

# CAMPBELL COMPLEX



Year 3  
Evaluation Report  
June 1, 2017 – May 31, 2018

Creating Change, Project Evaluator

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2017-18 the HIDEOE is implementing a standardized template for evaluations of the 21<sup>st</sup> CCLC programs. Each subgrantee is required to complete this template with SY2017-18 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

Evaluation Element	Complete?
<b>1. General Information</b>	✓
Exhibit 1: Basic Information Table	✓
Exhibit 2: Center Information Table	✓
<b>2. Executive Summary</b>	✓
<b>3. Program Description</b>	✓
3.A. Program Description	✓
3.B.1 Goals	✓
3.B.2 Objectives	✓
Exhibit 3: Students Served	✓
Attendance Discussion	✓
Exhibit 4: Characteristics of Students Served	✓
Exhibit 5: Race/Ethnicity of Students Served	✓
3.D. Summer and Intersession Programming	✓
Exhibit 6: Students Served During Summer	✓
3.E.1 Program Materials	✓
3.E.2 Resources	✓
3.F. Staff and Others Involved in the Program	✓
Exhibit 7: Number of Staff by Position	✓
Exhibit 8: Average Hours per Week by Position	✓
Exhibit 9: Partners	✓
Partnership Description	✓
3.H. Parent/Family Involvement	✓
<b>4. Evaluation</b>	✓
4.A.1. Evaluation Design Overview	✓
4.A.2. Implementation Evaluation	✓
4.A.3. Outcomes Evaluation	✓
4.B.1. Implementation of Evaluation Results	✓
Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation	✓
Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior	✓
KPI Objective 1 Discussion	✓
Exhibit 12: Performance on KPI Objective 2 – Core Educational Services	✓
Core Educational Services	✓

<b>Evaluation Element</b>	<b>Complete?</b>
Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities	✓
4.B.3. Key Performance Indicators – Objective 2	✓
Exhibit 14: Performance on KPI Objective 2 – Services to Parents and Family Members	✓
Parent/Family Services	✓
Exhibit 15: Performance on KPI Objective 2 – Hours per Week	✓
Exhibit 16: Performance on KPI Objective 4 – Academic Improvement in Reading/Language Arts	✓
Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math	✓
KPI Objective 4 Discussion	✓
4.B.5. Achievement of Program-Specific Objectives	✓
Exhibit 18: Progress on Program-Specific Objectives	✓
Achievement of Program-Specific Objectives Discussion	✓
4.C.1. Success Stories	✓
4.C.2 Best Practices	✓
4.C.3 Student, Teacher, Parent, Staff, or Community Input	✓
4.C.4 Pictures	✓
<b>5. Sustainability Plan</b>	✓
5.A. Original Sustainability Plan	✓
5.B. Updated Sustainability Plan	✓
<b>6. Conclusions and Recommendations</b>	✓
6.A. Conclusions	✓
6.B. Recommendations	✓
6.C. Evaluation Dissemination	✓

## 1. General Information

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Please retain the pre-set formatting of 12 pt. font for narrative sections of the report and 10 pt. in the tables throughout this document.

**Exhibit 1: Basic Information Table**

Required Information	Enter Information
<b>Date Evaluation Report Submitted</b>	5/15/2019
<b>Grantee Name</b>	Campbell Complex
<b>Program Director Name</b>	Carol Young
<b>Program Director Email</b>	carol_young@notes.k12.hi.us
<b>Evaluator Name</b>	Travis Frederickson, Creating Change
<b>Evaluator Email</b>	travis@creatingchange.com
<b>Year of Grant</b>	June 4, 2017 – May 31, 2018

**Exhibit 2: Center Information Table**

Center	Name of Center	Grade Levels Served
<b>Center 1</b>	Ewa Beach Elementary School	Grades K-6
<b>Center 2</b>	Ewa Elementary School	Grades K-6
<b>Center 3</b>	Ilima Intermediate School	Grades 7-8
<b>Center 4</b>	James Campbell High School	Grades 9-12
<b>Center 5</b>	Kaimiloa Elementary School	Grades K-6
<b>Center 6</b>	Pohakea Elementary School	Grades K-6

Moving forward, please enter the centers in the same order for the tables to come.

## 2. Executive Summary

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This section of the report is a brief overview of the evaluation, explaining why it was conducted and listing its major conclusions and recommendations. Although the executive summary is placed first, it is typically the section that you write *last*.

Include a **brief summary (no more than 2 pages, 12 pt.)** of the key points from each section of the report:

1. Program description
2. Evaluation Design
3. Evaluation Results
4. Conclusions and Recommendations

The Campbell Complex 21<sup>st</sup> CCLC program operated in 4 elementary schools and 1 intermediate school, and 1 high school with all offering school year programming and 5 of the 6 schools with programming in the summer. These programs were largely staffed by existing school personnel and offered a very wide range of enrichment and academic programming. Programming was offered at various rates in each location and as you will see below.

From inception, the 21<sup>st</sup> CCLC programs have had participant behavior and academic improvement at the core as demonstrated by the core Federal objectives and aligned state and local objectives. Once approved, the operation of the grant is with the intent of achieving the stated local objectives. Programming is then provided to achieve that end. The evaluation process reviewed the local performance objectives and associated data sets to determine the effectiveness of the program as a whole and by center.

The data reviewed for this program year would indicate that Campbell met seven of the eight program objectives, progressing on the reading and math improvement objective.

The demographic make up of the program participants appeared to reflect the make up of the school population, a reflection of the community of which it serves. Attendance patterns clearly demonstrated that programming was responsible for attracting students, with all but one center (intermediate school) exceeding the desired participation numbers. The number of regular program participants averaged 23% with a range between 7%-97% in each of the programs. This data is significant when reviewed against the performance data as there appears to be a correlation between the level or percentage of RPP and performance in behavior and reading/math improvement. A review of Ewa Beach operations may reveal how they were able to retain so many of their participants and how they were able to achieve the behavioral and academic improvement at the levels shown.

When contemplating what it takes to actualize change in children through an out of school time program, many factors are considered.

- Programming – what specific courses and activities will be offered?
- Target – to whom will the programs be offered?

- Timing – how long and how often?
- Focus – what should or will be emphasized within the program?

Data of high performing 21<sup>st</sup> CCLC programs demonstrates that those programs who focus on retaining participants, so that their attendance rate in the program exceeds ~45 days perform the best on ratings of positive behavioral and academic change. To achieve that level of participation requires the right blend of enrichment and academic programming, generally heavier on the enrichment side.

This may be one of the factors that could assist those programs whose focus it is to provide the highest levels of behavioral and academic change possibility. When programming encourages consistent attendance, and academic interventions are targeted to the academic needs of the participant, optimal results are recognized.

The data from this program would demonstrate that program focus is on participation, an approach I refer to as wide. In many areas the needs of the community are participation oriented, providing what is called safe-haven. If this was an identified need of the communities involved, then each of the five programs successfully addressed the need, involving as many students as wished to participate.

An alternative approach would be to target the individuals most in need of assistance through behavioral or academic assessment tools, and serve them more individually and specifically, going deep. In areas where safe-haven is less of an issue, this focus may provide a greater percentage of aligned results.

Either approach when intentional leads to the desired outcome in accordance with the needs identified within the community being served.

Discussion is necessary for the intermediate and high school programs reflected in this data. These programs generally are more challenged in achieving regular program attendees. There is more competition at these ages for the time of the students. It also is more challenging to keep this age engaged over time. Effective programs serving this population offer a very wide verity of activities that rotate frequently. For example, an intermediate or high school with 100 participants may have 10-20 various activities operating daily (over the block of time provided, with activities of 30 minutes or less) and that block of activities will change every 2-3 weeks, retaining those that are most popular and rotating out those less so. As mentioned above, a strong and significant non-academic enrichment program is key here.

The final element to discuss would be the clearly effective family programming offered. The attendance and subjective measures are clear that the activities were very well attended and received. Research has demonstrated that greater levels of family involvement has the effect of reduced behavioral issues and increases in academic performance. Finding a way to make family programming a more regular part of the program has multiple positive effects and corresponding challenges.

Perhaps each program could be reviewed to determine if fewer students might be served in a deeper way, providing more consistent family programming opportunities. If the existing data remains consistent, the communities certainly were responsive to the offers that were provided.

### 3. Program Description

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#### 3.A. PROGRAM DESCRIPTION

Provide a brief description of the program, including the following bullet points:

- Describe the organization operating the grant program.
- Provide the grant year (i.e., Year 1, Year 2, Year 3, etc.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?

The Campbell Complex operated this grant in year two. The nature of the 21<sup>st</sup> CCLC grant is that approved grants have substantiated and met the minimum SE qualifications, including high poverty status. That remains unchanged. Campbell Complex did offer afterschool programming under a previous 21<sup>st</sup> CCLC grant round.

