

A decorative graphic consisting of three blue circles of varying sizes and two thin blue lines. One line starts from the top left and passes through the top-left edge of the largest circle. The other line starts from the top right and passes through the top-right edge of the largest circle. The circles are arranged in a roughly triangular pattern, with the largest circle at the top, a medium circle in the middle, and a large circle at the bottom right.

Evaluation Report

Hilo 21st Century Community Learning Centers
Program Year 3
September 1, 2013-September 30, 2014

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Program Description

The purpose of the Hilo Community Learning Center (CLC) is to help students meet state and local achievement standards by supplementing the instruction provided during the regular school day with an array of academic and enrichment programs offered during non-school hours. Prior to funding, the Hilo Complex Area, identified multiple needs in the community which served as the foundation for the grant proposal. Through document review and assessments, the following needs were determined and listed below in the form of challenges addressed by the Hilo CLC:

Need 1: The community of Hilo is one of the most economically disadvantaged areas in the State.

Need 2: Students are at risk of educational failure.

Need 3: Lack of transportation during non-school hours.

Need 4: Children in Hilo Complex Schools are at risk of being alone and/or unsupervised after school.

Need 5: Limited educational academic and enrichment programs offered during inter-session periods or the summer.

Need 6: The transition from elementary school to intermediate school and from intermediate to high school is a difficult one for most students.

The impetus for the Hilo CLC began with a family survey at Hilo Intermediate School that indicated an overwhelming response from parents wanting to have a “structured after-school tutoring program.” In addition, 96% of the 594 respondents indicated a need for student after-school enrichment activities. When questioned about school year inter-sessions and summer breaks, 87% indicated their need for full-day programs.

Furthermore, in April 2010, 80% of Kaumana Elementary School families responded to a Family Interest Survey. Over 90% of the parents felt that having their child receive assistance with homework was somewhat to really important, with 88% responding that they wanted their child to become a better reader and mathematician. Regarding inter-session and summer activities, 69% of parents indicated that summer enrichment programs and at least half-day activities during inter-sessions were really important. An overwhelming 95% of respondents favored providing organized sports activities after school, during inter-sessions, and during the summer. In addition, 77% responded that it is really important that their child receive a healthy snack after school.

Based on the survey results, the Hilo CLC crafted a program to meet the vast needs of a diverse community. Hilo Community Learning Center’s programs target students who attend schools eligible for Title I school-wide programs and the families of such students. The majority of schools in the Hilo Complex, except one, are eligible for and receive Title I funds. Hilo CLC offers three program strands to help students meet state academic achievement standards, as well as the General Learner Outcomes (GLOs):

1. Expanded learning opportunities to help students improve literacy and meet/exceed state standards in all content areas. These include academic activities, as well as cultural and recreational enrichment activities that complement and reinforce the academic program;
2. STEM (Science, Technology, Engineering, and Math) programs that support students to acquire the skills they need to excel in an increasingly technology-based global society; and
3. Health/wellness enrichment programs for both students and the school community.

Year three of the Hilo CLC grant continued with five elementary schools (K-6) and an intermediate school (grades 7-8). As with the previous year many operational processes and procedures were more efficiently implemented with no staffing changes. The program coordinator was officially hired during the spring 2014 semester after temporarily filling the position. Sites experienced stability in staffing with the same site coordinators retained from the previous year. Procedures such as determining payment for project staff, streamlining afterschool activity proposals, informing site coordinators of project requirements and capturing appropriate evaluation information ran smoothly.

The following schools are considered “Centers” in which afterschool activities took place along with the numbers of students impacted by the respective program(s). This reporting period, grantees were asked to submit data for the 2013-2014 school year only and not summer 2014. This report reflects data collected for the school year 2013-2014. Summer data will be included in the final evaluation report 2014-2015.

