

SY1819 - Evaluation - Cohort 10+ & 11

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Executive Summary

Program Description. PACT's 21st CCLC is integrated with the existing afterschool PACT Community Teen Program at Kuhio Park Terrace in Kalihi. Services and activities of PACT'S 21ST CCLC expands and enhances existing PACT services, including targeting new groups of youth, as well as focuses on youth with specific challenges who do not regularly participate in existing after school services on partner school campuses. Lessons learned from the previous years resulted in different approaches to recruiting and engaging participants and their families. Re-conceptualizing the drop-in and study hall activities and use of partnerships resulted in a more streamlined program with a higher number of consistent participants. Evaluation Design. The evaluation design of the PACT'S 21ST CCLC program continued to be iterative, evolving as the program developed and adapted to the needs of its participants while also responding to staff turnover. While consistent and long-lasting participation has been challenging, there has been qualitative improvements in the lives of individuals who chose to attend PACT'S 21ST CCLC activities. As a result, we adopted a Success Case Study model of evaluation where qualitative data was used to describe and inform how the contextual factors impacted the lives of participants. Additional data collected included pre and post assessments for specific groups of youth. Additionally, to ascertain student satisfaction with the 21st CCLC program, PACT continued to administer a Client Satisfaction Survey each year. Evaluation Results. As defined by the 21st CCLC personnel, success included diverse facets and interpretations. Based on the program's definition and evolving identity, results can be summarized as:

- Regular participation by youth who may not have other alternatives.
- Participation in "meaningful" activities by youth who typically do not engage in school or community supports.
- Improved peer relationships as noted by staff.
- Developed and maintained strong relationships with positive adult role models who are often times the only consistent adult in youth participants' lives.
- Improved school performance related to attendance, attitude, and behavior.
- Serving "one kid at a time" exemplifies the dedication of personnel who remain consistent throughout the grant period. Their positive attitude reflects qualities that are critical when working with the community.
- Maintained program integrity of its intended mission despite ongoing challenges.
- Continued to host parent and community events.
- Established new partnerships with community organizations.
- Increased participation of youth at study hall.

Conclusions and Recommendations.

- Collecting grant program data via the Hawaii State Department of Education continues to be a challenge although it has been easier since the execution of the Data Sharing Agreement a year ago.
- Hiring and retaining program personnel was another challenge faced this past year. However, staff were able to provide some coverage as well as fill in for specific activities when needed.
- Participant recruitment and active continued participation remains elusive along with family involvement. Program personnel continue to aggressively recruit with little change in the number of families who actually show up for events.
- There are many activities for youth to engage in that offer academic and non-academic opportunities.
- Data collection efforts have not been standardized

including tool development, scoring, recording and storing. Recommendations A series of recommendations include:

- Develop relationships with neighborhood leaders who might be able to support increasing family involvement.
- Survey parents and tie incentives to family participation that is meaningful and useful to parents.
- Create more career readiness and workforce readiness programs.
- Advertise for staff in a variety of venues such as on college campuses, other non-profits such as We Are Oceania, YMCA/YWCA, partner school campuses.
- Identify speakers from different career fields to keep participants motivated and interested in future opportunities.
- Continue to nurture relationships with role models who represent the community (Dr. Mary Hattori, Dr. Vid Raator, Mrs. Jocelyn “Josie” Howard, Ms. Kathy Jetfñil-Kijiner) as well as former participants
- Measure specific outcomes of activities that align with the overall grant program goals.
- Consistently engage with an evaluator to regularly develop tools to measure program outcomes both formatively and summatively.
- Continue piloting different methods to keep participation consistent and on-going to impact attendance. Youth identified as regular participants will have higher rates of “success.”
- Identify responsible staff and specific times each week for them to collect and record data through a standardized procedure and database.

Program Description

Description of the Organization. Parents And Children Together has been a resource of human services to Hawaii’s residents for 51 years. Starting in 1968 as a single program called the Parent Child Center of Kalihi, today PACT has 18 programs serving communities throughout the state of Hawaii and offers a comprehensive and interconnected array of services to strengthen individuals, children, families, and communities experiencing developmental, educational, social, behavioral health, and economic challenges. Our mission is Working together with Hawaii’s children, individuals, and families to create safe and promising futures. PACT delivers prevention and intervention services that are recognized locally and nationally as highly effective and produce quality outcomes for individuals, families and communities. Services address family peace and preservation; early childhood development and education; behavioral health support for youth with severe emotional behavior disorder and their families; positive youth development; and community and economic development. Since 2017, we’ve extended our programmatic expertise to embark on strategic initiatives that involve working with other organizations and sectors of the community to cooperatively address complicated socio-economic issues that impact our state’s collective health and well-being, such as domestic human/sex trafficking and long-term poverty. Over the 50 years of serving mainly low-income residents, PACT has developed extensive organizational knowledge about how the dynamics of long-term poverty create challenges for families and neighborhoods. Our programs are community-based to reflect the cultures and faces of our clients. PACT engages family members and partners from all sectors of the community to define strategies and solutions that reflect the combined knowledge, assets, and skills of the community. Being a part of the community we serve allows us to respond agilely to the emerging needs of the community. Our administrative headquarters is still located in the Kuhio Park Terrace (KPT)/Kuhio Homes public housing community, along with three programs: Head Start-Early Head Start, Community Teen Center, and the Family and Economic Development Center. All other programs are located within the communities they serve or at places conveniently located along main streets and bus lines. A number of our programs provide services at clients’ homes or places in the community according to clients’ preferences.