#### 3.B. PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21<sup>st</sup> CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see [Section 4B: Evaluation Results](#). In addition to these KPIs, subgrantees must articulate their own program-specific goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve.
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.
- **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

##### 3.B.1. Goals

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

1.	<i>SAMPLE: Improve academic achievement in math</i>
1.	All regular program participants in 21st CCLCs will demonstrate educational and social benefits and exhibit positive behavioral changes
2.	21 <sup>st</sup> CCLCs will offer a range of high-quality educational, developmental, and recreational services.
3.	21st CCLCs will serve children and community members with the greatest need for expanded learning opportunities.
4.	Participants in 21st CCLCs will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

### 3.B.2. Objectives

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

Goal	Objective	Measure
1.	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21<sup>st</sup> CCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>
1.	1.1 Participants will show improvements on measures, such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes)	1. homework & participation 2. Attendance 3. Incident referrals
2.	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.	Data analyzed from attendance logs, rosters (quarterly), student grades and assessment data
	2.2 Enrichment and support activities: 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation	Data analyzed from attendance logs, rosters, and EWS (quarterly) ● Data analyzed from Teacher and/or Counselor observations
	2.3 Community involvement: 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining program	● Minutes from Advisory Council ● Data from volunteer and/or community partners sign-in sheets analyzed to track number of 27 volunteers and scope of services (quarterly)
	2.4 Services to parents and other family members: 85% of centers will offer services to parents and other family members of students enrolled in the program.	● Needs established for each targeted school using attendance rosters, data from past family engagement opportunities, and

		<p>current interest</p> <ul style="list-style-type: none"> <li>●Data collected and analyzed using attendance rosters, family surveys, and feedback for all family engagement opportunities(quarterly)</li> </ul>
	<p>2.5 Extended hours: 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 holiday.</p>	<p>Data from afterschool attendance logs are analyzed quarterly with adjustments in scheduling made, if necessary.</p>
3.	<p>3.1 High-need communities: 100% of centers are located in high-poverty communities.</p>	<ul style="list-style-type: none"> <li>●School demographic data and Free and Reduced Lunch percentages analyzed</li> <li>●Participants identified through assessment data(SBA, Universal Screening, EWS),parent/teacher and/or counselor recommendations</li> </ul>
4.	<p>4.1 70% RPP in 21stCCLCs will demonstrate academic improvement in Reading and/or Math.</p>	<ul style="list-style-type: none"> <li>●Baselines established using assessment data from Universal Screeners (STAR Reading/Math or i-Ready Reading/Math, course marks(fall)</li> <li>●Data analyzed using Universal Screeners(fall, winter and spring)</li> <li>●Data analyzed using EWS (quarterly).</li> <li>●Data analyzed from attendance logs and rosters (quarterly)</li> </ul>

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

**Exhibit 3: Students Served in 2017-18 (including summer)**

Center	2017-18 Enrollment – Total	2017 -18 Enrollment – Regular*	Grade Levels
Ewa Beach Elementary School	77	75	Grades K-5
Ewa Elementary School	350	82	Grades K-6
Ilima Intermediate School	59	20	Grades 7-8
James Campbell High School	367	27	Grades 9-12
Kaimiloa Elementary School	172	25	Grades K-6
Pohakea Elementary School	164	48	Grades K-6
<b>Subgrantee Total</b>	<b>1,189</b>	<b>277</b>	

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

### Attendance Discussion

Describe attendance at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged attendance?

Method of Recruitment for Program Participation	
Ewa Beach Elementary	Open to students in grades 2, 3, and 4. No limitations. Recruitment through student bulletin, faculty announcements, and counselor/teacher referrals.
Ewa Elementary	Based on 3 indicators: (for Fall and Spring Sessions) <ul style="list-style-type: none"> <li>Title 1 Student - qualify for Free and/or Reduced Lunch</li> <li>Student Assessment Data (e.g.: SBA, Star Screening, GL, EWS)</li> </ul> Professional judgement that an extended learning day may improve achievement towards GL prof. In academics and with behavior (due to smaller class-sized learning environment)
Ilima Intermediate	Tutoring, Robotics, Morning Session: Open to all students in 7th and 8th grade. No limitations. Recruitment through school bulletin, CCTV announcements, teacher and/or counselor recommendation, student and parent interest, and STAR testing.
James Campbell High School	Open to all of our high schoolers with specific focus on students in special education, AVID, and students referred by teacher/counselor/parent recommendations. No limitations. Recruitment through student bulletin, faculty announcements, counselor/teacher/administrator referrals, and announcements made at various events such as Open House, Academy Nights, Academy Advisory Board Meetings, PTSA, and SCC.
Kaimiloa Elementary School	Grade 3-6 students were chosen based on iReady assessment and teacher recommendations.
Pohakea Elementary School	Tier 2 Students are invited by teachers for tutoring based on iReady assessments.

**Eighty-three percent (83%) of Campbell Complex centers met their Targeted Participation Goals.**

Site	Targeted 21 <sup>st</sup> CCLC Student Participation	Actual 21 <sup>st</sup> CCLC Student Participation for SY 2017-18
Ewa Beach Elementary School	50+	77
Ewa Elementary School	100	350
Ilima Intermediate School	100	59
James Campbell High School	50	367
Kaimiloa Elementary School	120	172
Pohakea Elementary School	100	164
<b>Totals</b>	<b>560</b>	<b>1,189</b>

**3.C.2 Participant Characteristics**

What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including:

- F/R Lunch
- Special Needs
- English Language Learners
- Gender
- Race/ethnicity

The table will automatically compute totals in the final row.

**Exhibit 4: Characteristics of Students Served**

Center	F/R Lunch		Special Needs		ELL		Male		Female		Unknown	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Ewa Beach Elementary School	27	35%	3	4%	4	5%	34	44%	42	55%	4	5%
Ewa Elementary School	178	51%	13	4%	33	9%	160	46%	185	53%	5	1%
Ilima Intermediate School	35	59%	23	39%	4	7%	41	69%	16	27%	2	3%
James Campbell High School	156	43%	35	10%	4	1%	244	66%	119	32%	4	1%
Kaimiloa Elementary School	106	62%	14	8%	29	17%	76	44%	96	56%	0	0%
Pohakea Elementary School	99	60%	14	9%	22	13%	86	52%	73	45%	5	3%
<b>Subgrantee Total</b>	<b>601</b>	<b>50%</b>	<b>102</b>	<b>8%</b>	<b>96</b>	<b>8%</b>	<b>641</b>	<b>54%</b>	<b>531</b>	<b>45%</b>	<b>20</b>	<b>2%</b>

**Exhibit 5: Race/Ethnicity of Students Served**

Center	# Multiple	% Multiple	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# Unknown	% Unknown
Ewa Beach Elementary School	7	9%	22	29%	9	12%	3	4%	22	29%	10	13%	4	5%
Ewa Elementary School	62	18%	129	37%	52	15%	1	0%	74	21%	8	2%	24	7%
Ilima Intermediate School	3	5%	25	42%	18	31%	1	2%	6	10%	2	3%	4	7%
James Campbell High School	18	5%	121	33%	134	37%	20	5%	31	8%	20	5%	23	6%
Kaimiloa Elementary School	26	15%	93	54%	26	15%	0	0%	20	12%	0	0%	7	4%
Pohakea Elementary School	36	22%	37	23%	44	27%	4	2%	18	11%	4	2%	21	13%
<b>Subgrantee Total</b>	<b>152</b>	<b>50%</b>	<b>427</b>	<b>36%</b>	<b>283</b>	<b>24%</b>	<b>29</b>	<b>2%</b>	<b>171</b>	<b>14%</b>	<b>44</b>	<b>4%</b>	<b>76</b>	<b>6%</b>

*Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander.*

### 3.D SUMMER AND INTERSESSION PROGRAMMING

Describe activities offered during summer and intersession.

The Ho’oku’i Summer programs offered students programs that supplemented the school day with meaningful, high quality, and educational, activities to meet the grant goals and objectives. There was a variety of hands-on and engaging enrichment classes offered. These classes included but were not limited to: Kickstart programs for incoming Grade K students, Michael Wall’s Playful Percussion, Jeff Pagay’s art classes, Hawaiian cultural activities, and hands-on interactive classes provided by Hawaiian Sealife.

In the table below, provide enrollment numbers and grade levels. The table will automatically compute total enrollment.

**Exhibit 6: Students Served During Summer**

Center	Summer Enrollment – Total	Grade Levels
Ewa Elementary School	27	Grade K
Ilima Intermediate School	25	Grades 7-8
James Campbell High School	40	Grades 9-12
Kaimiloa Elementary School	149	Grades K-6
Pohakea Elementary School	110	Grades K-6
<b>Subgrantee Total</b>	<b>351</b>	

### 3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

#### 3.E.1. Program Materials

What program materials were used (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools)?

Program materials at each center complemented and supplemented regular school-day initiatives using the schools' available resources (i.e. curriculum, iReady online programs, universal screeners, classroom supplies, technology equipment, P.E. equipment, etc.) and facilities (classrooms, libraries, cafeterias).

