Hawai‘i Department of Education

Hawai‘i Statewide Evaluation of the 21st Century Community Learning Centers Program

School Year 2013-2014

Statewide Evaluation Report

May 27, 2016

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EXECUTIVE SUMMARY

Overview of the Evaluation

The SY 2013-14 statewide evaluation of the 21st Century Community Learning Centers program in Hawaiʻi (Hawaiʻi 21st CCLC) was conducted by IMPAQ International, LLC (IMPAQ), under contract with the Hawaiʻi Department of Education (HIDOE) Special Programs Management Section (SPMS). This evaluation is intended to address three primary purposes:

- To describe the students served and the activities conducted statewide through 21st CCLC funding;
- To assess the success of the program statewide and at the individual subgrantee level in achieving the Hawaiʻi 21st CCLC key performance indicators; and
- To develop recommendations for program improvement and for strengthening future evaluation efforts.

This evaluation is based primarily on a review of the 2013-14 subgrantee evaluation reports submitted to HIDOE and posted on the HI 21st CCLC website, and includes information from te 2012-13 statewide report for comparison. The evaluation is limited to subgrantee reports for two reasons: 1) the US Department of Education 21st CCLC PPICS (Profile and Performance Information Collection System) database is no longer available for downloading or querying state or subgrantee data; and 2) since most of the grants have ended, it is not feasible to supplement the reported data with site visits or interviews to collect additional qualitative data.

The evaluation combines quantitative data taken from tables, charts, and numbers in the text of the evaluation reports with qualitative data from the narratives. Quantitative data is presented primarily by subgrantee. Due to missing data from some sites for many of the performance measures, it was not feasible to provide statewide totals, averages, or percentages for most measures. Wherever feasible, data are reported in comparison with SY 2012-13. Most data are for the school year, as very little summer program information was available.

HI 21st CCLC Program

In the 2013-14 academic year, the Hawaiʻi 21st CCLC program included 12 subgrantees, all of which were HIDOE complex areas. The 12 subgrantees included the following complex areas: Aiea-Moanalua-Radford (AMR), Baldwin, Campbell, Castle, Hilo, Kaimuki, Kealakehe, Kaʻu-Keaʻau-Pāhoa (KKP), Kohala, McKinley, Waianae, and Waipahu. These subgrantees provided 21st CCLC services through a total of 74 schools (centers) to more than 4,000 students during the 2013-14 academic year.

Performance on Hawai‘i State Key Performance Indicators

Due to missing data issues, for most objectives it is not possible to assess the total percentage of students and programs that met particular goals. The results reported here are based on partial data that were available at the time of this report.

Objective 1: Behavioral Outcomes

This objective includes four key indicators of classroom behavior.

- ***Turning in Homework on Time***: With eight subgrantees reporting, most students were assessed by teachers as having improved in turning homework in on time, ranging from a high of 88% in Waipahu to a low of 43% in AMR.
- ***Classroom Participation:*** With seven subgrantees reporting, most students were assessed by teachers as having increased their classroom participation, ranging from a high of 91% in Waianae to a low of 53% in Castle.
- ***Regular Class Attendance:*** Out of the seven subgrantees reporting, Waipahu had the highest teacher-reported improvement in classroom attendance (87%) and Castle had the lowest (20%).
- ***Classroom Behavior:*** Of the seven subgrantees reporting, Waianae had the highest teacher-reported improvement in classroom behavior (88%) and Castle had the lowest (42%).

Objective 2: Range of High-Quality Services

Five key indicators measure achievement of this objective.

- **Core Educational Services:** All subgrantees provided activities in at least two academic areas (reading/literacy, math, and/or science). However, for the most part, details and specifics about the programs are lacking, and indicators of quality are not available in the data we reviewed.
- **Enrichment and Support Activities:** Ten of the 12 subgrantees reported **offering** a range of activities including tutoring, health programs, gardening, project-based learning, music, technology, and sports. Several programs provided intensive one-on-one support and homework help. Some used Compass Learning software to provide tutoring to students. Two subgrantees, Castle and KKP, did not report offering any enrichment and support activities.
- **Community Involvement:** Ten subgrantees reported that they had partnerships with community agencies during the 2013-14 year. Campbell and KKP either did not describe any partnerships or indicated that this was a growing area for their program.
- **Services to Parents and Other Family Members Family:** Parent and family involvement appears to have been a challenge for most of the programs during the 2012-13 school year. While several sub-grantee reports described parent involvement increasing from the previous year, others reported they were not able to engage parents this year, that only some of the centers within the complex area had engaged parents, or that no data was available as evidence of parent involvement.
- **Extended Hours:** Among the ten subgrantees reporting hours of services provided, only three achieved the objective of 75% of their schools offering 12 or more hours of services per week. These incuded KKP, which offered 12 or more hours of after-school services at all three of their schools, Kohala, which offered 15 or more hours of after-school services at all of their three sites, and Waipahu, which offered 12 or more hours

per week of after-school services at both of their participating schools. Overall, for the ten subgrantees reporting, only about 37% of the centers offered 12 or more hours of services per week during the school year. About 70% of the schools offered services during summers and holidays.

Objective 3: Serving Those with Greatest Need

This objective is measured using a single key indicator specifying that 100% of centers are located in high need communities. Reviewing data on the schools included in each of the subgrantees' programs, we find that KKP serves, on average, the neediest schools, with 84% of their student population eligible for F/R lunch. Even Castle, the complex serving the lowest percentage has 50% of students qualifying for F/R lunch. Therefore, we know that programs took place in high-poverty schools and based on the data available, Objective 3 was met.

Objective 4: Academic Improvement

There was insufficient data reported by subgrantees to determine whether the state's academic improvement objective was met statewide. Teacher-reported data on grades were available for eight subgrantees. Among those, the percentage of students with improvement in grades ranged from a high of 59% at Castle to a low of 24% at AMR. Of the six subgrantees for whom data were available both years, three reported an increase in the percentage of students whose grades improved in 2012-14 compared to 2012-13 – Baldwin, Castle and Waipahu.

Subgrantee Goal Achievement

Subgrantees were encouraged to establish their own goals and objectives relevant to the programs serving their local areas. Those that did specify program goals in their reports tended to focus on increasing academic achievement in reading and math and improving students' learning behaviors, particularly in homework completion and student attitudes toward school.

In addition to these overall goals, subgrantees also defined specific objectives. Among the nine subgrantees reports that included objectives, there was significant variation in their stated objectives. There was also variation in the extent to which objectives were met. Only one subgrantee, AMR, met all of their academic and behavioral objectives.

Recommendations

Review of the subgrantee evaluation reports suggests the following areas for improvement:

- Academic achievement
- Program administration
- Program attendance
- Data collection
- Family involvement and services to adults
- Funding and sustainability
- Linkages to the school day
- Community partnerships; and

- Program quality.

In addition to a wide range of recommendations from local evaluators to address each one of these se areas, IMPAQ has made several recommendations for actions HIDOE might consider to address several issues that were raised across several grantees and seem to be persisting over time:

- ***Recruiting and retaining qualified site coordinators*** – Work with individual subgrantees and/or develop a working group to strategize ways to address the challenge, and provide subgrantees with guidance and/or technical assistance with recruiting and retaining qualified site coordinators.
- ***Recruiting effective teachers for academic services*** – Identify strategies to market the value of afterschool programs to the education community or other ways to encourage teachers to participate in afterschool tutoring and academic programs. In schools where the pool of potentially available teachers is very small to draw from, other strategies might be needed to identify individuals in the community with the desired skills and experience. HIDOE may need to provide leadership in identifying solutions and provide guidance and technical assistance to subgrantees to support their efforts to recruit and retain staff.
- ***Allocating sufficient staff hours*** – Examine more closely how subgrantees allocate funds across different aspects of the program, and provide new guidance on the most effective use of program funds to ensure sufficient time is made available for staff to plan the overall program and the specific activities offered.

In addition, we recommend that HIDOE undertake substantial investments to improve subgrantee evaluation efforts including:

1. Provide an orientation to program evaluation for subgrantees that includes the purpose of program evaluation, an overview of evaluation principles, and how to make effective use of evaluation results for program improvement;
2. Provide training and technical assistance to subgrantee and center staff on data collection and reporting procedures;
3. Review subgrantee evaluation reports and provide timely feedback to subgrantees to support improving their evaluation reports in subsequent years;
4. Encourage subgrantees to invest sufficient resources in program evaluation to ensure that evaluation efforts produce results that are useful for program improvement;
5. Provide technical assistance to subgrantees to recruit qualified evaluators;
6. Provide technical assistance to evaluators on producing evaluation reports that meet the state's requirements; and
7. Foster exchange of evaluation expertise and experiences among subgrantees and their evaluators.

Conclusions

It is evident from compiling date from subgrantees' reports that subgrantees are providing valuable afterschool services to many students throughout the state. It is also evident from the review of the subgrantees' evaluation reports that there are significant issues about subgrantee reporting that need to be addressed in order for the subgrantee evaluation reports to be of consistent high quality and usefulness. An improved data collection and reporting system will allow HIDOE to better document the effectiveness of its 21st CCLC program statewide. Improved subgrantee evaluation efforts will also better serve the program by producing findings that can more effectively be used at both the local and state levels to program improvement.

1. INTRODUCTION

Conducted by the University of Hawaiʻi, the SY 2011-12 statewide evaluation of Hawaii's 21st Century Community Learning Centers (21st CCLC) program proposed a five-year evaluation design to be implemented in phases. The proposed two-group, post-test-only quasi-experimental design was intended to take advantage of the multiyear funding provided to subgrantees and standardized requirements for evaluation data about student demographics, attendance, activities, academic behaviors, and academic performance. The evaluation was designed in tiers, with each subsequent year of the evaluation building upon the previous year.

Ideally, the SY 2013-14 evaluation would have been designed as phase two of the five-year plan. However, a number of factors have changed the landscape since then, including 1) the time elapsed since the completion of the 2013-14 school year, 2) no new subgrantees funded for the 2012-13 or 2013-14 school years, and 3) the phasing out of the national PPICS database. Thus, the SY 2013-14 evaluation faces constraints that were not anticipated when the five-year plan was conceived. This year's evaluation report was prepared in the context of these constraints. With the funding of new subgrantees and a forthcoming new national data system we expect that it will be possible to revisit implementing a quasi-experimental design in future years.

The design for the SY 2013-14 statewide evaluation of the 21st Century Community Learning Centers program in Hawaiʻi (Hawaiʻi 21st CCLC) was developed by IMPAQ International, LLC (IMPAQ), under contract with the Hawaiʻi Department of Education (HIDOE) Special Programs Management Section (SPMS). This report is intended to address three primary purposes of the 2013-2014 evaluation:

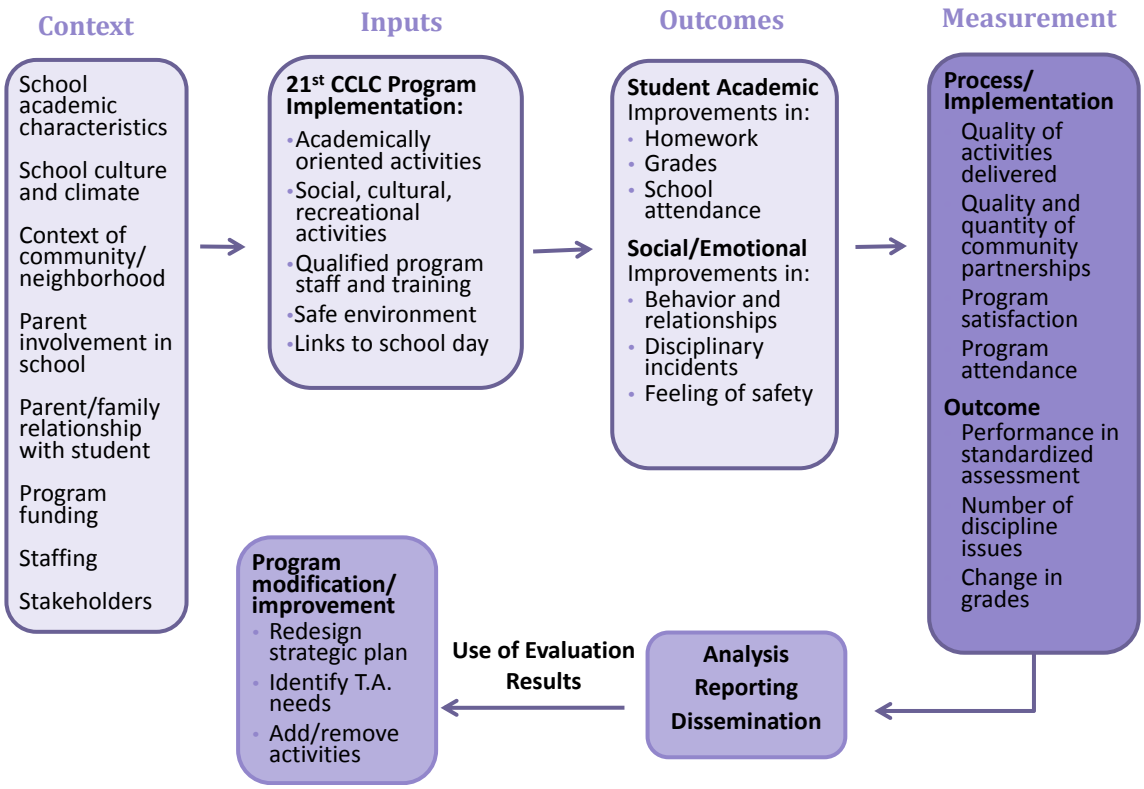
- To describe the students served and the activities conducted statewide through 21st CCLC funding;
- To assess the success of the program statewide and at the individual subgrantee level in achieving the Hawaiʻi 21st CCLC key performance indicators; and
- To provide recommendations for program improvement and for strengthening future evaluation efforts.