Grant Year: Year 5 (2018-19) Description of the Community and Schools Involved in the Program: While data is an important part of our description about the community we serve – and it is included below – PACT has serious concerns regarding the youth in KPT and that is what we want to emphasize first. This community has experienced an influx of new youth and families that come with new and different sets of challenges that must be addressed. Most recently, there has been an uptick in the number of youth-initiated negative behaviors that are seriously impacting themselves and the KPT community. These behaviors include underage/young adult drinking and drug use, vandalism, theft, and violence. Every week, we see teens and young adults riding around on stolen mopeds. KPT youth have been highlighted in multiple news stories for moped theft, purse snatching, and other crimes. One purse snatching resulted in the death of the victim and that KPT teen is being tried as an adult for manslaughter. Yet, many youth here see him as the victim of the police. Other youth from KPT have been seriously injured while riding in a stolen vehicle that was being chased by the police or when they crashed while driving a stolen moped. While the two youth

who have recently been killed through gun violence in and around Kalihi Valley Homes were not from KPT, our kids have a direct connection with them and those deaths have greatly impacted our youth and families. These young people seem to have taken over the property and cannot be controlled by parents, police, or security. At a talk story meeting for residents that was held in January 2019, residents reported their number one concern was children and youth being out unsupervised at night and that they are afraid to come out of their homes at night. Additionally, for the past several years, there has been a serious and credible concern that our girls from KPT (as young as middle school) are being targeted by sex traffickers. While PACT participated in an effort a few years ago to stop one of these traffickers who was particularly active at KPT - and he is now in prison - there were many more waiting to take his place. All of this has impacted our ability to provide services to our target population: Many of the youth – both boys and girls – who previously participated regularly in OST services are now involved in the activities described above and only drop in occasionally or not at all. A number of parents and families will not allow their children to participate in services outside of school or church because of what they see and experience in their neighborhood – opting to keep the children at home. All of this impacts PACT’s ability to provide services designed to improve school performance. Before youth can even begin to truly focus on school and academics, their basic needs must be met including their physical needs and physical and emotional safety. For many children and youth living in the KPT community, not even these most basic of needs are being met. During the hours that the youth are with us, staff attempt to provide a sense of belonging, structure, and safety that may be lacking at home, at school, and in the community. But many are finding youth are getting their needs met – as well as they can – elsewhere. This continues to be an up-hill battle and PACT continues to seek new and innovative ways to help participating youth.

Community Data Kuhio Park Terrace/Kuhio Homes. A total of 748 housing units comprise the two, 17-story high rise buildings and low-rise homes, which are home to nearly 3,000 low-income working and non-working individuals. The profile of KPT/Kuhio Homes shows that this community is at great risk. The median family income for KPT/Kuhio Homes is \$23,095. (\$28,290 is poverty level income for a family of four, Federal Register, 82 FR 8831, January 26, 2017. Most residents (70%) at KPT/Kuhio Homes are working. Thirty-one percent of the households receive cash public assistance and 81% received SNAP benefits. Nearly 13 percent of the households receive SSI and 28% receive Social Security benefits. Of those families living in poverty, 79% are headed by single females. Children and youth ages 0 to 19 make up nearly half of the KPT/Kuhio Homes population. Linapuni, Fern, and Kalihi-Waena are the elementary schools that serve KPT/Kuhio Homes children. 73% of Kalihi-Waena students qualified for free or reduced-cost lunch while both Fern and Linapuni schools are part of the Community Eligibility Provision (CEP) which allows the nation’s highest poverty schools and districts to serve breakfast and lunch at not cost to all enrolled students (School Status and Improvement Reports, School Year 2018-19). Dole and Kalakaua are the middle schools and Farrington the high school that serve this community with Dole being a CEP school and 63% of Kalakaua students and 54% of Farrington students qualifying for free/reduced lunch. This grant targets youth who live in and around Kuhio Park Terrace and attend Dole and Kalakaua middle schools and Farrington High School. The primary target population are youth who typically are chronically absent from school, experience at least some level of school failure, and are not likely to attend after school programming at their schools. The KPT/Kuhio Homes community is a mix of long-time residents and the newly arrived. Fifty-six percent of the children attending Linapuni Elementary School, which is located at KPT, have limited English proficiency; 63% of the school population are Compact of Free Association (COFA) migrants, followed by 23% who are Samoan (School Status and Improvement Report, School Year 2018-19). Recent statistics available from the American communities’ survey, 2016 five-year data summary paints a picture of high civilian unemployment (15.2% as compared to 5.0% in the rest of Kalihi), low educational attainment with 28% of adults having less than a high school diploma; high numbers of families living below the poverty line (59%), and a significant number speak a language other than English in the home (68.6%). Demographic statistics from the 2016 American Community Survey 5-Year Estimates show that the Kuhio Park Terrace Census Tract 62.02 continues to experience significantly greater socio-economic challenges than the City and County of Honolulu as a whole. It has a young population profile, with nearly 50% of the population under 18 years of age, a disproportionately high number of single parent families with high fertility, single mothers as heads of households, a significant proportion of grandparents, over half are grandmothers, who are responsible for their grandchildren (41% as compared to 21% for the county), and very low household incomes. Census data also shows the concentration of people with disabilities is one of the highest in Hawaii. Kuhio Park Terrace residents are economically isolated, and face educational, linguistic and cultural barriers as well as numerous environmental risks. Public housing communities, such as Kuhio Park Terrace which have concentrations of extremely low-income