#### 3.E.2 Resources

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

**Evaluation Services**  
 Creating Change (paid)

**Programming/Activity Related Services**  
 Honolulu Theatre for Youth (paid)  
 DimensionU (paid)  
 Michael Wall (paid)  
 Airbrush Creations/Jeffrey Pagay (paid)  
 Hawaiian Sealife (Living Art Marine Center) (paid)  
 Ewa Railway Society (paid)  
 iReady (unpaid)

**Goods/Rentals/Services**  
 USDA's After School Snack Program (unpaid)  
 James Campbell High School - School Food Service (unpaid)  
 Ewa Beach Elementary School (unpaid)  
 Ewa Elementary School (unpaid)  
 Ilima Intermediate School (unpaid)  
 James Campbell High School (unpaid)  
 Kaimiloa Elementary School (unpaid)

Pohakea Elementary School (unpaid)

**Volunteer Staffing**

James Campbell High School – NJROTC (unpaid)

James Campbell High School – School Food Services (unpaid)

Leeward District Hawaiian Studies Program (unpaid/paid)

Leeward District Office provided personnel to assist with payroll, creation of casual hire jobs, purchase orders, and payments (unpaid)

School administrators, school day teachers, Educational Assistants, Office Staff, and custodians (unpaid)

Ewa Beach Elementary School (unpaid)

Ewa Elementary School (unpaid)

Ilima Intermediate School (unpaid)

James Campbell High School (unpaid)

Kaimiloa Elementary School (unpaid)

Pohakea Elementary School (unpaid)

Campbell-Kapolei Resource Teachers (unpaid)

A-Plus Afterschool Programs (unpaid)

**Facilities (including schools' technology, equipment and supplies)**

Campbell Company (unpaid)

Lanikuhonua Cultural Center (unpaid)

Ewa Beach Elementary School (unpaid)

Ewa Elementary School (unpaid)

Ilima Intermediate School (unpaid)

James Campbell High School (unpaid)

Kaimiloa Elementary School (unpaid)

Pohakea Elementary School (unpaid)

**3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM**

Provide a brief description of staff and roles. Complete the following tables as they apply to your program. Totals will be automatically computed.

All of the Campbell Complex site coordinators are regular certificated teachers who are responsible for administering programs at each center. The school administrators work with the site coordinators to recruit and hire teachers and other staff members to assist the students with homework assistance, tutoring, and enrichment classes.

**Exhibit 7. Number of Staff by Position**

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
	Ewa Beach Elementary +21st C. Project Office	0	3	0	0	0	0	0	0	0	0	18	0	2	3	1	0	0
Ewa Elementary	0	1	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0
Ilima Intermediate	0	1	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0
James Campbell High	0	2	0	0	0	0	0	0	0	0	14	0	0	0	0	0	0	0
Kaimiloa Elementary	0	2	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0
Pohakea Elementary	0	1	0	0	0	0	0	0	0	0	14	0	4	0	0	0	0	0
<b>Subgrantee Total</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>69</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Exhibit 8. Average Hours per Week by Position**

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Ewa Beach Elementary	5	#	#	#	#	10.75	10.75	10.75	#
Ewa Elementary	8	#	#	#	#	15.5	#	#	#
Ilima Intermediate	6	#	#	#	#	13	#	#	#
James Campbell High	7	#	#	#	#	15	#	#	#

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Kaimiloa Elementary	5	#	#	#	#	10	10	#	#
Pohakea Elementary	5	#	#	#	#	10	10	#	#
<b>Subgrantee Total</b>	36	0	0	0	0	74.25	30.75	10.75	0

### 3.G. PARTNERSHIPS

#### Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below.

**Exhibit 9: Partners**

Partner Contributions	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	0
Raise funds	0	0
Provide programming/activity related services	6	6
Provide goods	0	14
Provide volunteer staffing	0	11
Provide Paid Staffing	2	0
Other – Facilities Rental	0	2
<b>Subgrantee Total</b>	9	33

#### Partnership Description

Provide a brief description of successes with partnerships.

The centers offered a myriad of after school enrichment and family engagement activities that were provided by their partners listed below:

- Playful Percussion – Michael Wall
- Airbrush Creations – Jeffrey Pagay
- Dimension U – Steven Hoy
- Honolulu Theatre for Youth
- Hawaiian Sealife
- Kamehameha Schools
- James Campbell High’s NJROTC program
- Leeward District Hawaiian Studies Program

- Campbell Estates – Lanikuhonua Cultural Institute staff
- Ewa Railway Society
- A-Plus Afterschool Programs

The USDA’s After School Snack Program and Seamless Summer Programs provided snacks and meals to the students during the regular school year and during the summer intersessions.

Several of the centers have partnerships with the schools’ A-Plus Afterschool programs. Students may leave and return to these programs during the out-of-school time hours. This relationship was established and successfully maintained by the Site Coordinators. We also recognize the generous contribution of the Campbell Complex for the use of the facilities, utilities and other ancillary operational contributions that made this program possible.

Provide a brief description of challenges with partnerships.

All of the programs are operated within impoverished communities as earlier established. As is well known in many rural programs, the density of available partnerships to the respective needs of the community make it difficult to find either a quantity or depth of partnerships to even approach the fraction of the support offered through this grant process. It is therefore recognized that within the Campbell service area, without this grant the program cannot be sustained at the current level.

### 3.H. PARENT/FAMILY INVOLVEMENT

Provide a brief description of your program’s parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

- Ewa Elementary held a school-wide event and showcased what the students’ learned during the 21st CCLC programs
- James Campbell High held an ACT Mock Exam and Parent Informational Meeting– Information session for student and parents to understand the facts regarding college entrance exams, how to streamline the college/university and financial aid application and scholarship process and learn more about qualities universities look for in students. The ASVAB was discussed and the many options it can provide in and outside the military.
- Kaimiloa Elementary offered a “Meet and Greet” family event. The students and their families had opportunities to learn more about what the 21<sup>st</sup> CCLC programs had to offer.
- Campbell Complex held a complex-wide Family Discovery Day which included a train ride from Ewa to Lanikuhonua Cultural Center. The families from Ewa Beach Elementary, Ewa Elementary, Ilima Intermediate, Kaimiloa Elementary and Pohakea Elementary participated in this family and community engagement event. The families had opportunities to learn about the Hawaiian culture from the Makua and Kupuna and they took home Make and Take projects as well as many happy memories of this all day event!

## 4. Evaluation

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### 4.A. EVALUATION PLAN

#### 4.A.1. Evaluation Design Overview

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

The academic/behavioral evaluation was conducted to assess the implementation and impact of the 21<sup>st</sup> Community Learning Centers (CCLC) programs on the students. The 21<sup>st</sup> CCLC Teacher Surveys were distributed to the homeroom or core teachers to ascertain whether improvement was made in student attendance, classroom participation, and student behavior. The course marks/grades of regular students (attended 21<sup>st</sup> CCLC programs for 30 days or more) were analyzed to determine if improvement was made in ELA and Math for the period from Fall to Spring.

#### 4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

##### Sample Implementation Questions:

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

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

Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?

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

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

##### What implementation questions are being answered?

- Has the program been implemented as planned in the grant application? If no, what changes were made, and why?
- What challenges have been faced in implementing the program, and how are those challenges being addressed?
- Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?
- Are program activities interesting and valuable to students, teachers, administrators, and community partners?
- What are the plans to ensure effective program implementation next year?

<p><b>What data collection methods are being used (e.g. interviews, observations)?</b></p>	<ul style="list-style-type: none"> <li>•The tutors took attendance on the days that their classes were offered. Students’ progress was monitored through formative and summative assessments.</li> <li>•Site coordinators collected enrollment data, followed up on students who were absent by sending emails or making phone calls to parents/guardians and logged that information in their 21<sup>st</sup> CCLC site handbooks. Attendance data was collected and submitted to the Project Office at the end of each session.</li> <li>•Site Coordinators visited classes/activities for 10-15 minutes per day and filled out daily observation reports. One observation report and one “Successes and Challenges” form was sent to the Project Director on a weekly basis. Family Engagement Reports were also submitted to the Project Director.</li> <li>•The Project Director collected and compiled attendance and demographic data on enrolled students and submitted APR and programming reports to the Community Engagement Office as requested.</li> </ul>
<p><b>What is the timing of data collection?</b></p>	<p>The reporting periods for SY 2017-18 were:</p> <p>Summer: June 1, 2017 to August 5, 2017  Fall: August 7, 2017 to January 7, 2018  Spring: January 8, 2018 to May 31, 2018</p>

**4.A.3. Outcomes Evaluation**

Describe how program outcomes are being evaluated.

