

21st CCLC Kahuku Complex Evaluation Report

***Science, Technology, Engineering, Art and Math (S.T.E.A.M)
Project***

June 5, 2015 through May 26, 2016

**Susan Young, Project Director
Dr. Beverly Robinson, Project Evaluator**

Submitted December 12, 2016

EXECUTIVE SUMMARY

1. What was evaluated

The Kahuku Complex 21st Century Community Learning Centers S.T.E.A.M (*Science, Technology, Engineering, Art and Math*) Project at two of its four centers was evaluated for the 2015-2016 school year. Of Kahuku Complex's four centers: Hauula, Ka`a`awa, Kahuku Elementary and Kahuku High and Intermediate School, only Ka`a`awa Elementary and Kahuku High and Intermediate School were implemented due to a delay in funding. The program at Ka`a`awa Elementary School provided *Math Tutoring* and 4 enrichment classes, *Paniolo o Ka`a`awa* and *Ka`a`awa Earth Club*; Kahuku High School conducted *Science Olympiad/STEM*, *National Junior Honor Society*, and *Kahuku Speech and Debate Team* and *Drama Club*.

Reportedly 40% or more of the Kahuku Complex students are on free or reduced lunch and are struggling with a Strive HI score of 275 or less. The four Kahuku Complex schools serve a student population of 2,400 from grades K-12 who live in Ko`olauloa, a sparsely populated area with serious student concerns. The S.T.E.A.M. Project was designed to address educationally disadvantaged students characterized by critical needs: 1) special learner needs, 2) chronic attendance needs, 3) at-risk students and families and 4) minimal reading and math growth. (*Kahuku Complex 21st Century Grant Proposal*)

2. Why was the evaluation conducted?

Evaluation was conducted to assess the implementation and the impact of the Kahuku 21st CCLC Program on student achievement at two of the four Kahuku Complex 21st CCLC centers: Kahuku High and Intermediate and Ka`a`awa Elementary. Delays in appropriation of the grant funds resulted in delays in staffing, processing, and preparations for implementation. Consequently only a limited program of 2 weeks was implemented. The Kahuku Complex Evaluation Plan was projected but not fully implemented due to the short duration of the session; thus only student profile data was available

3. Major findings and recommendations

Due to the extensive delay in the actual granting of the initial fund, the program was unable to start until the funds were received in February-March of the school year. This resulted in delays in hiring of staff and implementing programs at sites. Consequently, only two (2) of the four (4) sites were implemented and each with a limited program of 2 weeks. As a result, there were no measureable outcome data reported for learning achievement in math and reading and no data for program impact on learning behavior.

Kahuku Complex addressed the objectives established for the project (Appendix B: *Kahuku Complex APR Objectives*):

- a. High Quality Services in at Least One Academic Area: 100% of centers that were implemented (Kahuku High and Intermediate and Ka`a`awa Elementary) offered high quality services in at least one core academic area. Kahuku High and Intermediate offered *Science Olympiad/STEM* for grades 7-8 and Kahuku Speech and Debate Team and Drama Club for juniors and seniors. Ka`a`awa Elementary offered *Math Tutoring* for grades 3 and 4.
- b. Enrichment and Support Activities: 100% of centers offered enrichment and support activities. Kahuku High and Intermediate offered *National Junior Honor Society* for grade 7-8 (leadership and service). Ka`a`awa Elementary offered *Paniolo o Ka`a`awa* (leather crafts, learning about Hawaiian saddle, caring for horses) and *Ka`a`awa Earth Club* (connecting students to their food system and school garden)

- c. Hours of Service per Week: Kahuku High and Intermediate provided an average of 8 hours per week and Ka`a`awa Elementary provided 7.5 hours per week.
- d. Partnerships: Kahuku Complex 21st CCLC Project established partnerships with the Ko`olauloa Education Alliance Corporation (KEAC), project site schools, Kahuku High and Intermediate and Ka`a`awa Elementary, and with Kualoa Ranch which provided support to Ka`a`awa Elementary.

4. Conclusions

- a. Due to the delay in funding and DOE application and approval procedures, the Kahuku Complex 21st CCLC Project was only able to implement a two (2) week program.
- b. Despite the delay in funding and late start, the Kahuku Complex 21st CCLC Project was able to successfully implement a short 2 week scaled-down program that was organized and well received by students and parents.
The Project Director stated, "The programs were successful and were not only of high interest to the students but to the instructors who in turn transmitted the passion to their students. The programs were performance and project-based. Students could see the fruit of their efforts."
- c. The Kahuku Complex 21st CCLC Project proposal and implementation of the program at the Ka`a`awa Elementary School Project site purposefully targeted the intended population of low socio-economic needs who were performing well-below as well as those approaching benchmark on reading and math assessments. In addition, 100% of the centers are located in high-poverty communities.
- d. The Kahuku Complex 21st CCLC Project followed the proposed implementation procedures for each of the two project sites which included the initial planning meeting with school project site principals and enrollment of students.

5. Recommendations

- a. Establish and maintain partnerships to provide support for the project and promote sustainability for the project.
- b. As planned, work with Kahuku Complex 21st CCLC Project site schools/principals and project partnerships to successfully plan and implement the project at all four (4) project sites.
- c. Develop and implement course curricula aligned to the State Common Core Standards in Reading, Math and Science.
- d. Work with project site principals to document Kahuku Complex 21st CCLC Project students particularly: 1) Title 1 schoolwide eligible and 2) free or reduced lunch eligible and SPED.
- e. Monitor instruction in conjunction with student learning. Discuss strategies to increase student achievement and learning behavior. Provide on-site training support.
- f. Communicate/coordinate with the regular day school teacher to monitor and ensure student improvement in academic performance and development of student learning behavior.
- g. Plan/Develop/Implement a Family/Parent Involvement Program that provides for ongoing parent involvement, continuous learning and sustained attendance/participation by parents and family throughout the semester/year.
- h. Provide on-site training, classroom observation and feedback, and follow up training to target and achieve student learning performance outcomes to maximize the impact of teaching on student learning.
- i. Monitor/observe classroom instruction in coordination with student in-class performance and assessment results. Discuss strategies to increase student achievement and learning behavior.