households and disproportionate numbers of children and youth, are among the most distressed communities in the nation (Hunt, 2012). Other risk factors associated with youth living in public housing include exposure to familial substance abuse, family violence and conflicts, and lack of supervision. Kalihi is notorious for high urban youth gang activity since the late '80s and was targeted by the State as a locale for a youth gang response intervention. The major drug bust at the KPT/Kuhio Homes community in December 2016 that resulted in the arrest of 22 adults and young adults for drug trafficking and firearms charges and the indictment of 37 people shocked the community into realizing the easy and blatant availability of drugs to Kalihi's youth. This incident hit home the fact that adult and youth gangs were in collusion to forge economic opportunity by selling drugs to all-comers in an "open air, open market" style in this gated, public housing community which, by all appearances during the day, resembles a relaxed island village of multi-ethnic families. Prior Experience Offering Out-Of-School-Time programming: PACT's Community Teen Program has been providing comprehensive youth development services to youth and families living in Kuhio Park Terrace in Kalihi and Puuwai Momi Halawa Housing in Aiea since 1990, two of Hawaii's most at-risk communities. Program services are grounded in the evidence-based, pro-social Positive Youth Development (PYD) model, designed to reduce or enhance identified risk and protective factors and provide opportunities for youth to develop the skills, attitudes, abilities, and behaviors to become active, vital members of their community and successfully transition to adulthood. The model promotes youth's healthy development along five core competencies: 1) positive sense of self; 2) self-control; 3) decision-making skills; 4) moral system of belief; and 5) pro-social connectedness. Research indicates the model can increase youths' feelings of connectedness with family, school, and community; decrease negative choices, such as tobacco/alcohol use and delinquent behavior; and increase supportive relationships, positive social norms, and skills-building in youth.

Attendance Discussion

PACT continued to prioritize students who are facing some of the most difficult academic, attendance, and behavioral challenges in school. The tendency for these young people is to choose not to participate in activities or services intended to "help" them achieve academic success. While we continue to meet our enrollment goals – and there is no shortage of kids who want to come to our Center to hang-out – we continue to struggle with youth participation in "meaningful" activities – i.e., study hall, academic enrichment groups, and non-cognitive/SEL skill development groups. Efforts to increase participation include: Staff strive to develop positive working relationships with kids, which is a critical factor when trying to improve participation and attendance. While this does not always transfer to motivation to change their school performance (although it does in some cases), it increases the likelihood that these youth will continue to participate in services and to increase their participation in the more meaningful activities. Staff work very hard to develop activities that are attractive to the kids yet provide opportunities for them to learn and improve academic or life skills. Staff offer incentives for participation – primarily through the use of Shaka Bucks which are given for group participation. Youth can purchase snacks, school supplies, and field trip participation with their Shaka Bucks. While word of mouth and community presence are our biggest recruitment efforts, staff also recruit at community events, set up tables in the building lobbies to meet parents and youth after school, and meet kids while they are walking home from school. Attendance at study hall was by far the best during this program year with an average of 28 youth. We have seen an increase in Study Hall attendance and homework completion. For Fall 2018 our average daily attendance at Study Hall was 28 youth as compared to an average daily attendance for the Spring 2018 semester of 14. While we still have a number of students who say they do not have homework, they are more willing to work on things like iReady that are related to the school day and have an academic focus.

Describe activities offered during summer 2018.

PACT's 21st CCLC offered the following activities during our Summer 2018 Learn, Eat, and Play program (LEAP). Daily activities started with a USDA summer lunch program, operated at KPT by PACT, followed by a summer academics program, skill building activities, dance, and outdoor activities. Program participants also participated in the Kalihi Late Night Basketball League and canoe paddling. Summer academics included: Math – Staff setup a Khan Academy classroom for youth to access. Khan academy allows staff to set the base academic level, assess student's progress on each math concept and provide reports on the number of activities and the success rate of participants. ELA – In addition to completing ELA worksheets that introduced age appropriate language skills, staff conducted reading circles with youth with the intention of youth becoming the leaders of their groups. Focus was

on youth's understanding of the selection and to increase their confidence in reading aloud. Learning outcomes included: gaining confidence in reading and comprehension, increasing comfort in reading aloud, interacting positively with peers, increasing joy in reading. · Science – The University of Hawaii at Manoa offers science kits through their Center for Microbial Oceanography Research and Education. These kits can be borrowed from a number of sites across the island. Kits include: assessments, activities, worksheets, videos, a teachers manual and lab materials (i.e. carbon dioxide sensors, dissection microscopes, etc.) Kits are aligned to national and state science standards.

Describe activities offered during school year 2018-19.

Groups and sessions offered included: August/September: Study Hall/Homework Help, Cultural Dance, Digital Media, Mini Me (youth leadership), SPARK (physical activities), 2 Fit 2 Quit (fitness), Action-PACT! (theater/drama), Food and Math/October-December: Study Hall/Homework Help, Cultural Dance, Photography, Web Design, SPARK (physical activities), Food and Math, Action-PACT!, Career workshops, Mural activities Spring groups included (in addition to study hall, etc.): Boys and Girls Groups – Two groups were held this term to provide a forum for boys and girls to deal with gender specific issues. While the boys group started off using the Making Proud Choices comprehensive sex education curriculum. The boys expressed they really liked having this group and decided to continue once the curriculum ended. The girls group focused on topics such as: friendships; mind, body, and spirit; growing up female; growth and self-care; female role models; body image, etc. The following activities were also conducted with Supplemental B Funding: The partnership with Purple Mai'a Foundation (PMF) and 808 Urban to create a community mural for the KPT community was a great success. The mural was completed at the end of December. Other activities associated with the mural were photography (to document the process), and web design (to create a webpage showcasing the project). College/Career Readiness (CCR) workshops that included: Ways with Words (writing with a focus on college and career preparation that included a cultural component), writing song lyrics, career pathways in music, careers in animation, Cosmetology, Tattoo artistry and entrepreneurship, medical assisting, and CPR/1st aid certification. We started a new SEL (Social Emotional Learning) initiative with input from Stephen Chinen (a contractor hired through our Supplemental B funding in 2018) and Denise Uehara, our contracted external evaluator. We developed a group pre- and posttest using our identified top SEL competencies (resiliency and goal setting; managing stress, knowing and owning one's feelings, and empathy) and administered the first pretest to regular participants.

Describe activities offered during summer 2019.