**Sample Outcomes Questions:**

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

<p><b>What outcomes questions are being answered?</b></p>	<ul style="list-style-type: none"> <li>•To what extent do students who participate in the program show improvements in behavior?</li> <li>•To what extent do students who participate in the programs show academic gains?</li> <li>•To what extent has the program achieved local objectives?</li> <li>•What factors have affected program success?</li> </ul>
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<p><b>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</b></p>	<ul style="list-style-type: none"> <li>•Attendance data is measured against the target participation goals.</li> <li>•The tutors filled out Student Progress Reports that contained the General Learner Outcomes (GLOs) to track progress on students’ behavior. Students were rated on each of the GLOs according to the following rating scale: “Consistently,” “Usually,” “Sometimes,” or “Rarely.” Teachers included their comments regarding students’ progress on these reports that were sent home to the parents.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>The six GLOs are the essential goals of standards-based learning for all students in all grades and all content areas.</p> <p>These marks denote how frequently the student demonstrates these GLOs.</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><b>GLO 1: Self-Directed Learner</b></td> </tr> <tr> <td style="padding: 2px;">The ability to be responsible for one’s own learning</td> </tr> <tr> <td style="padding: 2px;"><b>GLO 2: Community Contributor</b></td> </tr> <tr> <td style="padding: 2px;">The understanding that it is essential for human beings to work together</td> </tr> <tr> <td style="padding: 2px;"><b>GLO 3: Complex Thinker</b></td> </tr> <tr> <td style="padding: 2px;">The ability to demonstrate critical thinking and problem-solving strategies</td> </tr> <tr> <td style="padding: 2px;"><b>GLO 4: Quality Producer</b></td> </tr> <tr> <td style="padding: 2px;">The ability to recognize and produce quality performances and quality products</td> </tr> <tr> <td style="padding: 2px;"><b>GLO 5: Effective Communicator</b></td> </tr> <tr> <td style="padding: 2px;">The ability to communicate effectively</td> </tr> <tr> <td style="padding: 2px;"><b>GLO 6: Effective &amp; Ethical User of Technology</b></td> </tr> <tr> <td style="padding: 2px;">The ability to use a variety of technologies effectively and ethically</td> </tr> </table> <ul style="list-style-type: none"> <li>•Course grades/marks were obtained from the HIDOE’s Longitudinal Data System (LDS) to determine if students showed improvements in their ELA and math grades from Fall to Spring.</li> <li>•The Project Director met with the Site Coordinators to discuss the centers’ progress in meeting program objectives and the group identified key factors that affected program success.</li> <li>•The 21<sup>st</sup> CCLC Teacher Surveys were used to measure if students showed improvements in attendance, classroom participation, and behavior.</li> </ul>	<b>GLO 1: Self-Directed Learner</b>	The ability to be responsible for one’s own learning	<b>GLO 2: Community Contributor</b>	The understanding that it is essential for human beings to work together	<b>GLO 3: Complex Thinker</b>	The ability to demonstrate critical thinking and problem-solving strategies	<b>GLO 4: Quality Producer</b>	The ability to recognize and produce quality performances and quality products	<b>GLO 5: Effective Communicator</b>	The ability to communicate effectively	<b>GLO 6: Effective &amp; Ethical User of Technology</b>	The ability to use a variety of technologies effectively and ethically
<b>GLO 1: Self-Directed Learner</b>													
The ability to be responsible for one’s own learning													
<b>GLO 2: Community Contributor</b>													
The understanding that it is essential for human beings to work together													
<b>GLO 3: Complex Thinker</b>													
The ability to demonstrate critical thinking and problem-solving strategies													
<b>GLO 4: Quality Producer</b>													
The ability to recognize and produce quality performances and quality products													
<b>GLO 5: Effective Communicator</b>													
The ability to communicate effectively													
<b>GLO 6: Effective &amp; Ethical User of Technology</b>													
The ability to use a variety of technologies effectively and ethically													

<p><b>What is the timing of data collection?</b></p>	<ul style="list-style-type: none"> <li>•The attendance data is collected at the end of each term – summer, fall, and spring (cumulative)</li> <li>•The Project Director held meetings with the Site Coordinators and grant administrators 4-6 times a year.</li> <li>•The 21<sup>st</sup> CCLC Teacher Surveys were given at the end of the school year to all homeroom or core teachers. Teachers filled out surveys for all regular students who attended 30 days or more of 21<sup>st</sup> CCLC programs.</li> <li>•Site Coordinators submitted reports on a weekly basis to document successes and challenges of their programs. This data was used to make the necessary adjustments to their programs on an ongoing basis.</li> </ul>
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The student outcome data reviewed and presented below is reflective of the 21<sup>st</sup> CCLC definition of the regular program participant, with 30 or more days of attendance. While all students were encouraged to participate in this way, not all achieved that standard.

#### 4.B. EVALUATION RESULTS

##### 4.B.1. Implementation Evaluation Results

Describe the results of the implementation evaluation, addressing the implementation questions described in your response to [Section 4.A.2](#) above.

<p><b>Has the program been implemented as planned in the grant application? If no, what changes were made, and why?</b></p> <ul style="list-style-type: none"> <li>○ An amendment request was made by the Fiscal Agent to the School Transformation Branch (STB) for the Project Director position to be a .5 FTE position at the beginning of the grant for Campbell Complex. The email with the 21<sup>st</sup> CCLC Program Manager’s approval from (STB) was forwarded by Christina Shioi, Complex Academic Officer, to CEB. The revision is reflected in the budget.</li> <li>○ The program has not found another .5 FTE Office Assistant (salary cost shared with Kapolei Complex’s 21<sup>st</sup> CCLC grant) since March, 2018 and the position is currently vacant.</li> <li>○ We would like to offer additional activities that weren’t stated in the approved application that falls under the objectives in the grant application.</li> <li>○ We would like to offer additional activities that weren’t stated in the approved application that sill falls under the objectives in the grant application. We’re waiting</li> </ul>
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for final approval from CEB before we are able to move forward with these plans. (See amendment request that was submitted to CEB.

- The following centers have expanded their program hours by adding morning programs:
  - Ewa Beach Elem. - Makerspace
  - Ewa Elem. - Library services
  - Ilima - Morning Media
  - Pohakea Elem. - Makerspace (beg. this school year)
- The centers continue to provide activities to students in academic tutoring, enrichment, recreational, cultural and college and career readiness.

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

- Staffing – Centers reported difficulty in finding and keeping staff for the afternoon programs since the majority of staff members are classroom teachers. The centers will continue their efforts to encourage their tutors to job share and work with the same groups of students. This creative staffing solution will result in minimal disruption to afterschool activities and it'll enable teachers within the same team to attend afterschool meetings as needed.
- Regular Attendance – Although there haven't been difficulties with reaching target participation, it has been a challenge to increase the number of students attending 30 days or more. Centers will encourage students who enrolled during the summer to continue attending the programs during the regular school year.

**Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?**

- All centers continue to maintain partnerships with schools, afterschool care providers, and community businesses.
- New partnerships have been formed with Kamehameha Schools, Dimension U, James Campbell High's NJROTC program, Leeward District's Hawaiian Studies program, Campbell Estates and Lanikuhonua Cultural Center, and A-Plus Afterschool Programs
- The complex will work on establishing any remaining partnerships that were listed in the grant application during the remaining two years of the grant.

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

- Students enjoy the hands-on activities. They actually enjoy the Dimension U class where students are able to work on math/ELA standards and compete against each other.
- This past summer Ewa Beach Elem. had a “fun friday” activity where the teachers did a cooking activity with the students. The cooking activity tied in with the week’s lessons.
- Chess and Robotics activities were well received.
- Activities like Robotics, Hiking and PE and anything that are hands-on learning are enjoyable for students. They are more engaged and on task. In addition, when it involved a competition, especially for Robotics and PE, these students are more motivated to come to the program.
- Students enjoy the Community Service hub
- Hands-on activities and sports are popular activity choices.
- Community engagement activities that include student performances/products, food, and hands-on stations have been successful with families.
- Maker Spaces has been successful with drawing students to arrive to school early/on-time.
- Inviting teachers to propose after-school courses around their passion has been effective in drawing or maintaining recruitment of tutors.
- Summer intersession and Kick Start activities have been quite successful and well received by parents.

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

- Next year will be a continuance of the current grant, allowing the program to continue with modifications learned through this process.

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

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

**Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation**

<b>Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.</b>	
<b>Center</b>	<b>Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)</b>
Ewa Beach Elementary School	83%
Ewa Elementary School	23%
Ilima Intermediate School	60%
James Campbell High School	61%
Kaimiloa Elementary School	80%
Pohakea Elementary School	60%

**Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior**

<b>Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.</b>	
<b>Center</b>	<b>Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior</b>
Ewa Beach Elementary School	83%
Ewa Elementary School	40%
Ilima Intermediate School	60%
James Campbell High School	61%
Kaimiloa Elementary School	84%
Pohakea Elementary School	56%

**KPI Objective 1 Discussion**

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

Using teacher surveys of RPP, the average reported improvement in turning in homework is 61%. Ewa Elementary has a low score respectively. Further exploration is needed to determine the reason for lower relative scores at Ewa Elementary where homework completion is concerned.

A review of the reported improvement in behavior, 64% of RPP achieved or exceeded that standard, demonstrating that the grant overall strongly changed behavior positively. Further exploration is needed to determine the reason for lower relative scores at Ewa Elementary where behavior improvement is concerned.

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

Several of the centers reported that their teachers were confused with how the questions on the Teacher Surveys were phrased.

**Example:**

To what extent has your student changed their behavior in terms of:

Improvement in homework completion?

- Significant Improvement
- Moderate Improvement
- Slight Improvement
- No Improvement

Teacher Surveys – There seemed to be a misunderstanding regarding how teachers interpreted the Teacher Survey questions. Many teachers indicated that some of their students had no problems with their attendance, behavior, and/or participation and therefore checked “No Improvement” since the students were already “good” and didn’t need any improvement to begin with. That might have had a negative on the final Teacher Survey results.