The following chapters provide an overview of the evaluation approach, an overview of the subgrantees and the students they served, performance on Hawaiʻi state key performance indicators, the achievement of subgrantees' own goals, challenges in data collection, and recommendations.

2. OVERVIEW OF THE SY 2013-14 EVALUATION DESIGN

Exhibit 1 below offers an overall logic model for evaluating 21st CCLC programs. The logic model provides examples of program strategies intended to produce positive student outcomes as well as features of program context that can also influence program success. The model also shows the role of evaluation in program improvement. Although it will not be possible to study every component of the model for the 2013-14 program year, given the [lack of] availability of data, over time subsequent evaluations will be designed to be more comprehensive, based on the lessons learned in each year's evaluation effort.

Exhibit 1: Logic Model for Evaluating 21st CCLC Programs



This evaluation is based on a review of the 2013-14 and 2012-13 subgrantee evaluation reports submitted to HIDOE. The evaluation is limited to data included in the subgrantee reports for two reasons: 1) the PPICS database is no longer available for downloading or querying state or subgrantee data; and 2) since most of the grants ended last year, it is not feasible to supplement the reported data with site visits or interviews to collect additional data.

The evaluation combines quantitative data taken from tables, charts and numbers in the text of the evaluation reports with qualitative data from the narratives. Quantitative data is presented primarily by subgrantee. Review of the evaluation reports reveals that even though HIDOE distributed an evaluation template in an effort to standardize the reports across subgrantees, many of the subgrantee reports are incomplete, with missing data from some sites for many of

the performance measures. For this reason it was not feasible to provide statewide totals, averages or percentages for most measures.

Qualitative data was analyzed using NVivo qualitative analysis software using a coding structure based on the evaluation objectives and Key Performance Indicators, with additional coding categories identified during the review of the text of the reports. The qualitative data provided additional detail about the programs as well as providing as much information as possible about each subgrantee, especially in cases where quantitative data is missing from the individual evaluation reports.

3. HAWAIʻI'S 21ST CENTURY COMMUNITY LEARNING CENTERS

In the 2013-14 academic year, the Hawaiʻi 21st CCLC program included 12 subgrantees, all of which were HIDOE complex areas. The subgrantees provided after-school services at a total of 74 school sites.

3.1 Overview of Subgrantees

Exhibit 2 provides a quick overview of the subgrantees. As the table shows, the number of schools for each complex area ranged from a low of two schools in the Waianae complex to a high of 10 schools in the Campbell, Castle, Kaimuki and Leilehua complexes. Total enrollment across the state for the 2013-14 school year is over 4,000 students (with two schools not reporting the number of students served). Totals for students participating 30 days or more and for summer enrollment are not included in the table due to the large amount of missing data.

Exhibit 2: Description of 2013-14 21st CCLC Subgrantees

Subgrantee	Grant Year	Number of Schools	Grade Levels	SY 2013-14 Enrollment	30 Days or More	Summer Enrollment
AMR	3	2	K-8	287	97	*
Baldwin	5	4	K-12	992	480	518
Campbell	2	10	K-12	991	410	*
Castle	3	10	1-12	399*	*	*
Hilo	3	6	K-8	586	*	*
Kaimuki	5	10	K-12	1,505	448	*
Kealakehe	2	3	K-6	664	*	*
KKP	4	9	K-12	*	*	*
Kohala	5	3	K-12	*	*	*
McKinley	5	8	K-12	1,103	428	*
Waianae	4	2	7-12	368	259	*
Waipahu	4	7	K-12	2,683	921	*
Total		74		4,154		

** Includes summer enrollment.*

3.2 Students Served

Exhibit 3 summarizes the characteristics of students served in the 21st CCLC program during the 2013-14 school year. As the table shows, the majority of students served (56-76%) in five of the eight of complex areas reporting were eligible for free or reduced (F/R) lunch. In the other three complex areas 34-38% of students served were eligible for F/R lunch. Four subgrantees did not report the percentage of participating students eligible for F/R lunch. Most subgrantees reported that 4-10% of their participating students had disabilities (SWD), although five subgrantees did not report the proportion of participants who were SWD. Among the seven

schools reporting, two schools reported the percentage of their participants who were English Language Learners was quite large, McKinley (29%) and Waipahu (24%).

Exhibit 3: Characteristics of Students Served

Subgrantee	SY 2013-14 Enrollment	% F/R Lunch	% SWD	% ELL	% API	% Black	% Latino	% White	% Female
AMR	287	76%	9%	18%	89%	0%	2%	5%	46%
Baldwin[a]	961	38%	5%	6%	61%	1%	3%	6%	35%
Campbell[a]	991	34%	4%	9%	66%	3%	4%	10%	46%
Castle	399	37%	10%	5%	79%	2%	3%	6%	46%
Hilo	586	*	*	*	*	*	*	*	*
Kaimuki	1,505	56%	7%	15%	76%	1%	3%	6%	46%
Kealakehe	664	*	*	*	*	*	*	*	*
KKP	*	*	*	*	*	*	*	*	*
Kohala	*	*	*	*	*	*	*	*	*
McKinley	1,103	76%	*	29%	58%	1%	1%	1%	48%
Waianae[b]	259	59%	7%	*	72%	4%	7%	16%	*
Waipahu	2,683	58%	5%	24%	92%	1%	2%	4%	49%

** Information not provided in subgrantee report.*
[a] *Percentages for combined regular school year and summer (30+ hours) students*
[b] *Includes only those attending 30 days or more.*

Exhibits 4-8 compare the student enrollment and characteristics of program participants to enrollments during the 2012-13 school year. As Exhibit 4 shows, two subgrantees had a significant increase in enrollments – Baldwin and Waipahu. The Baldwin complex increased enrollments by 50% over the prior year. No explanation for this was given in the report, but it seems to have been associated an increase in program activities offered. The Waipahu complex increased enrollment by 27%, which can be accounted for primarily by doubling enrollments at one of the sites, and a second school that greatly increased the number of activities offered and hours of operation.

On the other hand, the other six subgrantees for which we have both years of data had a reduction in total enrollments compared to the previous year.[1] The evaluation reports do not address what may have caused this reduction. However, difficulty in recruiting and retaining qualified staff may have been a contributing factor at several of the schools.

Exhibit 5 shows that Waipahu had a significant increase in regular students (those with 30+ days of participation). McKinley has a smaller increase, but otherwise schools typically had a small decrease in regular participants or stayed about the same. Again, the evaluation reports did provide any explanations for what might have contributed to these changes.

[1] The 2013-14 report for Campbell states in the narrative that number of participants and the number of regular participants increased compared to the previous year. However, the data in the two reports shows the opposite.

Exhibit 4: Change in School Year Participant Enrollment over Time

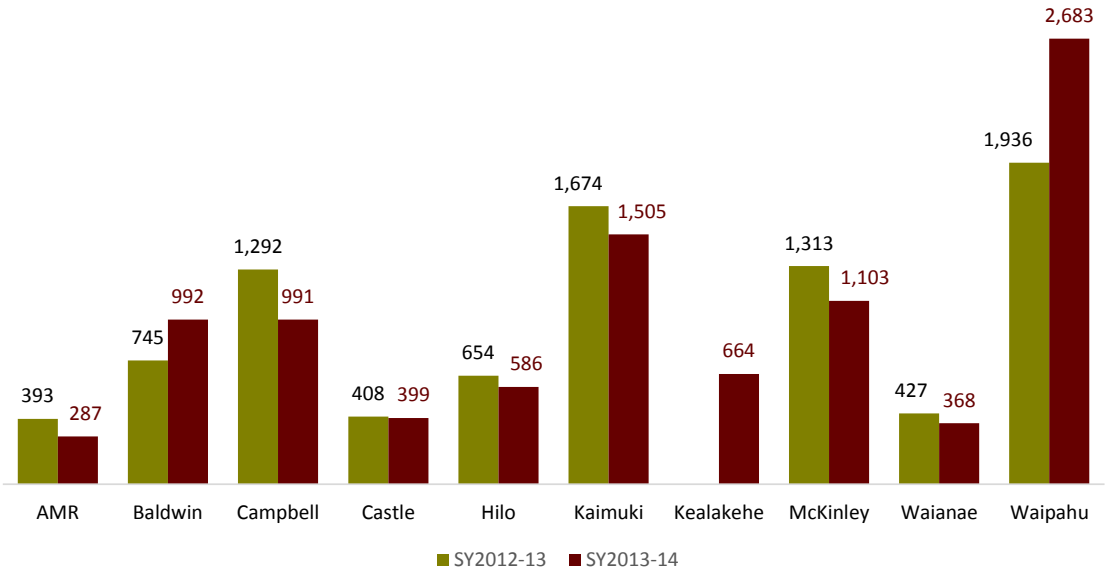


Exhibit 5: Change in Regular (30+ Days) Enrollment over Time

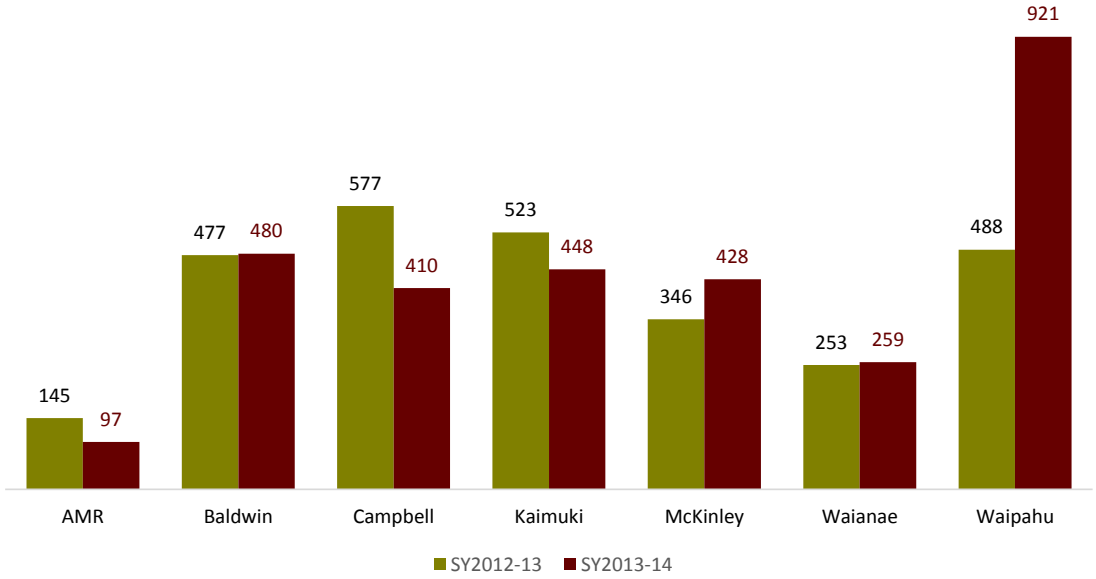


Exhibit 6 shows that one school had an increase in the percentage of students served who were eligible for free/reduced lunch increased over the previous year, while the percentage in the other schools was lower or stayed the same. In general, the percentage of students served with disabilities also decreased or stayed the same compared to 2012-13, especially in the McKinley complex, which decreased from 17% in 2012-13 to 10% in 2013-14, and shown in Exhibit 7. Exhibit 8 shows that the percentage of students who were English Language Learners also declined from the previous year, except for Waipahu, in which there was an increase.