Group sessions included: Math, ELA, Boys Group, Girls Group, SPARK, Social Emotional Learning, Making Proud Choices (sex ed), and Summer Academics (math and reading). Highlights: This Summer we were able to dig deeper into social-emotional learning by offering weekly sessions specifically geared toward SEL competencies. We were finally able to make great connection with SurfRider Spirit Sessions, a program that teaches social-emotional learning through surfing and were able to take 7 boys and 6 girls to the program (although attendance was sporadic for a number of the youth – 5 boys attended most of the sessions). A small group of participants also participated with the Lapahoe Canoe Club to practice and race during the summer regatta season. Youth also successfully participated in another season of Late Night Basketball – and players were required to attend Making Proud Choices (a comprehensive sex education curriculum) as a requirement of their participation on the team. Our Polynesian Dance group performed at PACT's Annual Ho'olaulea in July. They were a highlight of the day's program; over 500 parents and community members were in attendance to support them.

Program Materials

Purchased/Borrowed Curricula – Making Proud Choices (MPC), Too Good for Drugs and Violence, UH Center for Microbial Oceanography Research and Education Science Kits, Food and Math, Our Whole Lives (OWL) Staff-Developed Curricula – Love Languages, Lomi Lomi, etc. Materials – books, worksheets, art supplies (paint, brushes, etc.), paper/pens/pencils, etc. Sports Equipment – basketball, volleyball, dodgeball, life jackets, etc. Equipment – Bluetooth or wired speakers, cameras, computers, iPads. Online Programs – Khan Academy, iReady, Dole Online Homework Log (developed by PACT staff and Dole staff)

Resources

Grant Funds: In addition to 21st CCLC grant funds (both regular and supplemental), other PACT grant funds are used to provide services to youth enrolled in the 21st CCLC. These grants included Office of Youth Services Positive Youth Development, BESSD Temporary Assistance to Needy Families (TANF), and miscellaneous smaller private grants and donations. Through these other funds, 21st CCLC students have access to a wider variety of activities and services provided by staff funded by those grants. Facilities: Use of Dole Middle Schools Innovation Learning Center to provide college and career workshops and recruitment of Dole middle school students through their on-campus afterschool program. PACT's Teen Program space at the KPT Resource Center is used for staff offices and program activities. Better Tomorrows provided resources such as our primary programming space in the B Building tower at KPT and use of outdoor space to support CCLC programs. We were also able to use other spaces in the Towers like the Hospitality Suites to provide other classes and services when needed. Community Partnerships: · Purple Mai'a was contracted to plan, implement, and supervise the creation of the Kalihi Community Mural project. In addition to the paid contractual staff, 4 in-kind staff provided staff support for the project. (Supplemental B Funding) · On-going partnership with Kalihi youth serving agencies who continue to work together to provide our popular Late Night Basketball League and the 808 Junior Chef competition each year. · A new partnership was formed with Mary Hattori, previously the Director of Center for Teaching & Learning at Chaminade University, and currently the Scholarship Program Specialist at UHM East West Center. Mary was instrumental in identifying and contracting several presenters for our college and career workshops. (Supplemental B Funding)

Provide a brief description of staff and roles.

PACT's 21st CCLC was staffed by a Program Director (assigned part-time to this grant) and three Project Specialists. Additionally, three other PACT staff provided intermittent services to 21st CCLC youth through other grant funds. A contracted evaluator provides evaluation services. The Program Director is responsible for oversight of all Teen programs and contracts including the 21st CCLC. Responsibilities include: budget development and management, supervision of staff, fulfilling reporting requirements, and administrative oversight. Direct service staff's responsibilities include: · Development and implementation of all program activities · Track attendance, pre/posttest assessments and other data as required · Assist with 21st CCLC reporting requirements · Recruitment of youth and family participation

Provide a brief description of successes with partnerships.

Our partnerships with Kalihi service providers continued to collaborate on the annual Late Night Basketball League (LNBL) and 808 Junior Chef activities in this program year. The LNBL partnership has been in place for nearly 30 years. The partnership with the Purple Mai'a Foundation (PMF) has been very successful over the past several years. PACT has successfully partnered with the Purple Mai'a Foundation (PMF) for the past several years on a number of projects for our 21st CCLC program. The most recent partnership activity was the Kalihi Mural Project that was completed in the Fall of 2018\ . For this project, not only did we need to coordinate with PMF, but also with the Michael's Organization and Better Tomorrows so we could paint this huge project on the face of nearly the entire first floor of one of their towers.

Provide a brief description of challenges with partnerships.

Our partnerships have been very successful overall. One challenge that goes along with developing successful partnerships is the time commitment required to nurture them and coordinate scheduling and activities. We had an interesting conflict with a senior leadership member (from the mainland) of The Michael's Organization staff after the Kalihi Mural was primarily completed. Even though, all of the primary participants loved the finished project, the mural did not meet her expectations. For example, the first step in completing the mural was to have the community place their handprints on the wall, which is an integral part of the process. "The first step in the mural making process is to open the wall to the community. With an array of paint colors, participants place their hands into the paint, then directly on to the wall until the whole wall is covered. This locks in the energy of the community and serves as the primer to the following steps. This also creates a personal and social investment by those community members who print their hand on to the wall. The message is that their hand print,

their mana, is the foundation for the work that is to come.” All this staff person saw was “handprints” showing through the mural. So, PMF pulled together a project report that outlined the mural process in detail, explaining the cultural significance of each step. And, we did go back and clean up some other issues she brought up which ended up making a significant improvement on the finished product.

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.

We continued to struggle with this component during the 2018-19 program year. Planned activities included: Back to School Bash (Collaborative PACT community-wide event) Kalihi Pride Mural – Kick-off, Manalima, Unveiling Family Bingo Night Parent Coffee Hour Family Volleyball Night plus Dinner Family Movie Night Even with a significant amount of outreach (flyers, phone calls, home visits), these events were not successful and very few parents attended.