### 4.B.3 Key Performance Indicators – Objective 2

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

#### Exhibit 12: Performance on KPI Objective 2 – Core Educational Services

Objective 2.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Ewa Beach Elementary School	Yes	Yes	Yes	Dimension U, Keyboarding/Ozobot Coding Class
Ewa Elementary School	Yes	Yes	Yes	Coding club, Makerspace, Robotics, Morning library program where we provide a space for students to work on projects and or use the library resources (computers, books, etc. KickStart program for entering Kindergarten students.
Ilima Intermediate School	Yes	Yes	Yes	Robotics, Math tutoring, Morning Media, ELA tutoring, and Homework Assistance
James Campbell High School	Yes	Yes	Yes	After-school tutoring, Study Hall, ACT/ASVAB test prep, STEM
Kaimiloa Elementary School	Yes	Yes	Yes	Kickstart for incoming Kindergarten students, STEM, Literacy, Google, Math
Pohakea Elementary School	Yes	Yes	Yes	Reading Tutoring, Math Tutoring, Coding/Ozobots, Summer Kickstart

				for incoming Kindergarten students
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**Core Educational Services Discussion**

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

The majority of the core educational classes were taught by the regular school day teachers. Students were provided complementary learning opportunities before, afterschool, weekend, and during the summer. Activities were aligned with Common Core State Standards. The tutors reinforced and modeled the General Learner Outcomes (GLOs) in all classes. A variety of instructional methods (iReady, DimensionU, small group instruction, hands-on learning) made the classes more engaging and educational for all of the students to help them meet state and national standards that lead to college readiness.

**Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities**

**Objective 2.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)**

Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
Ewa Beach Elementary School	Yes	Yes	No	No	Yes	Homework Assistance, Sewing, Arts & Crafts, Tinikling Dance Class, board games, and Exercise Through Dance, P.E.
Ewa Elementary School	Yes	Yes	No	No	Yes	Homework Assistance, Sports, Special Olympics and Unified Partners team, Arts, and Gardening Club
Ilima Intermediate School	No	Yes	No	No	Yes	Homework Assistance, Hiking

						Club/Social Studies, and Robotics, World Cultures
James Campbell High School	Yes	No	Yes	Yes	Yes	Homework Assistance, Study Hall, Summer "Blast" Enrichment, College and Career Readiness, ACT prep, Community Service, Chess, Southside Singers, Mele Murals, Artist Alley, and Woodshop.
Kaimiloa Elementary School	Yes	Yes	No	No	Yes	Homework Assistance, Arts & Music, Physical Activity, Multicultural Activities, LET Activities/Movement
Pohakea Elementary School	Yes	Yes	No	No	Yes	Hula, Dance, Tutoring/Homework Assistance

**Exhibit 14: Performance on KPI Objective 2 - Services to Parents and Family Members**

**Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.**

<b>Center</b>	<b>Number of parents/ family members participating</b>	<b>Description of services to parents and other family members.</b>
Ewa Beach Elementary School	34	Campbell Complex's Family Discovery Day – Ewa Train Ride and Cultural Activities at Lanikuhonua Cultural Center
Ewa Elementary School	500+	School-wide Showcase Day, Campbell Complex's Family Discovery Day – Ewa Train Ride and Cultural Activities at Lanikuhonua Cultural Center
Ilima Intermediate School	19	Campbell Complex's Family Discovery Day – Ewa Train Ride and Cultural Activities at Lanikuhonua Cultural Center
James Campbell High School	14	ACT Mock Exam and Parent Informational – Information session for student and parents to understand the facts regarding college entrance exams, how to streamline the college/university and financial aid application and scholarship process and learn more about qualities universities look for in students. The ASVAB was discussed and the many options it can provide in and outside the military.
Kaimiloa Elementary School	72	Campbell Complex's Family Discovery Day – Ewa Train Ride and Cultural Activities at Lanikuhonua Cultural Center, Meet and Greet Day
Pohakea Elementary School	135	Campbell Complex's Family Discovery Day – Ewa Train Ride and Cultural Activities at Lanikuhonua Cultural Center

**Parent/Family Services Discussion**

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

<b>Participation Numbers for Campbell Complex Family Discovery Day - Ewa Train Ride and Lanikuhonua Cultural Center</b>			
<b>School</b>	<b>Total # Families</b>	<b>Total # Support Staff</b>	<b>Attendees by School</b>
Ewa Beach Elem.	16		34
Ewa Elem.	14		37
Ilima Inter.	7		19
Kaimiloa Elem.	12		29
Pohakea Elem.	12		28

Ewa Makai Middle	1 (sibling)		1
TOTALS	62	37	148

Since our 21<sup>st</sup> Century Community Learning Centers programs moved from the School Transformation Branch to the Community Engagement Office this past year, we were successful in strengthening the family and community engagement components of our grants. The following event was planned in collaboration with the Resource Teachers from CTE and Title I programs:

1. Family Discovery Day (Ewa Train Ride + Cultural Activities at Lanikuhonua Cultural Center) for Campbell Complex students and their families on Feb. 23, 2018.

Arrangements were made to take the families on a historical `Ewa Train ride to Lanikuhonua Cultural Center where students and their families had opportunities to participate in a variety of hands-on engaging cultural activities.

The family engagement cultural activities were well received and unfortunately, due to limited seats on the train, we had to turn away many interested families from our 21<sup>st</sup> CCLC Campbell Complex schools for this event. The parents' feedback was overwhelmingly positive for this first time event and many people asked if this event would be offered in the future.

James Campbell Company was more than happy to offer their grounds/facilities rent-free and they indicated that they wanted to offer more of these types of cultural activities to our Campbell-Kapolei Complex Schools. In fact, they wanted to put photos from our events on their website to promote the Hawaiian culture to their community and families.

We also formed a partnership with the Leeward District Hawaiian Studies Program. The Makua and Kupuna from various Leeward District schools taught four hands-on and engaging activities: ipu (gourd) making, Mele Ipu, planters with hand-drawn Hawaiian petroglyphs (Ki'i Pohaku), and Hawaiian games.

James Campbell High's School Food Services prepared a lunch for our families for Campbell Complex's event. The Campbell High NJROTC cadets helped to ensure that the families were escorted to/from the train and assisted their groups during the station activities.

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

Although the Campbell Complex family engagement activities are well attended, it takes a tremendous amount of time, effort, and manpower to plan and coordinate a complex-wide event. For future events, it would be helpful to seek partners who might be able to provide light refreshments since we aren't able to use grant funds to purchase food items. Being that the majority of our events are held during the evening, families would appreciate if refreshments were served during these family engagement events.

**Exhibit 15: Performance on KPI Objective 2 – Hours per Week**

<b>Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays.</b>		
<b>Center</b>	<b>Number of hours per week services offered during the school year</b>	<b>Number of hours per week services offered during summer and holidays</b>
Ewa Beach Elementary School	10.75	0
Ewa Elementary School	15.5	11
Ilima Intermediate School	13	15
James Campbell High School	11 (Up to 16.5)	15
Kaimiloa Elementary School	9.5	20
Pohakea Elementary School	9.5	20

**[Key Performance Indicators (KPIs) – Objective 3**

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

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

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

**Exhibit 16: Performance on KPI Objective 4 –  
Academic Improvement in Reading/Language Arts**

<b>Objective 4.1: Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in reading/language arts.</b>				
<b>Center</b>	<b>Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring</b>	<b>Primary Source of Data on Improvement:</b>		
		<b>Grades/ Course marks?</b>	<b>Assessment / Test Scores?</b>	<b>Teacher Surveys</b>
Ewa Beach Elementary School	79%	✓	☐	☐
Ewa Elementary School	80%	✓	☐	☐
Ilima Intermediate School	20%	✓	☐	☐

Objective 4.1: Participants in 21 <sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
Center	Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring	Primary Source of Data on Improvement:		
		Grades/ Course marks?	Assessment / Test Scores?	Teacher Surveys
James Campbell High School	14%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Kaimiloa Elementary School	71%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Pohakea Elementary School	80%	✓	<input type="checkbox"/>	<input type="checkbox"/>

Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math

Objective 4.2: Participants in 21 <sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Percentage of regular program participants with IMPROVEMENT in math from fall to spring	Source of Data on Improvement:		
		Grades/ Coursemarks?	Assessment / Test Scores?	Teacher Surveys
Ewa Beach Elementary School	70%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Ewa Elementary School	56%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Ilima Intermediate School	50%	✓	<input type="checkbox"/>	<input type="checkbox"/>
James Campbell High School	24%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Kaimiloa Elementary School	57%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Pohakea Elementary School	58%	✓	<input type="checkbox"/>	<input type="checkbox"/>

#### KPI Objective 4 Discussion

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

The HIDEOE's 21<sup>st</sup> CCLC Community Engagement Office only asked three questions (improvement on attendance, classroom participation, and behavior) on the Teacher Surveys that were distributed to all homeroom or core teachers of regular students who attended 30 or more days of 21<sup>st</sup> CCLC programs.

Unfortunately, there was no survey question pertaining to academic improvement data in reading/ELA or math. Therefore, the data needed to be collected from the HIDEO's Longitudinal Data System (LDS) and the students' course marks had to be analyzed to determine if the students showed any improvement in any of their course marks/grades for Reading/ELA and math from Quarters 1 to 4.