Exhibit 6: Change in % Free-Reduced Lunch over Time

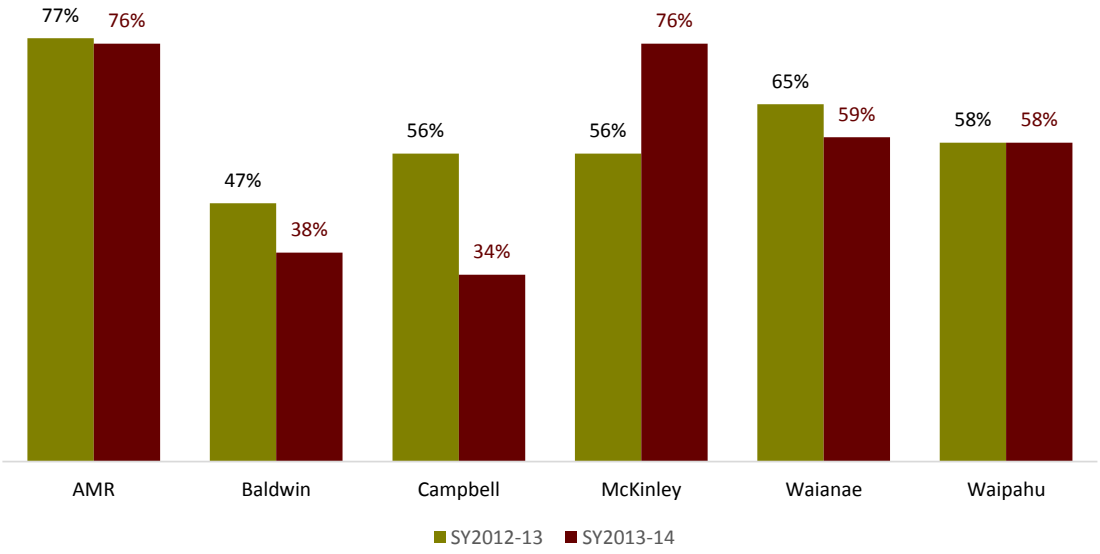


Exhibit 7: Change in % Students with Disabilities over Time

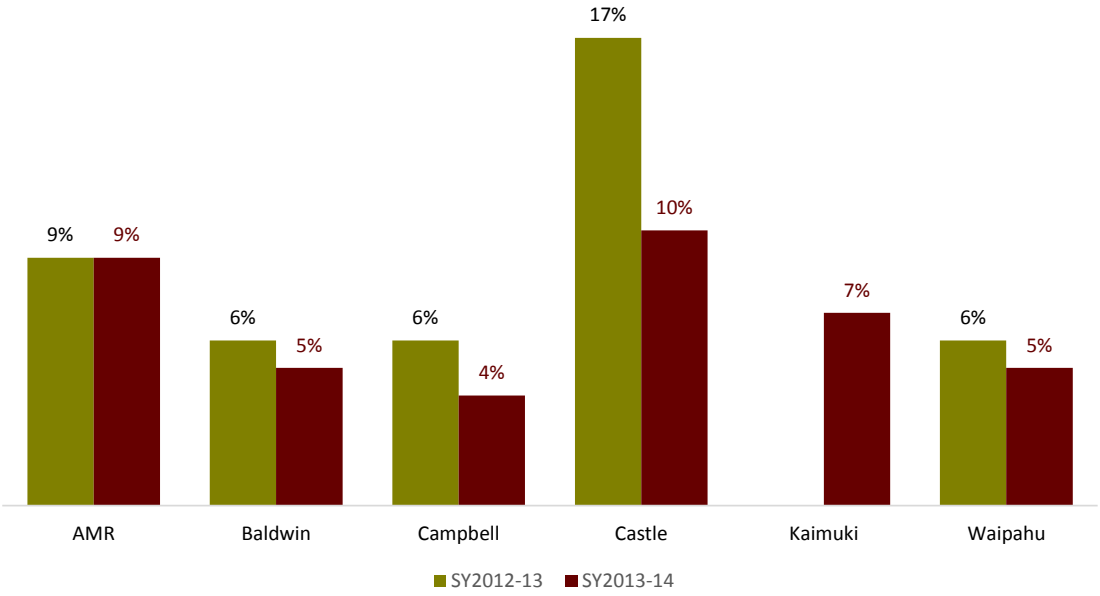
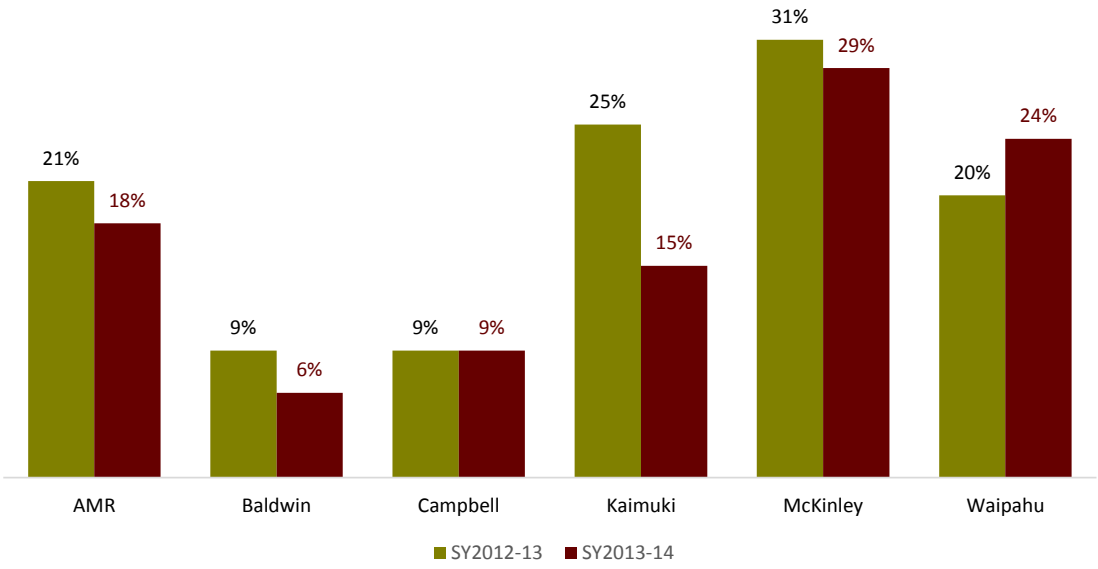


Exhibit 8: Change in % English Language Learners over Time



3.3 Staffing

As Exhibit 9 shows, information about staffing was only sparsely provided in the subgrantee reports. Some subgrantees reported having a project director, others reported having a project coordinator and four subgrantees reported having both. The number of teaching staff varied widely across subgrantees, with McKinley reporting the highest number (110 staff) and AMR reporting the fewest (4 staff). Baldwin (reported the highest number of teaching staff during the summer (54 staff) and AMR reported the fewest (3 staff). Three subgrantees did not report either the number of school year or summer teachers.

Exhibit 9: Program Staffing

Subgrantee	Project Director	Project Coordinator	Site Coordinators	Teachers		Tutors/ Aides		Admin	Volunteers	Total Paid Staff
				SY	Sum	SY	Sum			
AMR	1	1	2	4	7	3	2	3	10	*
Baldwin	1	*	4	65	54		*	*	*	*
Campbell	1	1	6	43	50	19	*	*	*	*
Castle	1	1	10	29	17		*	*	2	*
Hilo	*	1	*	*	*	*	*	*	*	*
Kaimuki	1	*	10	86	34	*	*	*	122	138
Kealakehe	1	*	3	38	13	*	*	3	*	*
KKP	1	*	9	*	*	*	*	*	*	*
Kohala	1	1	*	*	*	*	*	*	20	48
McKinley	1	*	8	110	43	*	*	*	*	*
Waianae	1	*	2	26	4	*	*	*	355	*
Waipahu	*	*	5	87	*	*	*	*	15	111

** Information not provided in subgrantee report.*

The narrative sections of the subgrantee reports provided some additional valuable information about program staffing. For example, Hilo, Kaimuki, Waianae, and Waipahu specified that at least part of their staff for the afterschool program were regular school-day teachers. This approach has the advantage of supporting strong linkages between the afterschool programming and the regular school day curriculum. Kaimuki reported "The schools that used regular teachers as part time teachers during the afterschool hours really had a better grasp of the CompassLearning capabilities."

Many schools supplemented services by hiring their own part time teachers, including McKinley, Waianae, Kaimuki, and Baldwin. Baldwin reported that finding skilled part-time teachers who were willing to deliver dynamic lesson plans when no prep time was allowed was also a challenge. Kealakehe has an innovative solution, reporting that "Many [teachers] were not willing to commit to so many hours after school. One solution is to have the week split up between two teachers of the same grade level."

Another issue that was raised by several subgrantees was the challenge of recruiting and retaining qualified site coordinators and other site staff. Kohala complex was able to recruit college and high school students to assist in summer staffing, and also had a number of community volunteers in both the school year and summer programs. Baldwin complex reported that finding qualified site coordinators who were skilled in administration, communication, budgeting, organizing and use of computers was a major challenge, citing in particular that the requirements of the site coordinator position can be overwhelming and the work can go beyond the 17 hour-per-week maximum established by the state. At Baldwin, some of the load was minimized but student helpers who "assisted with recess and break monitoring and served as teacher aides (i.e., taking attendance)." Kealakehe also reported that the new site coordinator at Kealakehe Elementary School "quickly learned that the 17 hours allotted is not nearly enough to complete the task."

In contrast, some schools, reported relative ease in staffing. Hilo experienced no staffing changes from SY 2012-13, and noted that "Site personnel stability resulted in consistent maintaining and tracking participants and activities."

The reduction in funding amounts in the later years of the grants was also raised as a concern by several subgrantees.

3.4 Summer Programs

All subgrantees provided summer programs in at least one of their schools. However, data about the summer programs was either very limited or difficult to distinguish from school year data for most of the subgrantees. For example, two subgrantees reported only their summer staffing, and provided no information about attendees or programs. Below are some highlights of the 2013 summer programs:

Baldwin

- Approximately 518 students were served in the summer program. Of these, 480 attended 30 hours or more.
- The summer component included a pre-kindergarten summer school transition program and provided summer school classes for disadvantaged, ELL, and non-proficient students in reading and math for grades K-12.
- The program utilized 54 teachers and 3 custodians in the summer program.
- Baldwin Complex operated 19.75 hours per week on average during the 2013 summer.

Castle

- Kaneohe Elementary implemented a CORE academic program in the summer using the CompassLearning on-line math program and Achieve3000 on-line reading program.
- The summer program hours increased from 150 hours for summer session 2012 to 448 for summer session 2013.

Kealakehe

- In summer 2013, activities were held at two of the three centers.
- During the summer, small group intensive tutoring was available.
- Programs included Jump Start, Kindergarten Readiness, Drama, Japanese, Lego Robotics, sports and music.

Kohala

- The summer program included 41 paid staff.
- College and high school students assisted in staffing the summer programs.

Waipahu

- Three sites (Ahrens Elementary, Honowai Elementary, and Waipahu Intermediate) were able to provide services as a summer intersession; 100% of these sites offered services at least 15 hours on average during the intersession.
- Five of seven sites developed project-based courses involving STEM, STEAM, Art, Video Production, and performing arts activities during the summer program.
- Three sites provided summer activities during June-July. Of the programming provided 64% were categorized as Academic Enrichment activities, 29% Recreational activities, and 7% other activities.
- During the summer, 54% of activities prioritized Reading, 32% activities prioritized Math, and 17% prioritized Science.
- Of the sites providing summer programs, 53% of the activities also integrated Technology, 52% were Cultural, 47% of activities included a Health and Nutrition

component, 30% involved Arts and Music activities, and 9% of activities additionally included an Entrepreneurial focus.

While this information is illustrative of Hawai'i's 21st CCLC 2013 summer programs, it is insufficient for reporting on the full range of topics covered in the evaluation. For this reason, this evaluation report focuses on afterschool programs provided during the school year.

4. PERFORMANCE ON HAWAIʻI STATE KEY PERFORMANCE INDICATORS

The Hawaiʻi 21st CCLC key performance indicators (KPI) include four objectives and eight related outcome indicators.

Objective 1: Educational/Social Benefits and Behavioral Changes

The first of the four state objectives focuses primarily on behavioral changes as measured by teacher surveys. This objective is operationalized to include one overall indicator with four specific measures as follows:

Objective 1 of Hawaii's 21st CCLC program states: ***"Participants will demonstrate educational and social benefits and exhibit positive behavioral changes."***

Indicator 1.1: Behavioral Outcomes **–** Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes).