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

The evaluation design of the PACT C21 program has been iterative, always evolving as the program develops and adapts to the needs of its participants as a result of its participants active/passive participation, inconsistency and transiency. The program has also been mired with staffing challenges in the last year and therefore, the evaluation has had to respond flexibly. While consistent and long-lasting participation has been challenging, there has been qualitative improvements in the lives of individuals who choose to attend PACT C21 activities on a regular basis. Therefore, we have adopted a Success Case Study model of evaluation where qualitative data is used to describe and inform how the contextual factors impacted the lives of participants. Furthermore, this in-depth narrative provides a much needed story behind the numbers that tend to portray less than successful “outcomes” as typically defined.

Implementation Evaluation

What implementation questions are being answered?

Has the program been implemented as planned in the grant application? If no, what changes were made, and why? Which program activities have yielded high participation and /or retention rates? What challenges have been faced during program implementation and how are they being addressed? Which partnerships continue to collaborate and/or provide supports? What are the plans for appropriate program implementation or organizational institutionalization in the coming years?

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

Open ended questionnaires. Surveys. Site visits.

What is the timing of data collection?

On-going. Semi-annually. Annually.

Add any additional program implementation information.

NA

Outcomes Evaluation

What outcomes questions are being answered?

A success can be defined as a "little" success; something as simple as showing up for Study Hall and doing their homework, or a "BIG" success that involves a member achieving graduation from High School or an alternative learning program. What were the program defined successes as a result of the C21 efforts? Success can come from relationships and partnerships formed between C21 staff and school, C21 staff and families, or C21 staff and members. What were the sustained partnerships that formed as a result of C21 efforts? To what extent was staff hired, retained, recognized for their selfless efforts? To what extent did participants realize their own potential and took full advantage of the C21 services? To what extent did participants build strong professional relationships, with mentors? In what ways did participants demonstrate capable of decision making skills? In what ways did the program continue to make strides in cultivating family involvement?

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

Open ended questionnaires. Surveys. Site visits. Behavior reports. Observations. Attendance.

What is the timing of data collection?

Semi-annually. Annually

Add any additional program outcome information.

The summative evaluation established the degree to which the objectives and outcomes have been completed. The evaluation concentrated on the project's desired outcomes as a result of implementing various activities. The summative evaluation takes the form of a Success Case Study method where the evaluation seeks to uncover the most impactful successes and failures of a program and then tell the stories behind them, backed by evidence.

Implementation Evaluation Results

Has the program been implemented as planned in the grant application? If no, what changes were made, and why? Which program activities have yielded high participation and /or retention rates? All program components proposed in the grant application continue to be implemented – although some more successfully than others (see discussion below). However, staff respond to the changing needs and interests of the participants by adapting and adjusting activities. Sports and outdoor recreational activities continue to yield high rates of participation and groups, like our Boys Group, that provided a forum for youth to address their needs and concerns also tended to be popular. In the 2018-19 program year, attendance at Study Hall was the highest and most consistent it has ever been. What challenges have been faced during program implementation and how are they being addressed? Staff continues to develop activities that are attractive to youth, while youth still basically want a place to hang out. Mediating these two sides of the same coin remains an iterative process. They also continue to develop and maintain great relationships with kids, a necessary component when working with this population and especially in this environment. However, great relationships may not always transfer to changing school performance. There are various complexities and many variables that are difficult to simultaneously address. Consistent staffing continued to be a challenge. When a staffing vacancy occurs, PACT has a formalized hiring process that is implemented immediately. However, with the current unemployment rate and the program's non-traditional working hours, it is sometimes difficult to fill vacancies timely. The program continues to have challenges implementing their advisory committee. The committee was reformed and met for the first time in March of 2019. Which partnerships continue to collaborate and/or provide supports? Our ongoing partnerships with Kalihi based youth serving agencies continue to work together to provide enhanced services for youth in this community. We had an opportunity to work with the Purple Mai'a Foundation (PMF) once again this year on the Kalihi Pride Mural Project through Supplemental B funding. We continue to work with The Michael's Organization, Better Tomorrows, and other PACT programs to provide holistic services and community events. Our strong working relationship with Dole Middle School continued through PACT staff participation on the School Community Council and by working together to provide a series of Career and College

Readiness workshops on campus during the Fall of 2018. What are the plans for appropriate program implementation or organizational institutionalization in the coming years? PACT continues to seek funding to maintain current Teen Program services including the 21st CCLC program (see Section 6). Through the 21st CCLC, we have been able to dramatically increase the number of middle and high school aged youth who we have been able to make and maintain connections with – and PACT is committed to continuing these services to address the needs of the young people and the needs of the community. Options include applying for the next round of 21st CCLC funding and seeking funding from other Federal, State, Local, and Private sources.

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

As discussed previously, PACT participated with a number of community partners during the year, including: Purple Mai'a was contracted to plan, implement, and supervise the creation of the Kalihi Community Mural project. In addition to the paid contractual staff, 4 in-kind staff provided staff support for the project. (Supplemental B Funding) On-going partnership with Kalihi youth serving agencies who continue to work together to provide our popular Late Night Basketball League and the 808 Junior Chef competition each year. A new partnership was formed with Mary Hattori, previously the Director of Center for Teaching & Learning at Chaminade University, and currently the Scholarship Program Specialist at UHM East West Center. Mary was instrumental in identifying and contracting several presenters for our college and career workshops. (Supplemental B Funding) Another new partnership was formed with Mary, Star of the Sea Church who selected PACT as the recipient of snack packs to send home on weekends because many of our kids come from food insecure homes.