#### 4.B.5 Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in [Section 3.B.2](#).

1. **Objective** - State the specific measurable objective
2. **Measure** – state the type of data collected to measure this objective
3. **Results** - Summarize evaluation findings related to this objective
4. **Met/Not met** – for each objective specify one of the following:
  - Met
  - No progress
  - Not met
  - Unable to measure
  - Progress

Copy objectives and measures from the table in section [3.B.2](#) into Exhibit 19 below. Make sure to select the whole text box by clicking on the three vertical dots to the upper left of the box. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

**Exhibit 18: Progress on Program-Specific Objectives**

Objective	Measure	Results	Met/Not Met
<i>1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2017-18 was 9% compared to 15% in 2016-17</i>	<i>Met</i>
1.1 Participants will show improvements on measures, such as school attendance, classroom performance, and decreased disciplinary actions or other adverse	1. homework & participation 2. Attendance 3. Incident referrals	Overall = 66% Behavioral Ewa Beach = 83%. Ewa Elem = 48% Ilima Inter = 60%. James Campbell = 61% Kaimiloa Elem = 84% Pohakea Elem = 60%	Met

behaviors(behavior outcomes)			
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.	Data analyzed from attendance logs, rosters(quarterly), student grades and assessment data	Section 4.B.12, Exhibit 2 demonstrates that each location provided at least one core academic area activity	Met
2.2 Enrichment and support activities: 100%of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation	Data analyzed from attendance logs, rosters, and EWS (quarterly)●Data analyzed from Teacher and/or Counselor observations	Section 4.B.12, Exhibit 2 demonstrates that each location provided at least one enrichment activity	Met
2.3 Community involvement: 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining program	●Minutes from Advisory Council ●Data from volunteer and/or community partners sign-in sheets analyzed to track number of27 volunteers and scope of services(quarterly)	Section 3G above shares the partners involved in the Campbell Complex programs wherein each location had at least one partner.	Met
2.4 Services to parents and other family members: 85% of centers will offer services to parents and other family members of students enrolled in the program.	●Needs established for each targeted school using attendance rosters, data from past family engagement opportunities, and current interest ●Data collected and analyzed using attendance rosters, family surveys,	Section 4.B.3 exhibit 14 demonstrates that at least 85% of centers offered services to parents and family members of program participants	Met

	and feedback for all family engagement opportunities(quarterly)		
2.5 Extended hours: 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 holiday.	Data from afterschool attendance logs are analyzed quarterly with adjustments in scheduling made, if necessary.	Section 4.B.3, exhibit 15 demonstrates that non-school session hours were provided within the 12+ hours indicated.	Met
3.1 High-need communities: 100% of centers are located in high-poverty communities.	<ul style="list-style-type: none"> <li>●School demographic data and Free and Reduced Lunch percentages analyzed.</li> <li>●Participants identified through assessment data(SBA, Universal Screening, EWS),parent/teacher and/or counselor recommendations</li> </ul>	A requirement for grant application and subsequent approval is to meet the minimum Federal requirements for SE distribution.	Met
4.1 70% of RPP in 21st CCLCs will demonstrate academic improvement in Reading and/or Math.	<ul style="list-style-type: none"> <li>●Baselines established using assessment data from Universal Screeners (STAR Reading/Math or i-Ready Reading/Math, course marks(fall)</li> <li>●Data analyzed using Universal Screeners(fall, winter and spring)</li> <li>●Data analyzed using EWS (quarterly)●Data analyzed from attendance logs and rosters (quarterly)</li> </ul>	<p>Reading Overall = 57%  Ewa Beach = 79%.  Ewa Elem = 80%  Ilima Inter = 20%.  James Campbell = 14%  Kaimiloa Elem = 71%  Pohakea Elem = 80%</p> <p>Math Overall = 52.5%  Ewa Beach = 70%.  Ewa Elem = 56%  Ilima Inter = 50%.  James Campbell = 24%  Kaimiloa Elem = 57%  Pohakea Elem = 58%</p>	Progressing

### Achievement of Program-Specific Objectives Discussion

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

The objectives are the same as were approved in the grant and with only one objective not supported in the data as met, it seems that the programming was sufficient to achieve 88% of the objectives. Further specific discussion on the objectives found in the executive summary.

#### 4.C. ADDITIONAL DATA

##### 4.C.1 Success Stories

- Repeat from 4.B.1
- Students enjoy the hands-on activities. They actually enjoy the Dimension U class where students are able to work on math/ELA standards and compete against each other.
- This past summer Ewa Beach Elem. had a “fun friday” activity where the teachers did a cooking activity with the students. The cooking activity tied in with the week’s lessons.
- Chess and Robotics activities were well received.
- Activities like Robotics, Hiking and PE and anything that are hands-on learning are enjoyable for students. They are more engaged and on task. In addition, when it involved a competition, especially for Robotics and PE, these students are more motivated to come to the program.
- All Makerspace activities are popular with students
- Community Service hub,
- Hands on activities and sports
- Community engagement activities that include student performances/products, food, and hands-on stations have been successful with families.
- Maker Spaces has been successful with drawing students to arrive to school early/on-time.
- Inviting teachers to propose after-school courses around their passion has been effective in drawing or maintaining recruitment of tutors.
- Summer intersession and Kick Start activities have been quite successful and well received by parents.

##### 4.C.2 Best Practices

- All 21<sup>st</sup> CCLC programs have integrated the state’s General Learner Outcomes (GLO). The instructors use the same GLOs in their progress reports that are shared with the students’ parents.
- Sites may use their Universal Screeners (i.e. STAR, i-Ready, etc.), teacher and/or counselor recommendations to identify the needs of the students.
- Teachers are able to assist students with daily homework. As the students work in the Dimension U classes they work on math/literacy standards.

- Students with attendance problems are encouraged them to attend of after-school program. Students who enjoy the after-school activities will want to attend school so they are able to attend the after-school activities.
- We are assisting the school with the whole child concept, making connections with other students and school staff.
- After reviewing data and determining needs, the school instructional team and various school program leads come together and discuss how they can support their school in improving student achievement. They target areas in which their existing programs do not support.
- The cultural courses, community service opportunities and performing groups encourage and support the development of SEL.
- Past summer programs help incoming Freshmen transition into high school.
- The program focuses on building students' language, experiences and thinking skills. During program activities, the teachers also related what they're doing to being a Visible Learner and the dispositions.
- Morning programs help with attendance rate and hopefully encourage students to come to school on time.
- Tutoring helps the students to get the homework support that they need.
- The enrichment classes give students an opportunity to explore and develop skills beyond what is provided through the daily curriculum in their classes.
- Provide schools with academic and behavior intervention supports for students.
- Provide additional instructional hours to support school efforts; ie. Kick Start and other summer programs that build foundations for next school year. Specific examples can be found in schools' academic plans & WASC self-study/progress reports.
- Summer programs help support transition from level to level; ie. Pre to elem.

**4.C.3 Student, Teacher, Parent, Staff or Community Input – *[if you used survey(s) please include instrument as an attachment and include results in the narrative.]***

Parent surveys were given at the complex-wide family event. Results from the Family Discovery Day event were 100% favorable. Survey results are below along with parents' comments about this complex-wide event.

Campbell Complex's Family Discovery Day Parent Survey - RESULTS

`Ewa Train Ride and Cultural Activities at Lanikuhonua Cultural Center

Friday, February 23, 2018, 7:45 a.m. - 2:45 p.m.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The Family Discovery Day activities were engaging and provided "hands-on" learning.	91%	9%	-	-	-
The `Ewa train ride was educational and enjoyable for my child(ren) and me.	89%	11%	-	-	-
The activities at Lanikuhonua Cultural Center provided my child with new learning experiences.	98%	2%	-	-	-
My child(ren) and I enjoyed spending time and working together.	98%	2%	-	-	-
I gained new information about the Hawaiian culture at this event.	93%	7%	-	-	-
The presenters and volunteers were professional and managed the group well.	95%	5%	-	-	-
I would like to have more family engagement types of school events in the future.	95%	5%	-	-	-
I would recommend this Family Discovery Day to my family and friends.	95%	5%	-	-	-

Total 63 families in attendance

57 parent surveys turned in.

What school does your child attend?

- Ewa Elem. - 14 families
- Ewa Beach Elem. - 15 families
- Ilima Intermediate - 8 families
- Kaimiloa Elem. - 11 families
- Pohakea Elem. - 10 families
- "Ewa Middle" - 1 family
-

What grade(s) is/are your child(ren) in?

- Grades K-8

WHAT DID YOU LIKE BEST ABOUT THE FAMILY DISCOVERY DAY?