This indicator is operationalized using four performance measures, including:

- 1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time.
- 1.1b Percentage of regular program participants with teacher-reported improvement in classroom participation.
- 1.1c Percentage of regular program participants with teacher-reported improvement in attending class regularly.
- 1. 1d Percentage of regular program participants with teacher-reported improvement in student classroom behavior.

The results gathered to address these measures are taken primarily from the 21st CCLC Teacher Survey data. Teachers fill out a survey for each program participant and indicate, from the teacher's perspective, whether the student has improved on particular measures. In 2013-14, only a small amount of teacher survey data was included in the subgrantee reports.

1.1a: Turning Homework in on Time

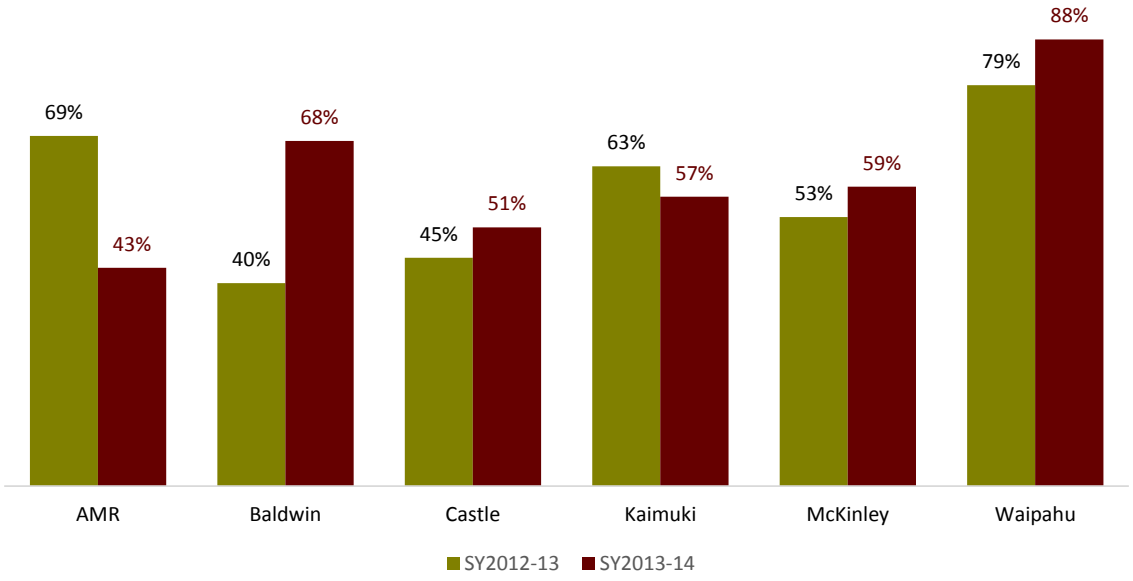
In 2013-14, seven subgrantees submitted information on changes in turning homework in on time. For six of these subgrantees, the data were very positive, with the majority of students improving in turning homework in on time. Homework improvement ranged from a high of 88% of students in Waipahu to a low of 43% in AMR. Exhibit 11 compares homework improvement between SY 2013-14 and the previous year for the six subgrantees for which both years of data are available. As the exhibit shows, the percentage of students improving in homework completion increased over the previous year for four of the subgrantees.

Exhibit 10: Change in Timely Homework Submission Rates

Subgrantee	Maintained or Improved (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
AMR	75%	43%	14%	11%	87
Baldwin	*	68%	*	*	*
Campbell[†]	53%	*	*	*	385
Castle	*	51%	*	*	399
Hilo	*	*	*	*	*
Kaimuki[a]	*	57%	*	*	448
Kealakehe	*	*	*	*	*
KKP	*	*	*	*	*
Kohala	*	*	*	*	*
McKinley[a]	*	59%	*	*	428
Waianae[a]	*	85%	*	*	259
Waipahu[a]	*	88%	*	*	921

* *Information not provided in subgrantee report.*
[†] *7 out of 10 schools reported.*
[a] *Includes only those attending 30 days or more.*

Exhibit 11: Change in Timely Homework Submission Rates over Time



1.1b: Classroom Participation

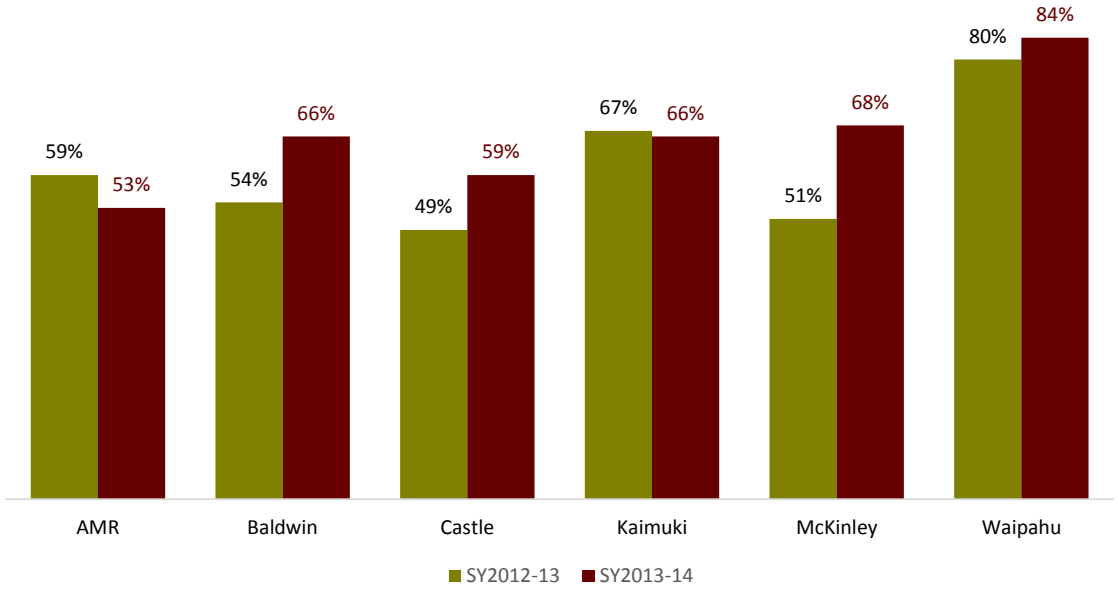
Seven subgrantees provided information on changes in classroom participation. For this indicator, results show that a majority of students' classroom participation improved, as reported on the teacher surveys. Results ranged from a high of 91% of Waipahu of students improving classroom participation to a low of 53% in AMR (see Exhibit 12). Exhibit 13 compares improvement in classroom participation between SY 2013-14 and the previous year for the six subgrantees for which both years of data are available. As the exhibit shows, the percentage of students improving in classroom participation increased over the previous year for four of the subgrantees.

Exhibit 12: Change in Classroom Participation Rates

Subgrantee	Maintained or Improved (%)	Improved (%)	Stayed Same (%)	Declined (%)	Total N
AMR	75%	53%	21%	5%	87
Baldwin	*	66%	*	*	*
Campbell	*	*	*	*	*
Castle	*	59%	*	*	399
Hilo	*	*	*	*	*
Kaimuki	*	66%	*	*	448
Kealakehe	*	*	*	*	*
KKP	*	*	*	*	*
Kohala	*	*	*	*	*
McKinley[a]	*	68%	*	*	428
Waianae[a]	*	91%	*	*	259
Waipahu[a]	*	84%	*	*	921

Source: Teacher Survey Data
** Information not provided in subgrantee report.*
[a] *Includes only those attending 30 days or more.*

Exhibit 13: Change in Classroom Participation Rates over Time



1.1c: Regular Class Attendance

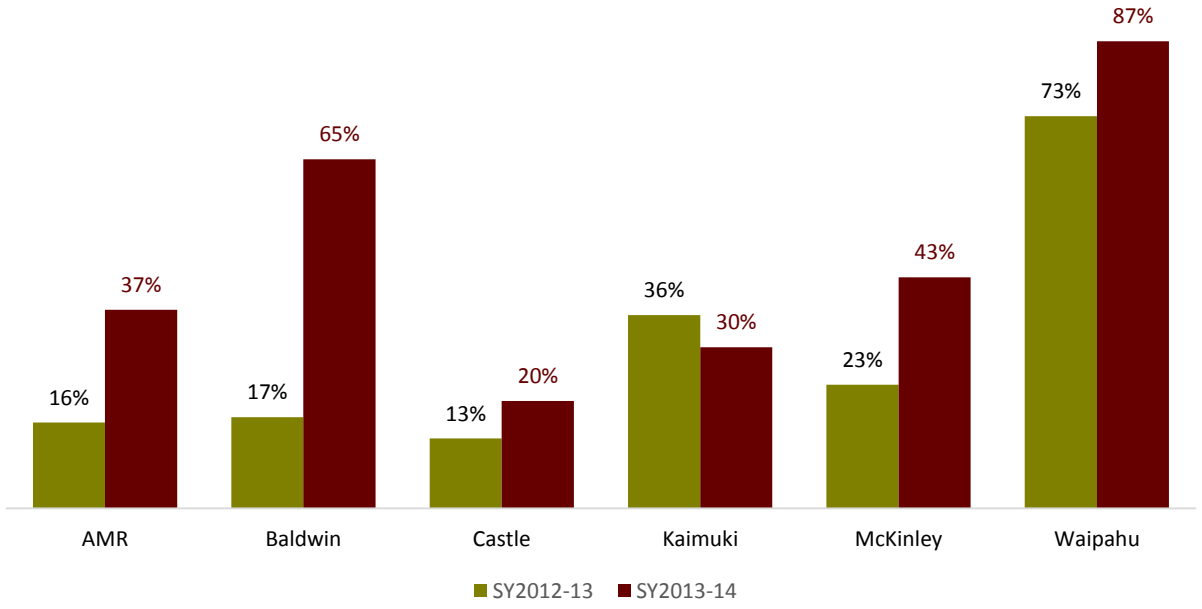
Teachers also reported data on changes in attending class regularly for students. As shown in Exhibit 14, out of the five subgrantees reporting, Baldwin reported the highest rate of improvement in regular classroom attendance, with 64% of students improving. Castle had the lowest percentage of students improving attendance (20%). As shown in Exhibit 15, five of the six subgrantees for which data are available for both years, showed an increase in the percentage of students improving their classroom attendance compared to the previous year.

Exhibit 14: Classroom Attendance Rates (SY 2013-14)

Subgrantee	Maintained or Improved (%)	Improved (%)	Stayed Same (%)	Declined (%)	Total N
AMR	82%	37%	25%	3%	87
Baldwin	*	65%	*	*	*
Campbell	*	*	*	*	*
Castle	*	20%	*	*	399
Hilo	*	*	*	*	*
Kaimuki[a]	*	30%	*	*	448
Kealakehe	*	*	*	*	*
KKP	*	*	*	*	*
Kohala	*	*	*	*	*
McKinley[a]	*	43%	*	*	428
Waianae[a]	*	85%	*	*	259
Waipahu[a]	*	87%	*	*	921

** Information not provided in subgrantee report.*
[a] Includes only those attending 30 days or more.

Exhibit 15: Change in Classroom Attendance Rates over Time



1.1d: Classroom Behavior

The final indicator for Objective 1 is teacher-reported improvement in classroom behavior. Seven subgrantees provided data on this measure. As shown in Exhibit 16, results ranged from a high of 88% of students improving behavior in Waianae to a low of 37% in AMR. As shown in Exhibit 17, of the three subgrantees with an increase in the percentage of students who improved their behavior, Baldwin showed a particularly large increase from 33% in 2012-13 to 63% in 2013-14.