Table 1. Number of Clients Served at each Center Year 1, Year 2, Year 3 (does not include 2014 summer)

School/Center	# students served (2012)	# students served (2013)	# students served (2014)
Kaumana Elementary	150	246	210
Hilo Intermediate	80	207	147
Hilo Union Elementary	60	28	49
Kalaniana'ole Elementary/Intermediate	40	36	57
Kapiolani Elementary	40	137	92
Haaheo Elementary	X	X	31

School/Center	# adults served (2014)
Kaumana Elementary	0
Hilo Intermediate	110
Hilo Union Elementary	0
Kalaniana'ole Elementary/Intermediate	44
Kapiolani Elementary	0
Haaheo Elementary	0

The goals of the program are based on the above GLOs and include:

- Goal 1 Academic Activities – providing intensive tutoring and homework assistance for students to effectively address the deficiencies within the Hilo Complex based on HSA scores.
- Goal 2 STEM Activities – providing opportunities that support student interest and competence in STEM fields.
- Goal 3 Health and Wellness Activities – offering enrichment programs to enhance and complement the academic program and expand educational opportunities for the larger school community.

Individual schools/center informed their own communities about the grant and solicited activity proposals from faculty and staff as well as surrounding organizations. Applications to propose a center-based activity were sent to the site coordinator who then reviewed and provided input for an approval or revision. The applications needed to provide information about the specific state standards that were targeted and assessments to determine gains in performance.

For activities designed to address academic content such as reading or math, students’ standardized scores were used to place those most in need into these courses. The courses were structured as small group tutoring sessions where students received targeted support in specific areas. The larger group health and wellness activities offered an opportunity for after school or non-school hours participation in sports, fitness, arts and well-being environments. In a couple of sites, science was integrated with gardening units. Just about all activities took place at individual schools/centers unless educationally related field trips were scheduled. For example, a track and field activity took place at a local park considered a partner in the program. The following table outlines each centers’ programs and activities for the 2011-2012 school year.

Table 2. Programs by Center-School Year and Summer

School/Center	Programs
Kaumana Elementary	Gardening Chorus grades 1, 2, 3, 4, 5, 6 1st, 2nd, 3rd Grade Ukulele Track and Field 1st, 2nd , 3rd Grade Culinary Arts 4th, 5th, 6th Grade Culinary Arts Culinary Arts 1st, 2nd, 3rd Grade Literature Exploration 2nd Grade Tutoring 4th, 5th, 6th Grade Tutoring Literature Exploration Baseball/Softball Computer Class

Hilo Intermediate	Kindergarten Enrichment Sports Fitness Music and Math Woodshop Summer Math, Science, Tennis, & Fishing Summer Performance Art & Drama Basketball CTE Metals Math Counts Math and Science for Student Success Science Olympiad Softball Track and Field Spring Literacy TV Spring Study Skills 4 th Qtr HI Regional Science Olympiad Tournament Sports Activities Parent Meetings and Participation
Hilo Union Elementary	Kazoo Band Newberry Club
Kalaniana'ole Elementary and Intermediate	Art Farm Science Gardening Hula Math Tutoring Robotics Tutoring Ukulele Yoga
Kapiolani Elementary	Family Fun Night Yearbook Keyboarding Tutoring
Haaheo Elementary	Moby Max Tutoring

Adult Programs

Based on recommendations from the previous evaluation reports, a couple of sites provided adult programs designed to enhance participation of 21st CCLC parents. These activities also included community member participation when appropriate. The schools who provided adult programs were Hilo Intermediate and Kalanianole Elementary School. The following describes the programs.

