC staff communicates with me about my child's program: 72.7% % agree, 18.2% slightly agree, 0% strongly disagree and 9.1% disagree
My child is safe at CCLC: 81.8% agree; 18.2% slightly agree
My child learns more by participating in the CCLC: 72.7% agree, 27.3% slightly agree
My child is more interested in school as a result of CCLC participation: 81.8% agree; 18.2%

There is broad satisfaction in services provided at CCLC on the part of students and parents. Both groups think the students are learning more and doing better in school.

4.C.4 Pictures



Making clay owls at Likelike





Heart Math at Likelike



Loi Patch Field Trip-Central Middle School



Service Learning Activity at Kauhaiki Village

Soccer Team Training at Central Middle School





Central Middle school guitar practice



Cooking Class at Central Middle School

5. Sustainability Plan

5.A Original sustainability Plan

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

The original sustainability plan was to network through the After School Alliance and to develop and work with partners to find ways to sustain programming.

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 has worked with their partners and reviewed other possible funding sources that can be utilized to continue providing programming. The YMCA has agreed to offer a full range of services after school for the students of the CCLC schools.

6. Conclusions and Recommendations

6.A Conclusions

Each school provided a CCLC that provided academic instruction and support services as well as academic enrichment opportunities. Each site, during the course of the grant period had partners that provided services and supported grant activities. The results of the parent and student surveys this year were very positive. Students feel safe, parents and students see the benefit of CCLC, There were academic gains at Central of 54% in ELA and 95% in Math for those students that needed to improve. Overall, the final year had good results and Central and Likelike had a fully implemented CCLC. To evaluate program effectiveness presents some challenges such as being able to get timely data prior to the reporting timeline. Previous recommendations have been considered and some areas showed that the schools focused on areas in need of improvement. The elementary schools found it difficult to get staff for the programs and it would have been helpful to consider some non-teaching staff that could provide some opportunities or do an interest survey to find out if teachers might have a special interest such as a language, musical skills, cooking etc. that they would enjoy teaching in case they didn't want to teach academics but might be willing to teach something else that they enjoy outside of school. The elementary schools struggled with parent involvement and an interest survey to parents to see if there was a topic they would be interested in for a workshop might have helped. Each year there were some parents that indicated the site did not communicate with them about their child's time in CCLC which is something to be aware of should a future after school program be implemented. the grant period had activities in which families could participate and offered a nice variety of activities.

6.B Reflections on program implementation and impact

There were initially three schools in the grant and in the last year only two had a CCLC program. Each of those two schools had a wide variety of activities offered and established partnerships that supported their program. There was success in the final year in improving academic performance for students that needed to improve. Satisfaction with the program was high.

6.C Evaluation dissemination

Each site shares the evaluation information with project staff and school administration. Results are available to parents and discussed at parent information meetings or open houses.