Exhibit 16: SY 2013-14 Classroom Behavior

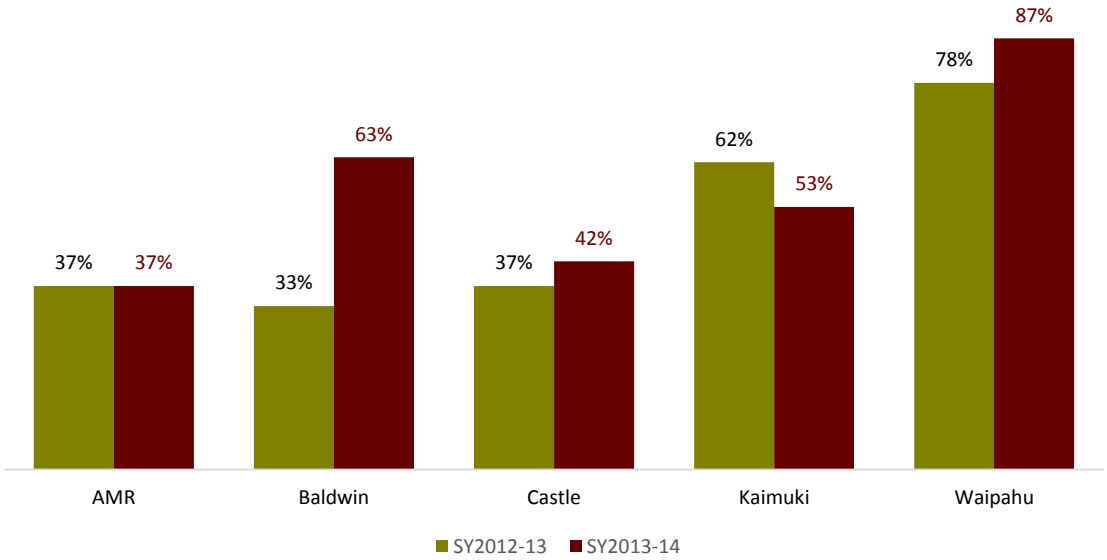
Subgrantee	Maintained or Improved (%)	Improved (%)	Stayed Same (%)	Declined (%)	Total N
AMR	73%	37%	17%	9%	86
Baldwin	*	63%	*	*	*
Campbell	*	*	*	*	*
Castle	*	42%	*	*	*
Hilo	*	*	*	*	*
Kaimuki	*	53%	*	*	*
Kealakehe	*	*	*	*	*
KKP	*	*	*	*	*
Kohala	*	*	*	*	*
McKinley[a]	*	55%	*	*	428
Waianae[a]	*	88%	*	*	259
Waipahu[a]	*	87%	*	*	921

Source: Teacher Survey Data

** Information not provided in subgrantee report.*

[a] *Includes only those attending 30 days or more.*

Exhibit 17: Change in Classroom Behavior over Time



Objective 2: Range of High-Quality Services

Objective 2 states**:** ***"21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services."*** This objective includes five outcome indicators. Indicators and related performance measures are listed below:

Indicator 2.1: Core Educational Services – 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.

Measure: Percentage of centers that offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science.

As shown in Exhibit 18 all subgrantees provided some sort of activities in at least one academic area (reading/literacy; math; and/or science). However, for the most part, details and specifics about the programs are lacking; and indicators of quality are not available in the data we reviewed. Some subgrantees provided more detailed data than others. Eleven of the twelve subgrantees reported both math and reading improvement activities, while the twelfth reported simply, "Summer programming included 20 Academic activities and 19 Enrichment activities, and the School year program included 43 Academic activities." Six subgrantees reported providing science and technology-based activities. Hilo reported, "For activities designed to address academic content such as reading or math, the courses were structured as small group tutoring sessions where students received targeted support in specific areas." Waipahu reported, "During the school year, 82% of activities prioritized Reading, 65% activities prioritized Math, and 35% prioritized Science."

Exhibit 18: Range of Activities Provided by HI 21st CCLC Programs

Subgrantee	Academic Activities	Enrichment and Support	Community Partnerships	Family/ Parent	Extended Hours

	Math	Reading/ELA	Science	Tutoring	Health/Healthy Living	Technology/ Robotics	Sports/Recreation	Music/Art/Theater	Cultural Activities	Other[a]			
AMR	✓	✓	✓		✓	✓	✓	✓			✓		
Baldwin	✓	✓			✓	✓					✓	✓	
Campbell	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
Castle	✓	✓		✓							✓	✓	
Hilo	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Kaimuki	✓	✓	✓	✓	✓		✓	✓			✓	✓	
Kealakehe	✓	✓				✓	✓	✓	✓		✓		
KKP	✓	✓		✓									✓
Kohala	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓
McKinley	✓	✓	✓		✓		✓	✓			✓	✓	
Waianae	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Waipahu	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

** Information not provided in subgrantee report.*

[a] *"Other" may include: job training, drug and violence prevention, mentoring, community service/service learning, positive youth development (appropriate and positive behaviors); entrepreneurial education; sewing and design; project based learning.*

Given that all 12 subgrantees provided services in at least one academic area, it appears this objective was met at least to some extent. However, it is not possible from the information provided, to determine whether all subgrantees provided academic services that were of "high quality."

Indicator 2.2: Enrichment and Support Activities – 100% of centers are required to offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.

Measure: Percentage of centers that offer enrichment and support activities such as academic assistance, remediation and enrichment nutrition and health, art, music, technology, and recreation

Subgrantee evaluations provided slightly more detail about enrichment and support activities than they did about academic activities. As shown in Exhibit 18 above, 100% of the subgrantees offered a range of activities, although this information was generally reported for the subgrantee as a whole, rather than for each center (school campus). Hawai'i's 21st CCLC programs offered a range of activities including tutoring, health programs, gardening, creative project-based learning, music, technology, and sports. Regarding tutoring, several programs provided intensive one-on-one support and homework help. Some used CompassLearning software to provide tutoring to students.

Nine subgrantees specified that they provided a variety of enrichment activities. Ten subgrantees explicitly mentioned tutoring and homework help activities in their report. Four subgrantees offered robotics and technology activities, five subgrantees offered gardening and sustainability activities, eight subgrantees offered activities related to the arts, and seven subgrantees offered sports, often a variety.

Baldwin reported, "Teachers in the program were happy to get away from the formal method of instruction and use their creativity in project-based learning. Teachers recognized the impact project-based learning had on student success." Kohala reported, "The drama program is overwhelmingly successful. Teachers, students and families recognize the opportunities drama programs present for boosting self-esteem and developing leadership qualities, and have planned for its continuation."

Exhibit 19: Comparison of Number of Schools Providing Activities over Time

Program Year	Academic Activities			Enrichment and Support							Community Partnerships	Family/ Parent Involvement	Extended Hours
	Math	Reading/ELA	Science	Tutoring	Health/Healthy Living	Technology/ Robotics	Sports/Recreation	Music/Art/Theater	Cultural Activities	Other[a]			
SY2012-13	4	5	3	4	6	5	3	2	3	2	6	7	1
SY2013-14*	11	11	8	6	9	7	9	9	6	2	10	8	2

**Totals do not match Exhibit 18, because one subgrantee did not report data in SY2012-13 and is, therefore, not included in this comparison.*

Exhibit 19 compares the number of schools providing each type of activity with the prior school year. As the exhibit shows, the number of subgrantees offering each of the different kinds of activities increase over the prior year. For example, programs offering programs in the arts increased from two to nine, ranging from drama and music to visual art and local crafts.

Indicator 2.3: Community Involvement – More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

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

Eleven of the twelve subgrantees reported that they had partnerships with community agencies during the 2013-14 year. Of those indicating partnerships, a range of community partners were mentioned. These included local high schools, local universities and colleges, local companies and businesses, non-profit organizations, individuals, and larger corporations (such as Costco and Wal-Mart), as well as farms and local parks and recreation departments. KKP did not report any community partners, stating "the nine Kau-Keaau-Pahoa Complex Area site schools have provided support for the planning, implementation and sustaining of the program." They cited only Title 1 programs as partners.

Community partners served in a range of roles. At Baldwin, the nonprofit Grow Some Good provided a curriculum, instructional materials, supplemental supplies, and volunteer staffing for a garden project which four of Baldwin Complex's schools participated in. School Food Services partnered with Aiea Elementary to provide snack services to students. Kaimuki and McKinley complexes, which shared the same director, both partnered with Kapiolani Community College Culinary Arts department, providing education on healthy eating habits, and hosting Iron Chef competitions at three schools. Kaimuki and McKinley both reported that "100% of partners strongly agreed that they were satisfied with the partnership and would want to continue the

partnership." Kohala has an ongoing garden project and a local restaurant is exploring a way to secure Kohala's produce to serve to its customers.

Indicator 2.4: Services to Parents and Other Family Members – More than 85% of centers will offer services to parents and other family members of students enrolled in the program.

Measure: Percentage of centers that offer services to parents and other family members enrolled in the program

Parent and family involvement appears to be a challenging area for programs. Several subgrantee reports described parent involvement increasing from the previous year. Some reported that they were not able to engage parents this year or that no data was available as evidence of parent involvement. In several cases, the reporting is vague, e.g., "two of the schools implemented activities to involve parents and adult family members." In other cases, parent programs were offered but services were not taken up by parents.

For example, Hilo and Campbell reported that parent involvement activities occurred at some sites and not others. Kohala reported that "adult programs did not progress as planned or anticipated. Although needed programs were scheduled, interest waned and attendance was low, forcing cancellation." Castle reported 100% of centers offered or provided services to address family engagement. However, although, each site provided parent/family involvement activities during the school year, the subgrantee also reports "providing an adequate parent/family involvement program expectation of services to parents and adult family members has continued to be a challenge."

Several subgrantees have made progress. Waianae reported that 122 parents that participated in project activities, of whom 59% were eligible for free/reduced lunch. McKinley reported that parent involvement increased from 87 to 292 as reported on the parent survey. When other participation numbers were added from attendance logs, there were a total of 770 incidents of parent participation. However, in some schools the program did not have a system of accurately collecting the attendance for families, suggesting that in the future photos of events might be used as a way counting attendees as an alternative to log sheets.

Perhaps the most successful was Kaimuku, reporting 1106 incidents of parent participation for 2013-14. Parents were invited to participate through coming to informational meetings about CCLC, volunteering in the programs, participating in the programs including the use of CompassLearning, attending student performances, family nights, and visiting classrooms. The CompassLearning was especially of benefit for family members that were English language learners and could utilize the ELL component of the program.

Indicator 2.5 Extended Hours – More than 75% of centers will offer services at least 12-16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.

Measure: Percentage of centers that offer services at least 12-16 hours per week on average and provide services when school is not in session, such as during the summer and holidays.

Seven subgrantees provided data on hours per week of services, and six of these reported at least one site that was able to achieve 12-16 hours per week of services. Six subgrantees reported at least one site that provided summer programming, three of which specified they had at least one site which provided summer programming of 15 hours or more per week.

Kohala had excellent results, reporting that 100% of centers offered at least 15 hours of services per week on average, and provided services during summer and intersessions. KKP also reported that all sites offered 12-16 hours of services per week, and plans to increase to 19 hours per week in the future.

Several subgrantees reported difficulty with scheduling the desired hours per week. According to Castle, "Increasing services to 15 hours per week continues to be a challenge. Personnel and student availability prove difficult to sustain a 15 hour week."

Kaimuki expressed a similar concern: "The majority of the low operational hours are due to lack of staffing. Teachers, especially this last year have been overwhelmed by the general changes in the overall educational system as a result to Race to the Top required initiatives and timelines."

As shown in Exhibit 20, on average only 37% of the total schools reporting across all 12 subgrantees met the benchmark of providing 12 or more hours of services per week. This is comparable to the 37.4% reported in the 2012-13 statewide report. Across all 12 subgrantees, 59% of the total schools reporting provided summer/holiday sessions. This percentage has declined since the 69.9% reported in the 2012-13 statewide report. This difference may be more reflective of the extent of missing data than an actual decline in providing services, given that all 12 subgrantees reported providing summer programs in at least some of their school sites, but didn't necessarily report how many.

Objective 3: Serving Those with Greatest Need

Objective 3 states: *21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.*

Indicator 3.1 – 100% of centers are located in high-poverty communities

Measure: Title I schoolwide eligible and percentage of students eligible for free or reduced lunch

To address this objective, we examined demographic data of students served by the 21st CCLC schools and programs, specifically the percentages of students who qualify for free or reduced (F/R) priced lunches. F/R lunch is a commonly used proxy for students living in low-income households.

All complexes receiving 21st CCLC funds included schools that are eligible for Title I funds (at least 40% of students qualify for F/R lunch). Exhibit 21 shows the percentage of students served

through each complex who were eligible for F/R lunch. As the exhibit shows, we find that KKP serves, on average, the neediest schools, with 84% of their student population eligible for F/R

Exhibit 20: Hours of Operation

Subgrantee	Hours/Weeks During School Year		Service Provided During Summer/Holidays	
	# Schools 12+ Hours/Week	# Schools Reporting	# Schools with Summer/Holiday Sessions	# Schools Reporting
AMR	0	2	2	2
Baldwin	2	4	4	4
Campbell	0	10	6	10
Castle	1	10	6	10
Hilo	*	*	*	*
Kaimuki	*	*	*	*
Kealakehe	3	3	2	3
KKP	9	9	*	*
Kohala	3	3	*	*
McKinley	*	*	*	*
Waianae	2	2	*	*
Waipahu	2	7	3	7
TOTAL	**17**	**46**	**19**	**32**
PERCENTAGE	**37%**		**59%**	

** Information not provided in subgrantee report.*

lunch. Even Castle, the complex serving the lowest percentage has 50% of students qualifying for F/R lunch. Therefore, we know that programs took place in high-poverty schools. These findings show that based on the data available Objective 3 was met. The 21st CCLC program specifically targeted schools and communities with the greatest need for the program's services.