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

Our partnerships have been very successful overall. One challenge that goes along with developing successful partnerships is the time commitment required to nurture them and coordinate scheduling and activities. As described in more detail previously, there was an issue about the Kalihi Mural and what was perceived as a lack of quality of the finished project. Although this was an uncomfortable situation at first, it turned out to be a great opportunity for this person and her organization to become more culturally responsive or competent – and by working together, actually improved the final product.

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

Program staff continued to try various methods to recruit parents and families. Through a trial and error process these numbers reflect consistent low attendance at planned activities. The following list represents program efforts to engage parents and families as well as the outcomes: Back to School Bash (Collaborative PACT community-wide event) Kalihi Pride Mural – Kick-off, Manalima, Unveiling Family Bingo Night Parent Coffee Hour Family Volleyball Night plus Dinner Family Movie Night Besides these parent/family events, we were also able to involve a few parents with other PACT services. For example, we referred the father of the boy with a seizure disorder to the KPT Family Center Case Manager Coordinator for assistance with managing his son's condition. Through this referral, we were able to help this family to get his condition under control – he went from having seizures 2-3 times per month at our Center to nearly zero. Currently he has not had a seizure for over 3 months.

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

Family/parent involvement has been an ongoing challenge with parents meeting the demands of multiple employment as well as cultural beliefs and practices surrounding this western expectation. Many of C21 families are first generation migrants from the Federated States of Micronesia (FSM) who must work several jobs to support their own as well as extended family members on island and from their home states. Participating in site sponsored events is often difficult, furthermore, the concept of involvement in their children's education through organizational or institutional opportunities is not a familiar practice. Generational differences in acculturation, language differences and misconceptions

about school, beliefs and attitudes, and issues of community identity have been cited as barriers to authentic participation in educational supports from schools and organizations (Onikama, et al, 1998).

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

The program has found success in building relationships with youth but continues to struggle in keeping them engaged and consistently participating in skill building classes or educational groups. They have addressed this by: • offering a variety of groups • offering incentives for participation The program continues to have challenges reaching their target population – youth who are not doing well in school AND who are not participating in after school programs. Furthermore, parent/family engagement to support objective 4 has remained a challenge. The program has struggled to motivate youth to complete their homework while at the Center. This year, study hall participation has dropped as compared with the number previous years. Attempts were made to remedy this situation however, because of school and teacher logistics and complexities, this challenge remains.

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

PACT-specific objectives remained essentially the same while the activities to achieve these objectives continue to evolve. Staff worked hard to operationalize SEL activities and work on a way to measure improvement and progress. Challenges included getting consistent attendance especially in groups designed to increase academic performance.

Success Stories

In keeping with the Success Case Method, the following narratives were provided by program staff to highlight individual models of success that are often overlooked when reviewing standardized indicators of “success.” When AF started coming to the Center, staff were aware of his seizure disorder but not experienced in dealing with his episodes which occurred with some frequency. Staff researched online to get more information and spoke with AF’s dad to get his input. The supervisor organized a training with the Epilepsy Foundation for all Teen Program staff and a few other PACT program staff. Staff learned a lot and were able to more appropriately respond to his seizures and report on them. A referral was made to a case manager at our Family and Economic Development Center so she could assist the father with stabilizing the situation. As of the writing of this report, AF has not had a seizure for over 3 months. LDY was a shy, reticent girl who participated regularly in Teen Program activities but refused to join any sports activities as was the wish of her mother. Finally, Mom gave her the choice to either play basketball or join our paddling team, so she reluctantly joined paddling. This was a huge success in a number of ways – she realized she loved paddling, the canoe club really needed girls in her age group, so they made her very welcome – and she was really good! Her mom and siblings were very supportive and encouraging and it is highly likely that she will continue to paddle on a regular basis. LJ failed the 7th grade in 2017-18\ . We were disappointed as he has been one of our most consistent participants over the years. With hard work and support, he was able to complete the 2018-19 school year with all of the 7th and 8th grade credits needed to move on to high school on time. Because of our connection with the Purple Mai’a Foundation, one of our youth was invited to participate in the Obama Foundation Summit in Honolulu in January 2019\ . BI was one of a handful of Hawaii high school students who hosted the 22 young leaders from the Asia-Pacific area in the launch of their leadership program. Although they were not able to meet the President, it was an awesome event where they were able to meet and connect with these young leaders.

<https://www.khon2.com/local-news/obama-foundation-to-host-workshop-to-design-asia-pacific-leaders-program/>

Best Practices

Community Teen Program philosophy and practices reflect the belief that all youth are worthwhile and can reach their full potential given opportunities to develop the knowledge, skills, competencies and abilities needed to “complete the business of growing up.” Our Community Teen Program is community-based and services are based on assets and strengths, focus on the achievement of outcomes, and incorporate the best practices of positive youth development (PYD). Youth Development programs, such as this, provide guidance and support; safe environments; a variety of

opportunities that lead to healthy development; and help youth build a core set of assets and competencies that will help them to successfully navigate adolescents and adulthood. PYD programs also help meet the basic needs of youth, including: safety and structure; belonging and membership; self-worth and an ability to contribute; independence and control over one's life; good relationships; and competence and mastery. Staff also used evidence based curricula in group sessions. For example, Making Proud Choices is an evidence-based comprehensive sex education curriculum that has demonstrated outcomes of increasing the age at which young people first become sexually active and reducing the number of partners they have. Youth also learn other responsible sexual health decision making skills. As participation fluctuates and staffing has been inconsistent, existing staff have been creative in modifying and improving program activities to best meet the needs of this environment.