- The whole thing was great!
- I loved the hands-on learning and learning more about the Hawaiian culture.
- The rolling stone.
- Everything
- Everything, especially learning the history of each section we joined.
- Train ride/games
- Hawaiian culture
- About the history
- Everything
- Learning about the ipu, learning how to use and clean the ipu
- My kids enjoyed making the ipu and the ulu maika.
- All the different activities.
- Olelo and activities
- Everything
- Hawaiian culture
- The whole thing
- Making the ipu
- I liked that the activities were from our Hawaiian culture.
- Scenic train ride
- Everything. There is nothing not to like.
- My daughter and I really enjoyed making the petroglyphs on the gourd. We were able to talk about things we love as a family and make a story out of it.
- The hands-on projects really got my child engaged and I enjoyed letting the parents in on it.
- Interactive and educational
- Everything
- Hands-on learning activities (ipu, makahiki game, Ki'i pohaku)
- Making the planter and ipu
- Everything, ulu maika
- We were able to be together while playing and learning. Also, we really enjoyed the makahiki games.
- Everything
- The hands-on experience, the knowledge shared.
- Ulu maika
- The Kupunas & teachers. They were very nice and welcoming.
- It was a nice day, especially because the weather held up.
- Spending time with my keiki.
- Train ride and the ipu
- Hands-on learning outside, free event
- Everybody was really friendly and knowledge about culture
- It was awesome!

- Mele ipu, Ki'i Pohaku
- Learning about Hawaiian culture
- Makahiki games
- Learning through the stories
- Mele hula and ipu making
- Throwing the stone
- Makana of the gourd for my keiki. Keepsake
- I get to spend one on one time with my child.
- Train ride - taught us more about our area. All activities were hands-on, kept kids attention very well, very well organized, great communication (text and letter from school)
- The opportunity to spend quality time with my child while also getting to know more about the culture of our community.
- Elias liked making the ipu. Gabby enjoyed the ulu maika.
- The Hawaiian activities. Beautiful setting. We get to take things home as memories.
- Ipu making and mele ipu
- Everything! 😊
- The bowling game
- The whole thing was great
- Ipu and game
- Cleaning the ipu and train ride.

Three additional comments from makua/kupuna volunteers:

- Everything
- Learning, playing, assisting and suggesting ideas of "how to" with na haumana, me na makua `ai`ole na kupuna kekahi were truly inspirational, beneficial and very excitingly fun, fun, fun
- Loved the slushies! An awesome treat to end a wonderful, hot day! Mahalo!

PLEASE ADD ANY OTHER COMMENTS OR SUGGESTIONS.

- Lei making might be good too.
- More chairs, Hawaiian food, maybe.
- Good work! Thanks.
- More games.
- Great day overall! My family and I had a blast!
- Mahalo for a beautiful day! xoxo
- The cultural activities was so fun and informative. Thank you so much!
- Loved every minute we spent here.
- To all the presenters, volunteers and Lanikuhonua Cultural Center, a huge mahalo. Well done!
- I thought the event was organized well. The staff were all knowledgeable and very polite, making it a very enjoyable experience. I'm thankful that my daughter and I were able to visit the Lanikuhonua Cultural Center.
- Thank you for a fantastic day.

- It was very fun and exciting for the kids to participate in making their own ipu/planter to take home!
- It was all together a great experience. Mahalo for the hard work and generosity.
- Thank you all for today. WE really enjoyed ourselves.
- It was mai ka`i!!
- Because our school had some of our FSC and ELL students, it would have been nice to have a little more breaks for them. In addition to that a water station at each area versus a communal area.
- Take into consideration that ELL and special ed students with disabilities participated.
- Out more spots for more kids, be more organized
- We both enjoyed learning about the Hawaiian culture and spending time together. Thank you.
- Please continue.
- The event was really organized, especially with the amount of kids that attended. The HS students were really nice and helpful.
- Have more activities on Hawaiian culture.
- I really thought that the event was well organized and managed. My family really appreciates the hard work that everyone put in.
- All 3 of us are so glad we had the opportunity to be here today. We loved it.
- Suggest that people bring a mat or towel to sit on, and snacks to eat

#### 4.C.4 Pictures



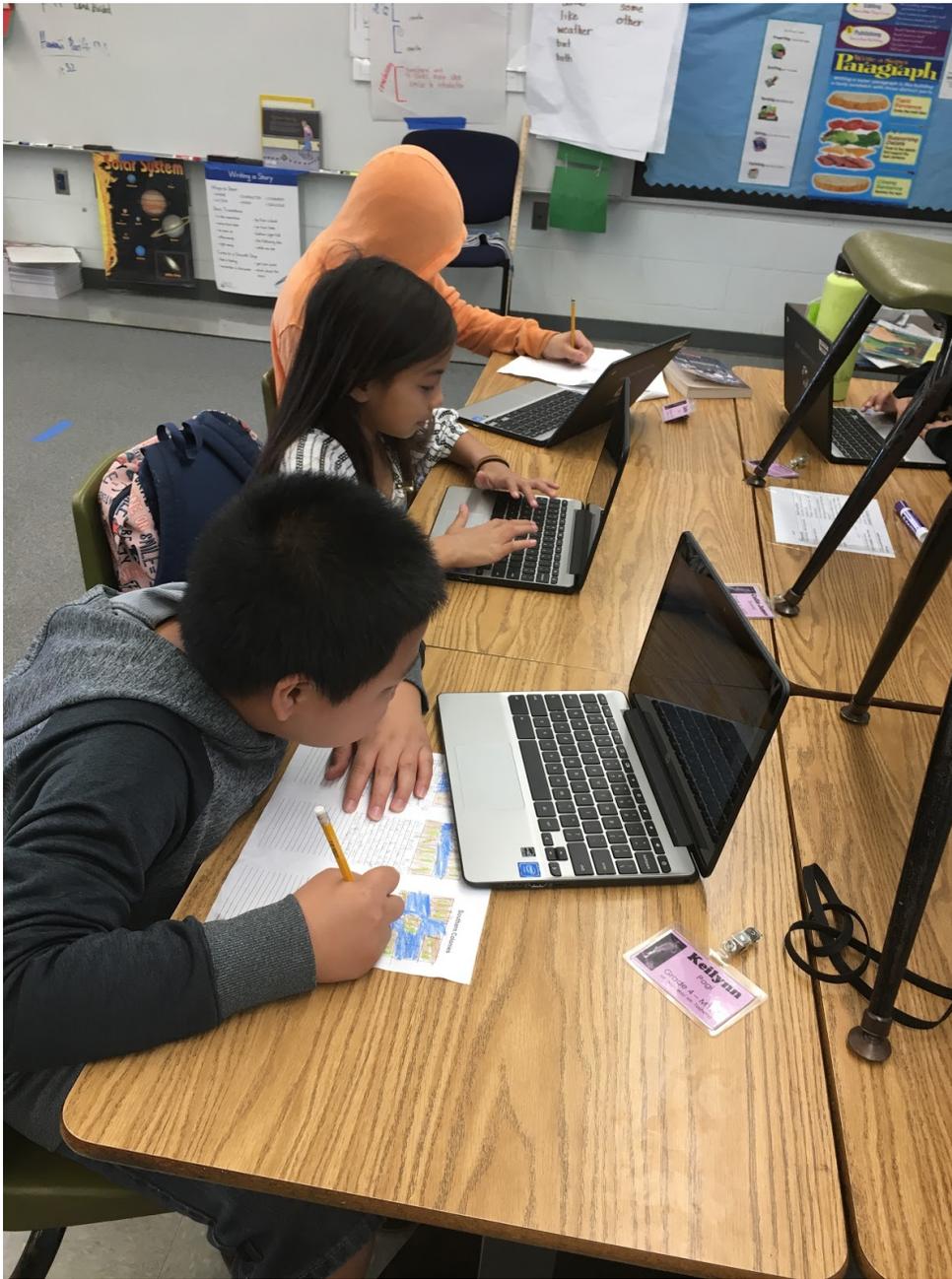
The 21st Century “Artist Alley” shared their artistic talents with the Ewa Beach community at the Holiday festival. The Artist Alley members offered a coloring station for the children and shared freestyle art and keychain trinkets. Way to go Campbell High SABERS!!!



Southside Vocalz from Campbell High on tour at Keone`ulu Elementary for Family Fun Night. Spirited young singers with lots of crowd participation too!



Campbell High students learn how to strategize in a game of chess during an afterschool enrichment class.



**Homework Time at Ewa Elementary! A time to make connections during the regular school day.**

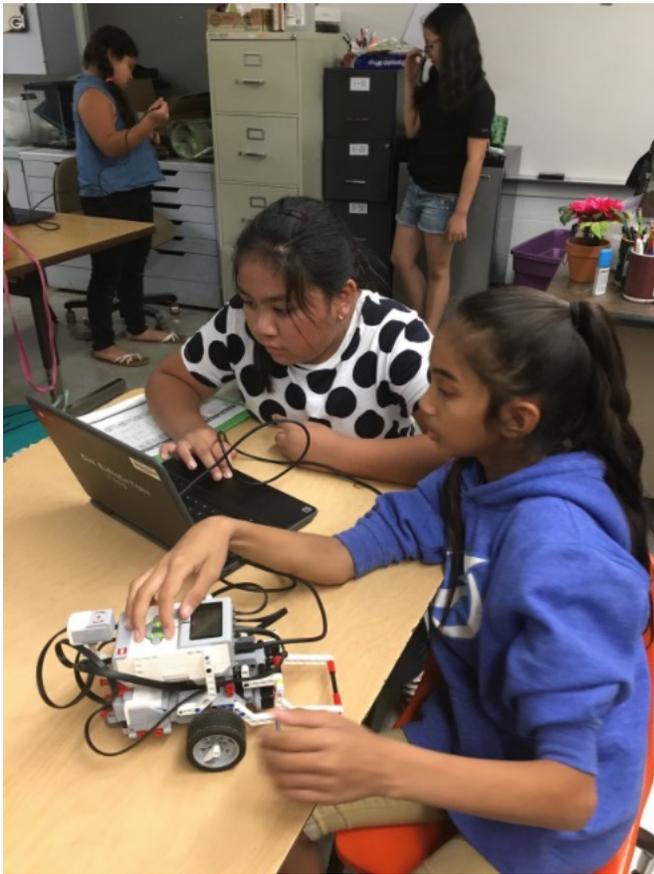
*Grade 4 and 5 students working independently to continue homework assignments. Allows our 21st Century teachers with a connection to “what” is happening in school with the rigors of Academics.*



(Ewa Elementary) Makerspace Creativity:

Connecting two different activities into a single building concept - another example of creativity and collaboration!