Exhibit 21: Students at Participating Schools Qualifying for Free/Reduced Price Lunch

Subgrantee	# F/R Lunch	Total Enrollment	% F/R Lunch
AMR	566	887	64%
Baldwin	2,014	3,939	51%
Campbell	5,041	10,844	47%
Castle	2,404	4,810	50%
Hilo	1,557	2,101	74%
Kaimuki	2,684	4,457	60%
Kealakehe	1,483	2,234	66%
KKP	4,562	5,414	84%
Kohala	592	867	68%
McKinley	3,271	4,672	70%
Waianae	1,957	2,649	74%
Waipahu	5,164	8,717	59%

Source: State of Hawai'i Department of Education Accountability Resource Center Hawai'i, "School Accountability: School Status & Improvement Report," 2013. Accessed September 23, 2015. http://arch.k12.hi.us/school/ssir/2013/windward.html

Objective 4: Academic Improvement

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

Indicator 4.1 Academic Improvement – Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.

This indicator is operationalized using teacher survey data using two measures:

- *Percentage of regular program participants with teacher-reported improvement in reading/language arts*
- *Percentage of regular program participants with teacher-reported improvement in math*

Evaluation of academic improvement was based on two different types of data. Subgrantees provided teacher-reported data from student report cards. Some subgrantees also reported information on academic improvement using the Hawaii State Assessment (HSA) scores, the state's standardized summative annual assessment.

Teacher-Reported Data on Academic Improvement

Exhibits 22 and 23 summarize teacher-reported data reported by the subgrantees on academic improvement. As the tables show, there was substantial missing data across the subgrantee reports, partly because subgrantees reported the data in different ways, and partly due to difficulties obtaining the data from individual school sites. For instance, Baldwin reports that 15% of all attendees improved reading grades and 18% improved math grades, but 33% of students with reported grades improved in reading and 38% of students with reported grades improved in math, indicating the large percentage of students for whom there was missing data on student grades.

Some schools reported overall academic improvement without specifying whether improvement was in language arts or math. Baldwin reported that of students who attended regularly, 70% improved in academic performance. Waianae reports 87%, Kaimuki reports 77%, and Castle reports 73% of students had improved academic performance. Waianae also reports that in a self-assessment, 58% of students report they are receiving better grades.

Among subgrantees with more complete data, 100% of subgrantees reporting saw improvement in grades. For reading or English language arts grades, improvements ranged from 28% of students improving reading/ELA grades at Waianae to 59% of students showing improvement at Castle. Castle was also pleased to report this is an increase over SY 2012-13, where 44% of students showed improved reading grades. Three other subgrantees reported on students that improved reading/ELA grades. At the low range was McKinley with 34%, and

Kealakehe with 38% of students improving. At Waipahu, 50% of students improved reading/ELA grades.

For math grades, there was also a wide range in outcomes, from 31% of program participants improving their grades at Waianae, to 59% at Castle, who reported this as an increase of 37% of students improving their math grades is SY 2012-13. Three other sides also reported increases in students' math grades: 33% at McKinley, 50% at Kealakehe, at 52% at Waipahu.

Exhibit 22: Teacher-Reported Academic Performance in English Language Arts

Subgrantee	Maintained or Improved (%)	Improved (%)	Did Not Need to Improve	Stayed Same (%)	Declined (%)	Total N
AMR	51%	24%	26%	36%	7%	101
Baldwin	*	33%	*	*	*	443
Campbell[ab]	10%	*	*	18%	*	863
Castle	*	59%	8	*	*	*
Hilo	*	*	*	*	*	*
Kaimuki[a]	*	34%	*	*	*	448
Kealakehe[a]	*	38%	*	*	*	*
KKP	*	*	*	*	*	*
Kohala	*	*	*	*	*	*
McKinley[a]	*	34%	*	*	*	428
Waianae[a]	*	28%	*	*	*	259
Waipahu[a]	*	50%	*	42%	5%	921

Source: Teacher surveys and/or reported grades (some subgrantees did not specify which).
** Information not provided in subgrantee report.*
[a] *Includes only those attending 30 days or more.*
[b] *Only 6 of 10 schools reported.*

Exhibit 23: Teacher-Reported Academic Performance in Math

Subgrantee	Maintained or Improved (%)	Improved (%)	Did Not Need to Improve	Stayed Same (%)	Declined (%)	Total N
AMR	58%	33%	24%	21%	5%	101
Baldwin	*	38%	*	*	*	443
Campbell	14%	*	*	2%	*	863
Castle	*	59%	*	*	*	*
Hilo	*	*	*	*	*	*
Kaimuki[a]	*	28%	*	*	*	448
Kealakehe	*	50%	*	*	*	*
KKP	*	*	*	*	*	*
Kohala	*	*	*	*	*	*
McKinley[a]	*	33%	*	*	*	428
Waianae[a]	*	31%	*	*	*	259
Waipahu[a]	*	52%	*	41%	5%	921

Source: Teacher surveys and/or reported grades (some subgrantees did not specify which).

** Information not provided in subgrantee report.*
[a] *Includes only those attending 30 days or more.*

Exhibits 24 and 25 compare improvements in student achievement from 2013-14 with the previous year. As the figures show, the Castle complex showed the greatest gains from the prior year, in both language arts and math, with Baldwin and Waipahu also showing gains between 2013-14 and 2012-13.

Exhibit 24: Change in Teacher-Reported Academic Performance in English Language Arts

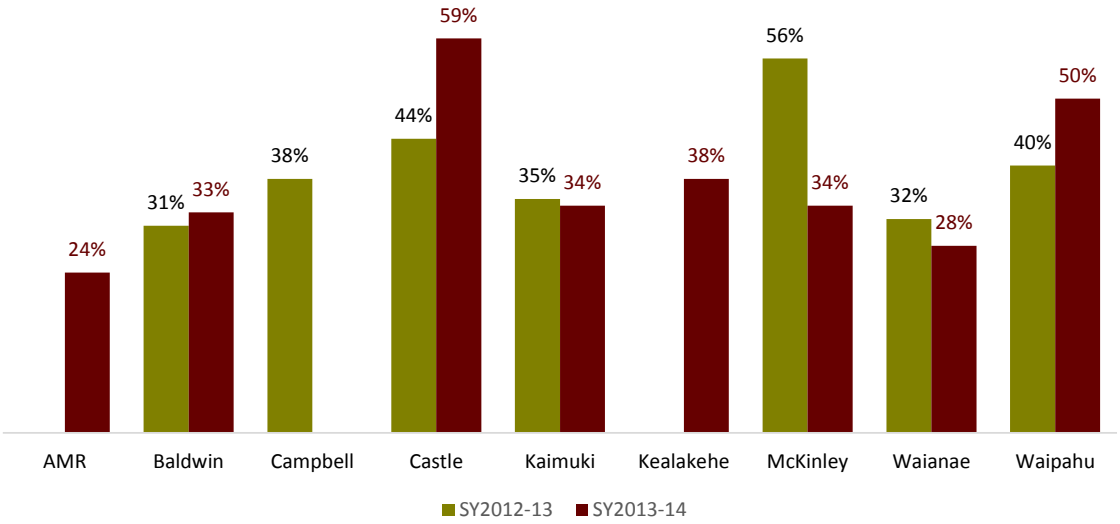
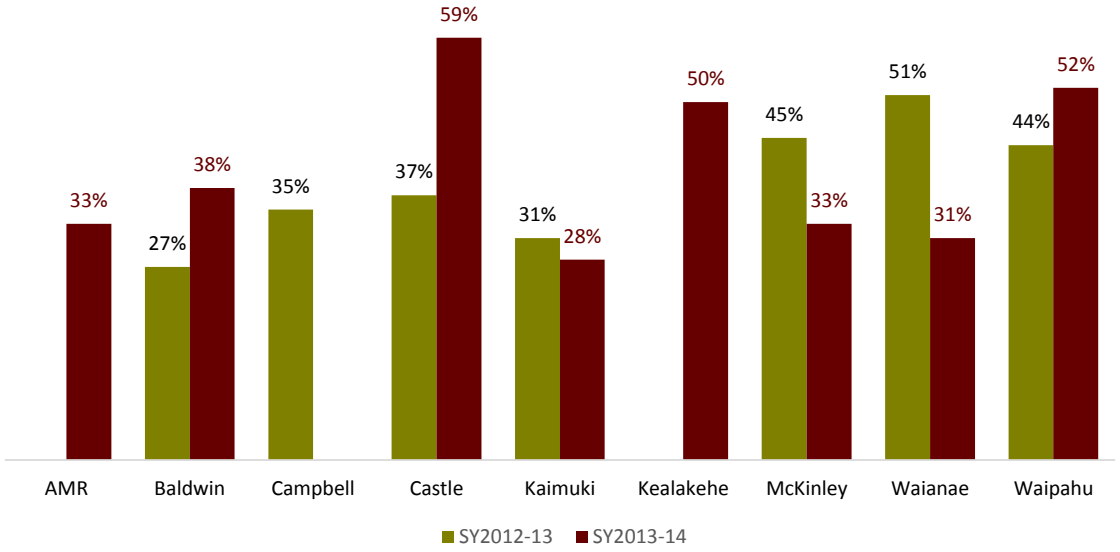


Exhibit 25: Change in Teacher-Reported Academic Performance in Math



Standardized Test Data

Four subgrantees reported HSA data to reflect academic achievement among program participants (see Exhibit 26). In all of these cases, at least half of the program students met the math or reading/ ELA standards. However, these data only provide a snapshot in time rather than an indicator of change from one year to the next.

Some subgrantees reported academic achievement in terms of the percentage of students whose HSA scores improved over the course of the year. Kaimuki reported 41% of students increased their HSA reading scores and 46% increased their HSA math scores. It also notes that in six schools more than 50% of students improved math scores, and in three schools more than 50% improved in reading. Baldwin reported that of students with reported scores, 39% improved in reading and 45% improved in math. McKinley reported that the complex as a whole met the objective of a minimum of 50% of attendees with improved HSA scores, and also noted the percentage of students who improved at each school ranged from 38-65% for reading scores, and from 30-66% for math scores.

McKinley also reported that in three schools, a higher percentage of the regular attendees met or exceeded standards in reading than did the population of the school as a whole. This was true for six schools with a higher percentage of 21st CCLC students meeting or exceeding math standards than of the school as a whole. This comparison of student improvement among 21st CCLC participants to that of the school as a whole is a better indicator of program success than simply reporting improvements over time.

Three schools reported improvement in terms of percentage of students reaching proficiency rather than percentage who improved. Castle reported 87% of attendees tested proficient in reading, up from 71% in SY 2012-13, and 92% tested proficient in math, up from 82%. KKP reported 51% tested proficient in Grade 10 reading, up from 49% in SY 2012-13, 43% tested proficient in Grade 5 math, up from 25%. KKP also reports an additional 1.4% of high schoolers and 9.7% of 8th graders tested as proficient in science. Kohala reported 71% of students tested proficient in reading and 58% in math, which marks 9 years of continuous academic improvement.

Exhibit 26: State Assessments

Subgrantee	Met Reading Standards (%)	Met Math Standards (%)
AMR	**57%**	**54%**
Baldwin		
Campbell	*	*
Castle	*	*
Hilo	*	*
Kaimuki[a]	**57%**	**56%**
Kealakehe	*	*
KKP	**51%**	**43%**
Kohala	*	*
McKinley	**53%**	**53%**
Waianae	**39%**	**53%**

Waipahu	*	*

** Information not provided in subgrantee report.*

[a] *Includes only those attending 30 days or more.*

5. SUBGRANTEE GOAL ACHIEVEMENT

Subgrantees were encouraged to establish their own goals and objectives relevant to the programs serving their local areas. Those that specified program goals in their evaluation reports tended to focus on increasing academic achievement in reading and math and improving students' learning behaviors, particularly in homework completion and student attitudes toward school. Other examples of program goals included:

- Expand the existing after school options to engage more students and families (Castle)
- Improving kindergarten school readiness (Baldwin complex)
- Providing opportunities that support student interest and competence in STEM fields (Hilo)
- To collaborate with school staff and community organizations to provide and sustain services in a safe environment provided by CCLC (Kaimuki, McKinley)
- Improving family literacy skills (Baldwin, Campbell)
- Creating at least one self-sustainable program per year (Kohala)
- Increasing school attendance rates (Moloka'i)
- Improve the overall efficiency of the program (Campbell)
- Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity (Waipahu).