Student, Teacher, Parent, Staff or Community Input

PACT disseminates an annual Consumer Satisfaction Survey. See attached survey questions. Results include: 87% of youth believe PACT services have helped them or their family.94% state services were provided when they needed them99% felt staff were friendly and caring94% felt their culture and background was respected88% thought the services were convenient95% are satisfied with the progress they have made94% expressed overall satisfaction with the program Our partner, Purple Mai'a graciously wrote and disseminated a report that documents and describes the Kalihi Pride Community Mural efforts. Like every work of art, purposeful decisions marked the final product combining, vision, artistry, culture, and in this case community. The Mural highlights one of our program successes involving C21 staff and youth participants. See attached report.

Student Data

The next screen will prompt you to upload your copy of the student data template that you received in the beginning of this form. [Click here if you need to redownload a new template.](#)

Student Data

 Tab 12-01 Evaluation Template - Cohort 10_ & ...

Pictures





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

Finding funding is only one piece of a sustainability plan. Sustainability starts with designing and implementing a cadre of strong, evidence-based services that show positive results. Next, we must build collaborative partnerships that contribute to the quality of the program and have a stake in making sure the program continues. And we must create advocates for the program (i.e., leaders in education, business, government, and others) who will use their influence to generate support for the continuation of the program. Finally, developing a diverse and stable funding base is the last piece of a strong sustainability plan.

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

Sustaining the program services beyond the funding period requires vision, planning, and persistence. PACT realizes the importance of maintaining its presence in a community to avoid the “coming and

going” of services that makes the community wary of participating in services they fear may be transient and short-lived. Because federal and state funding for youth development and prevention programs has declined significantly over the past decade, it is vital to find ways to sustain this important community asset. In particular, the program works with neighborhood families to support their unique needs related to poverty, migration and other stressful issues. The Center greatly decreases the long-term impacts of unattended children and youth being in risky situations afterschool. It also reduces the cost of future adult interventions often required if youth problems continue unaddressed. For every dollar spent on programs like the PACT Community Teen Program, the State can save \$9-\$13 in remediating costs down the road. PACT actively seeks government, national and local private funding opportunities to operate this important program. PACT also employs a number of other fund development strategies including an annual evening fundraiser; the Keiki Day newspaper sale; online giving opportunities; and a social media presence. All of which raise unrestricted funds to supplement programs and operations, as well as awareness about community needs. PACT looks to diversify funding sources and identify new funding streams, seeking alternative funding sources and partnerships that may not have been tapped before. For example, PACT recently submitted a proposal and received funding from Temporary Assistance for Needy Families (TANF), creating integrated services between the Teen Program and PACT’s Family & Economic Development Center that will provide improved and more coordinated services to youth and families enrolled in both programs. There are other ways to sustain program activities beyond the grant period. One of those is to continue to find ways to utilize the capacity that has been built while the program was funded. Through 21st CCLC funding, our staff capacity has increased tremendously, particularly in the area of technology and digital media. Through our partnership with Purple Mai’a Foundation (PMF), staff have participated in incredible training opportunities such as a 6-8 week training with DevLeague in 2016 with follow-up training and mentoring from PMF. Staff have continued to learn new skills web design and photography with the PMF new partnership in 2018\ . We have also been able to increase our hardware capacity and now have 24 laptops and over 80 iPads for program participants to use for educational and recreational purposes.

Conclusions

Hiring and retaining program personnel continues to be a major challenge. While staff has been hired, the nature of this work with the surrounding population requires individuals who are a good fit. Personal commitment, cultural responsiveness and individual resilience are just a few of the competencies needed to effectively facilitate the program. Finding the right combination in a limited pool of applicants has been a critical factor for the success of PACT’s 21st CCLC Program (C21). Participant recruitment and continued participation of youth remains elusive along with family involvement. Program personnel have continued to aggressively and creatively recruit with little change in the number of families who actually show up for events. The program has seen a decline in numbers for participants who regularly participate which may be attributed to the changing community dynamics. There has been an uptick in underage drinking, property theft, and violence related to unsupervised youth during the evening hours. Community talk story sessions reported that residents are afraid to step out during non-daylight hours which may provide some explanation as to the low/no family participation. C21 continued to offer a variety of activities for youth to engage in that support academic and non-academic enhancement. C21 continued to offer a variety of enrichment activities designed to facilitate social emotional competencies as well as career focused skills. Systematic data collection efforts remain a work in progress with an electronic database system to be implemented in the next program year.

Reflections on program implementation and impact

While PACT realizes the importance of improving academic performance, we also realize that for many of our youth, it is difficult to address academics when basic needs are not met, social issues take precedence over school achievement, and health and well-being are in question – and when the most important relationships and role models are peers who are equally in distress. Program staff work hard – and successfully – at building relationships, establishing trust, mentoring, and providing support and guidance as a precursor to addressing school success. There needs to be a focus on these basic needs at least as much as a focus on academic progress. While there is much work to do, PACT is

making a positive impact on youth and the community.

Evaluation dissemination

This evaluation report will be shared with the advisory group, partners, and PACT staff as appropriate. Staff will have access to an electronic copy of the report. Additionally, the report will be posted on PACT's website.

Exhibit 1: Basic Information Table

Required Information	Enter Information
Subgrantee Name	Parents And Children Together (PACT)

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kuhio Park Terrace	6-12
Center 2		
Center 3		
Center 4		
Center 5		
Center 6		
Center 7		
Center 8		
Center 9		

3.B.1. Goals

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

1	<i>SAMPLE: Improve academic achievement in math</i>
1	To assist youth in improving their non-cognitive skills by offering a broad array of high-quality youth services and programs.
2	To assist youth with improving their academic skills by providing academic enrichment opportunities during out-of-school time.
3	To provide an array of services for families of youth enrolled in the CCLC that will increase family engagement.
4	
5	