Celebrating a STEM related Makerspace goal: Ozobot programming to achieve a functional action in a landscaped "mini-community" built by Magna-Tiles



Ewa Robotics:

Research and Development Phase

Teams of "2"- these grade 5 and 6 students work collaboratively to program their EV3 Lego robot to carry out a task: *Each team's robot will be able to follow the taped line on the floor without deviation.*



2017 Crusader VEX IQ Challenge at St. Louis School, November 15, 2018. Ilima's team placed 2nd place in the final qualification and received the "Amaze Award" which means that their robot was uniquely made.



Kaimiloa's fifth grade students worked together to take the challenge on the Breakout EDU that their peers created. Players worked collaboratively to solve a series of critical thinking puzzles in order to open a locked box (which had a prize!)



Parents and children perform a Mele Ipu in unison during Campbell Complex’s Family Discovery Day at Lanikuhonua Cultural Center.



All aboard! The all-day family engagement event began with a historical train ride from Ewa to the Lanikuhonua Cultural Center.



Hula Halau O Ulumahiehieoeokalani `Ewa, Pu`uloa, O`ahu originally began at Iroquois Point Elementary as first and second graders and they`re now in the middle and high schools. Makua Kalani`s halau performed a beautiful dance for the families during lunch at Lanikuhonua.



The families joined hands in a large circle as they sang “Hawai`i Aloha.” It was a beautiful ending on a day that was filled with smiles and lots of happy memories.



Ewa Beach Elem. - Students use critical thinking and problem solving skills while learning how to code using Ozobots.



It takes great concentration and hand-eye coordination for this Ewa Beach Elementary fourth grader to finish stitching his very own bean bag! This after school class presents a great opportunity for students to learn how to sew!



Ewa Beach Elementary students in grade 3 work together to create circuits using the Snap Circuits board during their Makerspace/board games groups.

## 5. Sustainability Plan

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### 5.A ORIGINAL SUSTAINABILITY PLAN

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

Sustainability is not discussed in the approved grant.

### 5.B UPDATED SUSTAINABILITY PLAN

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

- Describe any additional funding sources. None

#### **What changes were made from the original sustainability plan?**

- We formed our Advisory Council and will continue to move forward with our plans to offer family field trips to various business to hopefully spark our students' interest in future careers.
- The Advisory Council will continue to help us build community partnerships to support and further develop Campbell Complex's sustainability plan.
- Certain components of the after school programs could also be offered during the regular school day such as Art to Go, Artists in the Schools program, etc.
- Campbell Estates has graciously offered (free of charge) to CK schools who are interested, the use of their facilities at Lanikuhonua Cultural Center to engage in cultural activities.
- Pursue other funding sources before the grant expires. We have a grant writer who has successfully secured DoDea grants and other grants for the CK Complex Area for the past several years. One of the requirements of the DoDEA grant is to hold a family STEM night. Campbell Complex schools can help fulfill that part of the DoDEA requirement by using Title I and WSF funds and offer Family Discovery STEM Nights.
- Many of the STEM supplies and equipment purchased with 21st CCLC grant funds may be used for future family engagement events. (We've used the same 21st CCLC equipment/supplies for several years.)
- Many of the supplies used for Kick Start, morning Makerspace and the after school programs may be used for other before and after school programs that are offered once the grant ends. The schools may use their WSF funds to cover personnel costs.
- If the principals would like to do another PLTW Showcase, the 21st CCLC grant schools could help support that event by offering hands-on Science/STEM tinkering station activities.

Hopefully, the hands-on STEM tinkering station activities will also be sustained after the grant expires.

- We have a great partnership with the NJROTC program at James Campbell High. We may continue to recruit volunteers (including JROTC cadets from the high school) and utilize Title I funds and other funding sources (federal, state, and local) to offer family engagement activities such as Family Discovery Nights. We have worked with other complex staff members who coordinate the DoDEA and Title I grants and CTE program to offer additional family engagement activities.

- Campbell Complex has worked with Kamehameha Schools' community engagement leads, Campbell Estates, and Leeward District Hawaiian Studies programs to put together a complex-wide family engagement event. These events can continue to be offered once the grant ends.

- Having various experts in the field present during parent/child workshops is also helpful in building community partnerships and sustaining our programs. We anticipate that these types of family engagement activities will continue once the grant expires

- Our CK grant writer wrote a grant proposal to purchase band instruments so we could form a band. Although we weren't able to secure that grant, perhaps interested schools might be willing to use other funding sources purchase band instruments in order to form an elementary complex band. If we're able to form a band, we're hopeful that the schools will be able to maximize available resources to sustain a band program. If this comes to fruition, we could also look into forming a band booster organization to sustain the band in the long term. The band directors from the middle and high school fully support this idea.

- We're currently reaching out to our military liaisons to see if they can find military personnel to volunteer their services to teach some of our afterschool robotics/STEM enrichment classes. One of our former Advisory Council member's wife was willing to work for our programs and offer a robotics program. We will continue to explore this as an option so robotics programs can continue to be offered during after school programs.

- We plan to continue to seek volunteers (i.e. student teachers, UH West O'ahu education majors, Leeward Community College students, and UH Manoa's education majors, and high school students) to tutor after school.

- We've also been in touch with a professor at the University of Hawai'i Manoa and she has offered to bring her UH students out to help facilitate during family engagement STEM nights.

- Schools are offering family engagement activities and it is anticipated that this component of the grant will continue once the grant ends. Plan was implemented and it will be included in our sustainability plan.

- We will also maximize the use of other funding sources (Title 1, WSF, local funds, district funds, etc.) to sustain identified components (e.g. after school tutoring and/or homework

assistance programs, morning Makerspace programs, robotics programs, etc.) of the 21st CCLC programs.

**What community partners have been added?**

- New partnerships have been formed with Kamehameha Schools, Dimension U, James Campbell High's NJROTC program, Leeward District's Hawaiian Studies program, Campbell Estates and Lanikuhonua Cultural Center, and A-Plus Afterschool Programs
- The complex will work on establishing any remaining partnerships that were listed in the grant application during the remaining two years of the grant.

• **What community partners have dropped off?**

Honolulu Academy of Arts, MUVE, Honolulu Zoo to You, Bricks4Kidz, KUPU, Center for Tomorrow's Leaders

## 6. Conclusions and Recommendations

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### 6.A CONCLUSIONS

The data would suggest that the 21<sup>st</sup> CCLC program at Campbell Complex achieved what they set out to achieve. The behavioral and academic improvements noted by teachers and by objective measures were largely favorable with programmatic areas of improvement needed. The executive summary shares additional insights dealing with areas of improvement noted. The purpose of the 21<sup>st</sup> CCLC program as determined by the approved grant objectives demonstrated 7 of 8 objectives met and one progressing.

It may be worthy to note that the academic performance was generally strong for Reading at the elementary levels, and showed marked decrease at the secondary levels. This realization may precipitate a change in programming should it be determined that academic focus is a higher priority than safe-haven. Associated is the relative low Math performance in all but one location, perhaps suggesting a higher emphasis on Math if appropriate.

### 6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Possible next steps would include the following:

- Review the comments in the executive summary
- Forming community partnerships with various organizations
- Working with the schools' Parent Community Networking Coordinators to see if they can assist with planning and coordinating family engagement events
- Planning and coordinating workshops/classes for parents and families that are sustained over a longer period of time.
- Review the recommendations considered in the executive summary on the academic and safe-haven components along with academic improvement

### 6.C EVALUATION DISSEMINATION

This report will be submitted to the Hawai'i Department of Education's Community Engagement Branch. A hard copy will be filed in Tab 12 of the 21<sup>st</sup> CCLC Project Handbook.

All centers will receive two hard copies of this evaluation report and they will also be given access to an electronic version of the final evaluation report.

- After the site coordinators share the results, conclusions, and recommendations with the 21<sup>st</sup> CCLC staff, the hard copy will be filed in the centers' 21<sup>st</sup> CCLC Site Handbooks.

- One copy will be shared with the school administration with the intent to share with the broader school community including, but not limited to leadership team, school-day staff, School Community Council, and community partners.

Access to an electronic version of these evaluations will be shared within the Hawai'i Department of Education.

- Campbell-Kapolei Interim Complex Area Superintendent, Sean Tajima
- School Renewal Specialist, Michelle Suzuki
- Campbell-Kapolei Complex Area Business Manager, Tammy Keller