In addition to these overall goals, subgrantees also defined specific objectives. These are summarized in Exhibit 27 below. As the table shows, there was variation across subgrantees in their stated objectives. There was also variation in the extent to which objectives were met. None of the subgrantees met all of their stated objectives, although the majority met or partially met all of them.

Exhibit 27: Subgrantee Academic Achievement Objectives

Subgrantee	Objective	Measure	Results	Met/Not
Academic Achievement				
AMR	Increase the number of students meeting state reading and math standards at each of the participating schools			Not Met, but progressed toward
	Maintain or increase the percentage of regular program attendees who achieve proficiency in reading and math	HSA scores		Not Met
	Increase the number of students who receive 30 or more days of after-school learning support			Not Met
	For students who attend the program for 30+ days, maintain or increase the percentage who show increases in reading and math	Report card grades		Not Met, but progressed toward
	For students who attend the program for 30 or more days, maintain or increase the percentage who receive passing marks in reading/English	MP or ME year-end summary mark		Not Met
Baldwin	Increase scores in HSA reading and math	HSA scores, Formative Assessments	Results to be reported and determined by the State.	Not reported
	More than 30% of students participating in the program for at least one year will show improvements in reading and math	Report card	33% of students improved in reading/ language arts; 38% improved in math	Met
	Improve student learning behavior: more than 30% of parents/guardians of the students participating in the program will report that it was beneficial	Teacher Survey	65% of complex students improved in learning behaviors; 66% reported coming to school to learn; 70% improved in academic performance	Met
Campbell	Increase the number of students meeting Reading and Math standards	None provided	None provided	Not reported
	Increase student engagement through enrichment activities that focus on critical thinking and inquiry	None provided	None provided	Not reported
	Expand after-school program to integrate a range of content areas that motivate and engage students in the learning process	None provided	None provided	Not reported
	Provide opportunities for parents to connect to their child's learning experience through a range of activities and workshops	None provided	None provided	Not reported

Subgrantee	Objective	Measure	Results	Met/Not
Castle	70% of regular students will show improvement in academic performance	Teacher Survey	72% of students showed improvement in academic performance	Met
	100% of centers will offer high quality services in at least one core academic area	Documentation of services		Met
	100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation	Documentation of activities		Met
	90% of centers in the complex will offer services to parents, senior citizens, and other adult community members.	Documentation of services	100% of centers offered services to address family engagement	Met
	Centers will offer services at 15 hours per week on average	Documentation of hours and services	Sites offered services 4-16 hours per week with an average of 8.3 hours per week	Not Met, but progressed toward objective
	Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs	List of partnerships	Project established and maintained two key partnerships	Met
	60% of regular students will increase their math and reading assessment scores from fall to spring	Achieve 3000, HSA, STAR, Math Whizz, Houghton Mifflin	87% improved on reading assessment and 92% improved on math assessment	Met
Hilo	Provide intensive tutoring and homework assistance	List of programs	2 schools did not offer tutoring	Partially Met
	Provide STEM activities	List of programs	2 schools did not provide STEM activities	Partially Met
	Provide health and wellness activities	List of programs	3 schools did not provide health and wellness activities	Partially Met
Kaimuki	A minimum of 50% of regular participants will make positive gains on the standards based assessment compared from baseline to new testing yearly	HSA Scores	Complex improved scores for reading and math is below 50%, but 3 schools improved by 50%+ in reading, and 6 schools improved by 50%+ in math	Partially Met
	The average score on CompassLearning quizzes will be a minimum of 67% at each school	CompassLearning	All schools met the objective on the learning quiz, and 6 of 10 schools met the objective on activity and lesson quiz averages	Partially Met
	The number of parents participating in CCLC activities will increase by 10% each project year	Sign-in logs		Met
	At least 75% of parents will express satisfaction with CCLC	Parent Survey		Met

Subgrantee	Objective	Measure	Results	Met/Not
	services offered			
	85% of participants will indicate that they have learned new skills	Student Survey	At all schools but one more than 90% of students reported learning new skills. Data was insufficient at the remaining school	Met
	90% of the students will report that they feel safe at the school CCLC	Student Survey and SQS	If you count "Sometimes" and "Yes", over 90% of students fees safe	Met
Kealakehe	Offer 21st Century learning activities to foster academic achievement, improve self-esteem, and improve habits of the mind that positively affect participation, health, and personal motivation.	None provided	Over 50% of regular students improved their math grade; an average of 38% improved their reading grade	Not reported
	Offer 21st Century learning programs that promote parent involvement and community participation.	None provided	Although discussed regularly, no adults have been served yet	Not met.
	Extend opportunities to participate in 21st Century activities to public and private school students in the area and students who are home schooled.	None provided	Kealakehe site coordinator started an off-site program held at the neighboring Transitional Housing development, which primarily shelters Micronesian immigrant families.	Partially Met
	Cultivate gate-keeping skills needed to generate direct instruction, academic-related enrichment, and family education initiatives.	None provided		Not reported
KKP	KKPCA students will increase their math and reading assessment scores from fall to spring	HSA Scores	Assessment scores provided that compare y-o-y, not fall to spring. Also, scores reflect total students in schools, not CCLC participants	Not reported
	Centers will offer services at 12-15 hours per week on average	None provided	School sites offered services between 12-16 hours per week	Met
	Complex will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs	None provided	KKPCA Complex schools only listed partners	Not reported
Kohala	Offer programs that engage youth in meaningful activities that support a wide variety of interests and stimulate connections to academic achievement.	None provided	100% of centers offered high-quality services in at least one area as well as enrichment and support activities.	Met
	Prepare students academically	None provided		Not reported

Subgrantee	Objective	Measure	Results	Met/Not
	Serve the educational and literacy needs of parents and adults within the community	None provided	Centers did not provide services to adults and family members although they were offered	Not Met
McKinley	A minimum of 50% of regular CCLC participants will make positive gains on standards based assessment compared from baseline to new testing yearly.	HSA Scores	53% of regular students improved HSA reading scores, and 53% improved HSA match scores.	Met
	The average score on CompassLearning quizzes will be a minimum of 67% at each school	CompassLearning	100% of schools met the objective in the learning activity quizzes, and 4 our 7 schools met the objective in the activity quiz average.	Partially Met
	The number of parents participating in CCLC activities will increase by 10% each project year	Sign-in Logs	Parent involvement in the final year was the highest of any years with 770 incidents of participation	Met
	At least 75% of parents will express satisfaction with CCLC services	Project Survey	More than 75% of parents at all schools agreed or slightly agreed that the CCLC is of great benefit to their child, that their child is safe at CCLC, that their child learns more and that their child iMets more interested in school as a result of participation in CCLC.	Met
	90% of students will report that they feel safe at the school CCLC	Student Survey, SQS	More than 96% of students at all schools agree that they are safe at least sometimes	Met
Waianae	To improve HSA scores by 2 percentage points	HAS scores	1 school improved in all academic areas by more than 2 percentage points; the other school maintained reading score, decreased 1 percentage point in math and decreased 8 percentage points in science.	Partially Met
	To improve grades for language arts and math	Grades	28% of regular students improved reading grade, and 31% improved math grade	Not reported
	85% of students will indicate they have learned new skills	Student Survey	100% of students at one school and 96% of students at the other school report learning new skills at least sometimes	Met

Subgrantee	Objective	Measure	Results	Met/Not
	To provide a safe environment for students	Student Survey	98% of students at one school and 100% of students at the remaining school reported they felt safe at least sometimes	Met
	95% of participants will express satisfaction with the CCLC program	Student and Parent Surveys	98% of students at one school and 100% of students at the other school are at least sometimes satisfied with the variety of activities offered, and 95% of students at one school and100% of students at the other school like the activities offered at least sometimes. All parents at each school agreed that the CCLC is of great benefit to their child	Met
Waipahu	Establish science instruction at all sites	None provided	5 sites provided a specific course or courses in science or STEM, which increased from 4 sites in Year 3.	Not Met but progressed toward objective
	Provide math literacy tutoring at all sites	None provided	All sites provide math tutoring through school year, summer or intersession programs	Met
	Offer before school, after school, Saturday, and/or summer study help classes for students in grades 7-12 who are failing in core academic subjects	None provided	2 sites offer after school activities for failing students in grades 7-12. One of those sites provided Saturday tutoring	Met
	Enlist community partnerships to provide fine arts, performance arts, recreational, and health and wellness programs	None provided	MOA with City and County of Honolulu, Parks & Recreation program to establish a community partnership, partnerships with the community organizations provided volunteers to assist with site activities and curriculum resources	Met
	Integrate the General Learner Outcomes and Core Values in programs to promote high expectations for student learning and behavior	None provided	All program sites trained staff on GLOs and Core Values. One site uses a GLO Report Card and one uses GLO ratings as a formative evaluation tool	Met
	Sites will integrate literacy and technology to develop project-based learning	None provided	All sites integrate technology into program offerings	Met
	Sites may provide homework assistance centers before	None provided	Homework assistance centers were	Met

Subgrantee	Objective	Measure	Results	Met/Not
	school, and/or after school hours		established at 4 sites	
	Provide opportunities for adult literacy programs to support English language acquisition	None provided	Attempts to provide adult literacy programs were planned but not conducted due to lack of participation or ability of enrollees to commit to term	Not met
	Provide parenting classes, encouraging positive behavior, practical approaches to positive parenting, and dealing with dynamic changes of child/teen development	None provided	Only 2 schools provided recurring opportunities for adult family members of participants to enroll	Not Met but progressed toward objective
	Conduct parent meetings for program orientation and student support	None provided	All sites conducted parent orientation meetings at the start of their programs	Met
	Increase and maintain complex-wide collaboration through networking and publicity of programs and achievements	None provided	Site Coordinators met quarterly to collaborate, share resources and network	Met
	Supplement and sustain identified program components to build capacity that will last beyond the funded grant period	None provided	Sites are sustaining program activities through school0day budgets for robotics programs, intersession programs, summer programs, ELL program collaboration	Not Met but progressed toward objective
Behavioral Outcomes				
Subgrantee	**Objective**	**Measure**	**Results**	**Met/Not**
AMR	For students who attend the program for 30 or more days, maintain or increase the percentage who are rated as improving on the APR performance measures	APR Teacher Survey	1 school had decrease in 8 of 10 measures; 1 school had decrease in 3 of 10 measures.	Not Met
Baldwin	More than 30% of students participating in the program with less than 100% completion rates will increase homework completion levels	Pre/Post homework completion rates	67% of students improve.	Met
	More than 45% of kindergarten students participating in the program will exhibit age-appropriate school behaviors	Teacher Checklist	No data available	Not reported
Castle	Improvement in student learning behaviors	Teacher Survey	48% of regular students improved in learning behaviors	Not reported
Hilo	Not reported	Not reported	Not reported	Not reported
Kaimuki	25% of regular attendees will show improvement in behavior	Teacher Survey	More than half of regular attendees had improved behavior	Met
Kealakehe	Not reported	Not reported	Not reported	Not reported
KKP	Not reported	Not reported	Not reported	Not reported
McKinley	25% of regular attendees will show improvement in	Teacher Survey	Over 50% of students exhibited improved	Met

Subgrantee	Objective	Measure	Results	Met/Not
	behavior		behavior	
Waianae	Not reported	Not reported	Not reported	Not reported
Waipahu	Not reported	Not reported	Not reported	Not reported

6. SUBGRANTEE EVALUATION AND DATA QUALITY ISSUES

As illustrated by the large amounts of missing data in this report, only a few subgrantee evaluation reports included all of the data requested in HIDOE's evaluation report template. In some cases it appeared that the lack of data may have been due to insufficient resources being devoted to conducting subgrantee evaluations. In other cases, subgrantee reports were fairly extensive and detailed, but not all of the relevant data items were included. Without access to the PPICS data system, it is not possible to determine to what extent data missing from subgrantee reports was due to challenges with data collection, and to what extent subgrantees collected and reported the required data to the PPICS data collection system, but evaluators neglected to include these data in their evaluation reports.

1. Some evaluation reports focused on data that were not collected and reported to the PPICS data system, instead of utilizing the PPICS data to address key evaluation questions. It appears that some subgrantees and/or their evaluators assumed that including the PPICS data in the evaluation was somehow duplicative of the PPICS data reporting and focused specifically on other types of data. This resulted in reporting of various types of data to be inconsistent and incomplete across subgrantees. This was especially true for reporting student characteristics and student achievement data.
2. In some cases subgrantees had difficulty obtaining consistent data across sites. For example, Castle reported looking into a common pre-post assessment that can be applied across sites and efficient to administer. Training on and funding for how to administer a consistent pre-post assessment amongst all schools continues to be a challenge. Hilo reported "Because each site includes diverse activities offered to different grade levels, maintaining and tracking attendance and assessment information can be challenging."
3. Several subgrantees reported receiving specific types of data from some sites and not others.
4. In some instances there were subgrantee goals or objectives for which specific measures and data collection systems were never put in place.
5. Several subgrantees reported difficulty collecting attendance data from parent/family events. For example, Kaimuki and McKinley reported that parents often failed to sign in for events and staff attempted to use recall to capture the data.