3.B.2. Objectives

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

	<i>SAMPLE: 1.1 50% or more of students participating at least</i>	<i>Course Marks</i>
1	<i>SAMPLE: 1.2 The gap in math achievement between low-</i>	<i>Smarter Balanced Assessment</i>
1	1.1 PACT's 21st CCLC will offer a variety of high-quality	Monthly Calendars/Schedules, SEL assessment
	1.2 At least 3 non-cognitive (SEL) skill development activities	Monthly Calendars/Schedules, Group Attendance Forms
	1.3 75% of regular participants will demonstrate improved	Teacher Surveys
	Click here to enter fourth objective for Goal 1.	Click here to enter measure.
2	2.1 PACT's 21st CCLC will offer a variety of high-quality	Monthly Calendars/Schedules, SEL assessment
	2.2 At least 2 academic enrichment groups/activities will be	Monthly Calendars/Schedules, Group Attendance Forms
	1.3 75% of regular participants will demonstrate improved	Teacher Surveys
	Click here to enter fourth objective for Goal 2.	Click here to enter measure.
3	3.1 At least 4 parent/family engagement activities will be	Monthly Calendars/Schedules, Group Attendance Forms
	Click here to enter second objective for Goal 3.	Click here to enter measure.
	Click here to enter third objective for Goal 3.	Click here to enter measure.
	Click here to enter fourth objective for Goal 3.	Click here to enter measure.
4	Click here to enter first objective for Goal 4.	Click here to enter measure.
	Click here to enter second objective for Goal 4.	Click here to enter measure.
	Click here to enter third objective for Goal 4.	Click here to enter measure.
	Click here to enter fourth objective for Goal 4.	Click here to enter measure.
5	Click here to enter first objective for Goal 5.	Click here to enter measure.
	Click here to enter second objective for Goal 5.	Click here to enter measure.
	Click here to enter third objective for Goal 5.	Click here to enter measure.
	Click here to enter fourth objective for Goal 5.	Click here to enter measure.

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Kuhio Park Terrace	73	6-12
	0	Grade levels served
	0	Grade levels served.
	0	Grade levels served
	0	Grade levels served.
	0	Grade levels served
SubgranteeTotal	73	

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

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Kuhio Park Terrace	154	58	6-12
			Grade levels served
			Grade levels served.
			Grade levels served
			Grade levels served.
			Grade levels served
			Grade levels served.
			Grade levels served
			Grade levels served.
			Grade levels served
			Grade levels served.
SubgranteeTotal	154	58	

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

Center	Summer	Grade Levels
Kuhio Park Terrace		erved
		erved
		erved.
		erved
		erved.
	0	Grade levels served
SubgranteeTotal	0	

Exhibit 5
has been
removed.

Please
continue
to the next
exhibit.

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Kuhio Park Terrace	130	76.00%	18	11.00%	65	38.00%	109	64.00%	64	37.00%
SubgranteeTotal	130		18		65		109		64	

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	#	%
Kuhio Park Terrace	0	0.00%	23	13.00%	127	73.00%	1	1.00%	5	3.00%	4	2.00%	13	8.00%
Subgrantee Total	0		23		127		1		5		4		13	

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

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other		
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	
Kuhio Park Terrace	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	10	4	3	3
Subgrantee Total	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	10	4	3	3

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
Kuhio Park Terrace	22	5	0	0	0	0	0	5	30
Subgrantee Total	22	5	0	0	0	0	0	5	30

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Paid	Unpaid
Provide evaluation services	1	0
Raise funds	0	0
Provide programming/activity related services	0	8
Provide goods	0	1
Provide volunteer staffing	0	0
Provide Paid Staffing	0	0
Other	0	0
Subgrantee Total	1	9

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

Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No				
Kuhio Park Terrace	Yes	Yes	Yes	Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.

Exhibit 21: Progress on Program-Specific Objectives

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

	Objectives	Measures	Results	Met/Not Met
	<i>SAMPLE: 1.2 The gap in math achievement between low-</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or</i>	<i>Met</i>
1	1.1 PACT's 21st CCLC will offer a variety of high-quality	Monthly Calendars/Schedules, SEL assessment	These activities were provided as planned.	Met
	1.2 At least 3 non-cognitive (SEL) skill development activities	Monthly Calendars/Schedules, Group Attendance Forms	These activities were provided as planned.	Met
	1.3 75% of regular participants will demonstrate improved	Teacher Surveys	Of the 34 teacher survey s returned, 27 or 82% indicated	Met
	Click here to enter fourth objective for Goal 1.	Click here to enter measure.		
2	2.1 PACT's 21st CCLC will offer a variety of high-quality	Monthly Calendars/Schedules, SEL assessment	These activities were provided substantially as planned.	Met
	2.2 At least 2 academic enrichment groups/activities will be	Monthly Calendars/Schedules, Group Attendance Forms	These activities were provided substantially as planned.	Met
	1.3 75% of regular participants will demonstrate improved	Teacher Surveys	Of the 34 teacher survey s returned, 20 or 59% indicated	Met
	Click here to enter fourth objective for Goal 2.	Click here to enter measure.		
3	3.1 At least 4 parent/family engagement activities will be	Monthly Calendars/Schedules, Group Attendance Forms	These activities were provided as planned but with poor	Not Met
	Click here to enter second objective for Goal 3.	Click here to enter measure.		
	Click here to enter third objective for Goal 3.	Click here to enter measure.		
	Click here to enter fourth objective for Goal 3.	Click here to enter measure.		
4	Click here to enter first objective for Goal 4.	Click here to enter measure.		
	Click here to enter second objective for Goal 4.	Click here to enter measure.		
	Click here to enter third objective for Goal 4.	Click here to enter measure.		
	Click here to enter fourth objective for Goal 4.	Click here to enter measure.		
5	Click here to enter first objective for Goal 5.	Click here to enter measure.		
	Click here to enter second objective for Goal 5.	Click here to enter measure.		
	Click here to enter third objective for Goal 5.	Click here to enter measure.		
	Click here to enter fourth objective for Goal 5.	Click here to enter measure.		