Table 3. Hilo Intermediate and Kalaniana'ole Adult Programs

Number Served	Date of Activity	Name of Activity	Paid/Volunteer
Hilo Intermediate School			
6	1/18/2014	HAWAII REGIONAL SCI OLY TOURNAMENT-UHH	VOLUNTEER
5	1/25/2014	SJS BASKETBALL TOURNAMENT-CIVIC AUDITORIUM	VOLUNTEER
4	2/1/2014	TRACK MEET-KEAAU	VOLUNTEER
4	2/1/2014	MATH COUNTS	VOLUNTEER
2	2/2/2014	TRACK & FIELD PARENT MTG	VOLUNTEER
7	2/13/2014	SOFTBALL PARENT MTG	VOLUNTEER
3	2/16/2014	SOFTBALL SCRIMMAGE-PANAWEA PARK	VOLUNTEER
5	2/18/2014	TRACK MEET-KEAAU	VOLUNTEER
4	3/8/2014	HERSHEY TRACK MEET-KONA	VOLUNTEER
4	4/25/2014	SCI OLY-FIELD STUDY	VOLUNTEER
5	5/9/2014	VISITORS-HIGHLAND INTERMEDIATE SCHOOL ROV TEAM	VOLUNTEER
53	5/20/2014	SY2013-2014 END CELEBRATION	VOLUNTEER
6	03/01/14-03/03/14	SCI OLY STATE TOURNAMENT-OAHU	VOLUNTEER
2	11/04/14-05/23/14	SCI OLY CLASS	VOLUNTEER
TOTAL 110			
Kalaniana'ole Elementary School			
44	5/16/2014	FAMILY NIGHT (5 pm-8 pm)	PAID
TOTAL 44			7

Evaluation Design and Results

The evaluation included formative processes as additional schools submitted activity applications and “veteran” schools offered new activities. The third year continued as developmental in which the evaluation activities were also piloted to best align with site activities, personnel and resources. However, given the stability of site coordinators and the overall program coordinator, the third year may also be considered a preliminary summative evaluation year. Therefore, at this stage of the project, the evaluation focused on several formative aspects of the Hilo Complex 21st CCLC to support and inform the summative evaluation. In addition, information obtained for the external evaluation and federal reporting overlaps in some instances. However, when deemed redundant, information that is reported in the Profile and Performance Information Collection System (PPICS) is not reported here and likewise, specific data collected to inform the external evaluation is not necessarily reported in the PPICS.

Formative evaluation methods include micro-level analysis of the project's activities (e.g., monitoring of implementation). The results from this analysis offered insights into project design and execution so that adjustments were made that will enable better outcomes. The following questions provided information to conduct milestone analysis activities for project improvement:

1. What is the number, nature, and quality of project activities actually implemented to date?
2. What features/activities need improvement and/or change?
3. What activities are working effectively and efficiently and might warrant expansion?

On-site visits to Kaumana Elementary School and Hilo Intermediate took place during the first and second years to better understand the range of activities taking place and provide information for evaluation purposes. The site visit at Kaumana included observing the math and reading tutoring classes in which identified students based on HSA scores were provided small group instruction on specific content. A newly hired site coordinator provided much information about the various activities taking place as well as the activity proposal process. Administrative procedures appeared to be a challenge in hiring personnel and purchasing equipment. At the end of September, the Kaumana Elementary site coordinator took another position at the University of Hawaii-Hilo and a new coordinator assumed her responsibilities. The current fiscal officer for the complex area assumed the grant administrative responsibilities.

Because Hilo Intermediate offered numerous diverse activities, including a newly hired program coordinator and community-based instructors, the evaluator attended the initial meeting for potential classes. Instructors who wanted to propose classes under the 21st CCLC funding gained information about the purpose of the grant as well as appropriate number of days to hold classes. For example, some instructors wanted to hold their classes 3 to 4 times per week. However, in order to provide the most opportunities to participate in the various classes, suggestions for 2X/week classes were made. Clarification of the grant purposes was repeated and emphasized the need for academic activities to be incorporated.

Assessments

Haaheo – Math pre and post assessments were administered to 31 students to determine if the targeted 21st CCLC academic activity produced increases in math scores. Matched t-tests resulted in a significant difference from pre (M=2.9, Var=.4) to post (M=4.4, Var=.6) assessments; $t(30)=14.8$, $p=.00$.

Kapiolani – Reading pre and post assessments were administered to 20 students with paired assessment scores to determine if the 21st CCLC academic activity produced increases in reading scores. Matched t-tests resulted in a significant difference from pre (M=40., Var=690.3) to post (M=67.5, Var=483.8) assessments; $t(19)=6.4$, $p=.00$.