Without consistent and complete data across all subgrantees, it is not possible to accurately report the full efforts and outcomes of the program statewide. The data reported here reflect that subgrantees' efforts and show promise for achieving the state's goals for the 21st CCLC program. However, more complete and consistent data is needed to fully assess the effectiveness of the program and track progress over time.

7. RECOMMENDATIONS

7.1 Recommendations to Improve Program Effectiveness

After a thorough review of the subgrantee evaluations and the recommendations made by the evaluators for each subgrantee, we have identified a range of programmatic recommendations that might be valuable for improving program effectiveness in each of these areas across subgrantees. These are presented below as local evaluator recommendations for program improvements that can be addressed at the local level, and as the statewide evaluator's recommendations for state level efforts to support program improvement.

7.1.1 Local Evaluator Recommendations for Program Improvement

Each of the subgrantee evaluation reports included recommendations for program improvement. These vary dramatically from general recommendations about program administration to very specific recommendations about service delivery. Exhibit 28 below summarizes the types of recommendations provided by program evaluators across the subgrantees.

Exhibit 28: Local Evaluator Recommendations for Program Improvement

Subgrantee	Academic Achievement	Administration	Attendance	Data Collection	Family Involvement	Funding & Sustainability	Linkages to School Day	Partnerships	Programming Improvement
AMR									
Baldwin		✓	✓	✓	✓	✓	✓	✓	✓
Campbell	✓		✓	✓	✓				✓
Castle	✓	✓		✓	✓		✓	✓	✓
Hilo		✓	✓	✓					✓
Kaimuki			✓	✓		✓			✓
Kealakehe		✓		✓				✓	
KKP	✓	✓		✓			✓	✓	✓
Kohala				✓	✓	✓		✓	✓
McKinley			✓	✓		✓			✓
Waianae	✓	✓		✓	✓				
Waipahu	✓	✓			✓				

The following are examples of specific recommendations included in the subgrantee evaluation reports for each of the types of recommendations indicated in Exhibit 28:

Academic achievement – Recommendations for improving academic achievement include:

- Continue efforts to communicate with the regular day school teacher to monitor student performance and coordinate instruction to increase student academic achievement;
- Focus on addressing the skills needed to improve performance on state standards testing
- Maintain smaller class size to enable teachers to address individual students' learning needs/development and monitor/measure and evaluate student learning progress;
- Continue to use assessment data determine individual learning goals and objectives. Use assessments to inform and personalize instruction; and
- Identify specific goal areas within the core standards that are more measurable and attainable within the time available than attempting to improve math and reading skills overall.

Administration – Recommendations for improving program administration include:

- Confirm the commitment of principals, administrators, coordinators and support staff to provide high quality programs to students, families and the community;
- Establish regular site coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems, and solutions;
- Articulate the needs of the project and discuss solutions with the State Lead, especially: 1) need for increased hours for site coordinators, especially during the planning stages at the beginning of each year, 2) payment for prep time for teachers, and 3) need for increased proactive measures and support to sub-grantees on outer islands with regards to major processes involved in managing the 21st Century grant.
- Build support for the Literacy for All Program, particularly at the high school, through collaboration with school administrators.
- Document planning and agreements to guide the implementation process.
- Recruit and select well qualified site coordinators with appropriate background, experience, knowledge and skills to fulfill the responsibilities of the role.
- Provide site coordinators with adequate orientation and training with follow up guidance and coaching.
- Maintain site manuals with detailed program materials and procedures to ensure center staff share a common understanding of the program and to ease transition in the case of staff turnover.

Attendance – Recommendations for increasing program attendance include:

- Continue annual Complex-wide community events to maintain and increase the visibility of the CCLC program;

- Focusing on providing engaging activities that attract and retain students to the program;
- Make adjustments to programming activities according to the needs and interests of the students.
- Focus on maintaining the number of Regular Attendees in the final year of this project rather than seeking higher overall enrollment, due to the funding reductions in the grant.

Data collection and reporting – Recommendations for improving data collection and reporting include:

- Establish clear guidelines, procedures and timeframe for conducting assessments and data collection;
- Provide site coordinators with training and follow-up coaching in data collection and reporting;
- Explore assessment instruments that can provide a consistent pre-post assessment across centers;
- Encourage regular communication between the external evaluator and site coordinators;
- Standardize data collection procedures across all of a subgrantee's sites to ensure consistency and high quality data;
- Administer assessment (i.e. teacher checklist of readiness behaviors) to assess improvement in kindergarten school readiness; and
- Maintain and support a program coordinator to facilitate communication between the site coordinators and the administrators.

Family involvement and services to adults – Recommendations about involving families include:

- Develop and implement family programs that focus on building the capacity of parents to: 1) supervise and support their child's learning in doing homework at home, and 2) encourage positive learning behaviors both at home and at school;
- Make sure that CCLC teachers are communicating student progress to parents; and
- Offering consistency in engaging family programming across participating schools in the complex area.
- Consistent emphasis on family programming should be applied to all centers as well as continuing the larger multi-school events that were well attended.

Funding and sustainability – Recommendations about funding and sustainability include:

- Building strong partnerships that are likely to continue beyond the grant period; and

- Identifying and seeking other funding sources to continue enrichment and instructional services beyond the grant period.
- Articulate the needs of the project with the State and discuss need for increased hours for site coordinators, especially during the planning stages at the beginning of each year.
- Encourage schools to take advantage of the CompassLearning program for use during the school day. Get principal buy-in to provide professional development to school day teachers to incorporate the tool into their instructional practices.

Linkages to the school day – Recommendations about linkages to the school day include:

- Establish and maintain communication and collaboration with the regular day school staff to monitor and improve student learning and learning behaviors;
- Communicate with the regular day school teacher to coordinate instruction to increase student academic achievement;
- Use qualified teachers to lead the homework help and tutorial activities.

Partnerships – Recommendations about partnerships include:

- Working closely with partners to structure ongoing roles in the program rather than working together on single events or activities;
- Recruit new partners while taking care to maintain present community partnerships.
- Seeking partnerships from a broad arena of agencies including business and industry as well as community service agencies and other education programs.

Program improvement – Recommendations about program improvement include:

- Explore existing curriculum resources to support project-based lessons, to minimize planning/preparation time for project-based lessons;
- Use assessment information to develop/improve the program and build stability, consistency, and continuity in program;
- Monitor program implementation and student learning progress, utilizing formative assessment data; and
- Infuse special interest enrichment courses with development and application of academic skills.

7.1.1 Recommendations for Statewide efforts to Support Program Improvement

In assessing program performance at the subgrantee level, and after reviewing the recommendations made for local program improvements, we have identified a number of areas where the HIDOE may be able to help support local programs in their improvement efforts.

These represent common themes across multiple subgrantees, or areas that may be more challenging that local subgrantees can address on their own:

Recruiting and Retaining Well-Qualified Staff

Many subgrantees report difficulty with various aspects of staffing their programs, from finding qualified staff, to high staff turnover. This is an area that may be need to be addressed systemically to ensure high quality and consistent programming.

Site Coordinators – Several subgrantees reported difficulty finding strong site coordinators with the skills and experience needed to effectively manage their programs and their staff. This may be partly due to limitations in the number of hours available, which may discourage otherwise well qualified candidates from seeking site coordinator positions. Site coordinators also need a broad range of skills and experience in order to be effective, including knowledge of education and child development as well as managerial skills and familiarity working within the school system. The salaries offered for site coordinator positions may not be commensurate with the skills required, or the skillsets may be hard to find in rural areas, especially on neighbor islands.

> ***Recommendation*** – HIDOE may need to work with individual subgrantees and/or develop a working group to strategize ways to address this challenge, and provide subgrantees with guidance and/or technical assistance with recruiting and retaining qualified site coordinators.

Teaching staff – Subgrantees also report difficulty identifying staff with the skills and experience needed to provide effective tutoring and other academic support services. The literature is clear that regular classroom teachers can be a major asset to afterschool programs. Not only do they bring their teaching expertise, but engaging regular classroom teachers also helps strengthen linkages between the afterschool program and the regular school day. However, some subgrantees report difficulty attracting regular school day teachers to participate.

> ***Recommendation*** – HIDOE can identify strategies to market the value of afterschool programs to the education community or other ways to encourage teachers to participate. In schools where the pool of potentially available teachers is very small to draw from, other strategies might be needed to identify individuals in the community with the desired skills and experience. HIDOE may need to provide leadership in identifying solutions and provide guidance and technical assistance to subgrantees to support their efforts to recruit and retain staff.

Allocating Sufficient Staff Hours – Several subgrantees have raised concerns about the limited number of staff hours available for program implementation. This concern was raised in the context of two unmet needs:

1. A need for increased hours for site coordinators, especially during the planning stages at the beginning of each year, so that program implementation can hit the ground running at the beginning of the year, with well thought out plans in place that can be implemented smoothly and efficiently; and

2. Preparation time for teachers so that afterschool programming can be of high quality, interesting and engaging for students, and effectively linked to the school day.

Recommendation – Since this concern has been raised my multiple subgrantees, and it seems to have persisted over time, HIDOE may want to consider examining more closely how subgrantees allocate funds across different aspects of the program. HIDOE may need to provide new guidance on the most effective use of program funds to ensure sufficient time is made available for staff to plan the overall program and the specific activities offered.

7.2 Recommendations to Improve Future Evaluation Efforts

In order for subgrantee evaluation efforts to be useful for program improvement, it is important for HIDOE to provide more guidance to subgrantees and formative feedback to support improvements in program evaluation over the course of the grant period. The HIDOE Key Performance Indicators and the subgrantee evaluation report template provide a framework for structuring subgrantee evaluations. However, the review of the subgrantee evaluation reports shows that this framework by itself is not sufficient to support effective program evaluation. The majority of reports are not written based on the HIDOE's evaluation report template, and the findings are often not organized in a way that clearly addresses the performance indicators.

Major weaknesses found in many of the reports include:

- Reports often do not include a clear description of the evaluation design;
- Many reports lack information about changes in program design, program implementation challenges and strategies used to address those challenges;
- External evaluators may not have a clear scope of work clarifying expectations for the work that they are to do, or may not be receiving sufficient funds to conduct high quality, useful evaluations;
- External evaluators who prepare reports for multiple subgrantees may take shortcuts in order to cut costs, resulting in reports that are not truly unique to each subgrantee;
- Findings, conclusions and recommendations are often not clearly linked to the data being reported; and
- Quantitative data are often not reported at the unit of analysis appropriate to the outcome being measured. For example, center-level measures should be reported at the center level, rather than at the subgrantee or student participant level.
- Student outcome data is generally reported without context or comparisons. Only one sugrantee, McKinley, reported data in comparison to the school as a whole. A few subgrantees compared some data items to the prior year, but none did this systematically.

We recommend that HIDOE undertake substantial investments in improving subgrantee evaluation efforts:

1. Provide an orientation to program evaluation for subgrantees that includes the purpose of program evaluation, an overview of evaluation principles, and how to make effective use of evaluation results for program improvement;
2. Provide training and technical assistance to subgrantee and center staff on data collection and reporting procedures;
3. Review subgrantee evaluation reports and provide timely feedback to subgrantees to support improving their evaluation reports in subsequent years;
4. Encourage subgrantees to invest sufficient resources in program evaluation to ensure that evaluation efforts produce results that are useful for program improvement;
5. Provide technical assistance to subgrantees to recruit qualified evaluators; and
6. Provide technical assistance to evaluators on producing evaluation reports that meet the state's requirements; and
7. Foster exchange of evaluation expertise and experiences among subgrantees and their evaluators.

8. CONCLUSION

It is evident from compiling date from subgrantees' reports that subgrantees are providing valuable afterschool services to many students throughout the state. It is also evident from the review of the subgrantees' evaluation reports that there are significant issues about subgrantee reporting that need to be addressed in order for the subgrantee evaluation reports to be of consistent high quality and usefulness. An improved data collection and reporting system will allow HIDOE to better document the effectiveness of its 21st CCLC program statewide. Improved subgrantee evaluation efforts will also better serve the program by producing findings that can more effectively be used at both the local and state levels to program improvement.