Likewise 37 students with matched math pre and post assessments yielded significance with pre (M=39.4, Var=407.4) to post (M=87.7, Var=18198) assessments; $t(36)=2.2$, $p=.03$.

Kaumana – Students participating in various classes such as Culinary Arts, Sports Fitness, Tutoring, Drawing and Crafts, Track and Field, Kindergarten Enrichment and Baseball/Softball were administered pre and post assessments. Overall, a majority of the students improved on the post assessments.

Hilo Intermediate – Competition placements from the track meets, math competitions and science Olympiad were recorded. In addition, students were assessed pre and post for math and science and study skills classes. Generally, all students increased their post assessment scores. Track times decreased.

Post Program Site Coordinator Survey

We administered a Post-Program Site Coordinators survey at the end of the school year to gauge perceived supports; materials and equipment purchases; resource usage; partnerships; program value; and suggestions for improvement.

Table 4. Frequency of Responses about Support to Site Coordinators

	Never	Rarely	Sometimes	Often	N/A
	0	1	2	3	
1. Grant administrators were responsive and supportive				6	
2. Grant administrators addressed challenges when appropriate				6	
3. I was well informed about the 21 st CCLC grant			2	4	
4. I was able to implement my site’s proposed activities				6	

The following materials were purchased to support site activities at various sites:

- Computers
- Recreation Equipment (e.g. basketballs; footballs; volleyballs; etc.)
- Visual Art Equipment (e.g. pens; crayons; markers; chalk; etc.)
- Woods and Metal Equipment
- Musical Equipment (e.g. kazoos; ukuleles; guitars; woodwinds; drums; etc.)
- Academic Equipment (e.g. computers; notebooks; pencils; folders; textbooks; novels; etc.)
- Cooking Equipment (e.g. stoves; ovens; pots; pans; etc.)
- Gardening Equipment (e.g. shovels; hoes; rakes; soil; seeds; etc)
- Other: Items not purchased through the purchase order was given by the school; iPads

The equipment and materials were obtained either using 21st CCLC monies or other funding sources.

Four sites provided off campus field trip activities as a part of their programs.

The following resources were noted as supporting or supplementing activities:

Table 5. Resources that Supported Schools/Sites

Resource	# Schools
Physical facilities	4
In-kind personnel	3
Community partnerships	3
Program resources (e.g. bus)	3

Partnerships – Four schools reported developing partnerships with external agencies or organizations to support activities such as field trips of enhance academic learning. Examples of some of the partnerships cited included: Mokupapa Outreach, University of Hawaii at Hilo, and the Ocean Center.

Perceived Interest and Value – Site Coordinators shared that the number of participants in their programs and activities illustrate the need, interest and value of their programs. Furthermore, the number of repeat students indicated satisfaction from parents as well as surveys and increased assessment scores in specific academic areas. Staff input was also sought and programs were well received along with offering a variety of physical and academic activities.

Conclusions

- Several sites increased the number of activities offered.
- Several sites increased the number of participants.
- Several sites had participants who attended classes over 30 days.
- A couple of sites provided adult programs.
- A wide range of classes are offered at many sites that allow for diverse interests.
- A large number of students accessed the activities and programs.
- Because each site includes diverse activities offered to different grade levels, maintaining and tracking attendance and assessment information can be challenging.
- Site personnel stability resulted in consistent maintaining and tracking participants and activities.

Recommendations

- Hold site coordinator meetings so everyone is informed and on the same page.
- Provide clearer timelines for program proposal submittals and employment paperwork.
- Streamline processes such as having less paperwork for each class and for instructors- quicken the process.
- Continue to encourage sites to offer classes for a period of 30+ days to ensure that participating students can be identified as “regular attendees”.
- Continue standardizing data collection procedures across all sites are needed to better track and assess the programs/activities.
- Continue to inform all sites about the external evaluation and federal reporting requirements to ensure consistency in data and accuracy across sites.

- Regular communication between the external evaluator and site coordinators will support reporting activities.