Program Description

A. Origin of the program

The Kahuku Complex 21st CCLC S.T.E.A.M. Project combines 1) academic instruction and the use of technology to increase math and reading achievement, 2) enrichment activities to engage students and foster positive learning behavior and learning achievement, and 3) family learning activities to develop parent understanding of the Kahuku Complex 21st CCLC S.T.E.A.M. Project program and curriculum to support their child's learning.

The Kahuku Complex 21st CCLC S.T.E.A.M. Project was implemented at two of the four DOE schools of the Kahuku Complex 21st CCLC S.T.E.A.M. Project located on the windward side of Oahu: Hauula, Ka`a`awa, Kahuku Elementary and Kahuku High and Intermediate. The Kahuku Complex 21st CCLC S.T.E.A.M. Project was designed to address the educationally disadvantaged students characterized by: 1) academic risks in reading, math and science, 2) lack of early childhood education of preschool and 3) high absenteeism, drop out, and health concerns. Reportedly 61.7% or more of the Kahuku Complex students are on free or reduced lunch. Schools were also struggling with a Strive HI score of 275 or less. Additionally, 30% of families were classified as "at risk", having only one parent. The poverty level in the Kahuku Complex is 22.7% with a per capita income 26.8% less than the Hawaii average and 23.4% less than the National average. Schools also had a large special education population, recorded two times the state average of 10%. "Chronic absenteeism" was particularly noted for Hauula, Kahuku Elementary and Ka`a`awa Elementary. (*Kahuku Complex 21st Century Grant Proposal*)

B. Program Goals

1. Increase the number of students who receive academic learning support after school;
2. Expand the existing after school options to engage more students and families;
3. Develop a comprehensive after school program framework that encourages collaboration and continuity among after school options;
4. Increase the number of students meeting state reading, math, and science standards at each of the participating schools; and,
5. Increase the number of students who are college and career ready.

Objectives of the Program

1. 40% of each center's regular students will increase their math and reading scores from fall to spring.
2. 50% of each center's regular students will show improvement in academic behaviors such as school attendance, classroom performance, and homework completion as shown in the 21st CCLC teacher survey.
3. 100% of centers will offer high quality services in at least one core academic area.
4. 100% of centers will offer enrichment and support activities such as nutrition and health, art, dance, music, S.T.E.A.M., physical fitness, remediation, tutorial, college and career readiness opportunities, and place-based learning.
5. 75% of centers in the complex will offer services to parents, senior citizens, and other adult community members.
6. 100% of the centers will offer services at 12-15 hours per week on average during the school year and provide services when school is not in session.
7. 100% will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.
8. 100% of centers are located in high-poverty communities.

C. Clients involved in the program:

The program targeted the educationally disadvantaged students characterized by critical needs: 1) special learner needs, 2) chronic attendance needs, 3) at-risk students and families and 4) minimal reading and math growth

Number & Percentage of All Students at Kahoka Complex Sites

| | TOTAL | MALES | FEMALES |
|----------------------|-----------|----------|----------|
| Kahuku High & Inter. | 46 (70%) | 19 (41%) | 27 (59%) |
| Ka`a`awa Elementary | 20 (30%) | 7 (35%) | 13 (65%) |
| TOTAL STUDENTS | 66 (100%) | 26 (39%) | 40 (61%) |

Kahuku Complex 21st CCLC Project serviced a total of 66 students in grades 1-12; 46 (70%) at Kahuku High and Intermediate and 20 (30%) at Ka`a`awa Elementary. Of the 46 at Kahuku High and Intermediate, 19 (41%) were males and 27 (59%) were females. Of the 20 at Ka`a`awa Elementary, 7 (35%) were males and 13 (65%) were females.

Ethnicity Distribution

| | No Data | Asian | African American | Hispanic/Latino | Native Hawn/ Pacific Islander | White | 2 or More Races |
|---------------------|--------------|--------------|------------------|-----------------|----------------------------------|---------------|-----------------|
| Kahuku High & Inter | | 2 (4.35%) | 1 (2.1%) | 2 (4.35%) | 7 (15.2%) | 34 (74%) | |
| Ka`a`awa El | 1 (5%) | 1 (5%) | | | | 7 (35%) | 11 (55%) |
| TOTAL | 1 (1.52%) | 3 (4.55%) | 1 (1.52%) | 2 (3%) | 7 (10.61%) | 41 (62.1%) | 11 (16.7%) |

The majority of students in the program were White (41; 62.1%), followed by those who were a combination of 2 or more races (11; 16.7%); Native Hawaiian/Pacific Islanders (7; 10.61%); Asian (3; 4.55%), Hispanic/Latino (2; 3%) and African American (1; 1.52%)

The majority of students at Kahuku High and Intermediate were *White* (34; 74%), followed by Native Hawaiian/Pacific Islander (7; 15.2%), Asian (2; 4.35%) and Hispanic/Latino (2; 4.35%) and finally African American (1, 2.1%). The majority of students at Ka`a`awa Elementary were *White* (7; 35%) or a combination of two or more races (11; 55%), followed by Asian (1; 5%).

Free/Reduced Lunch Eligibility

| | Free/Reduced Lunch Eligible | Not Free/Reduced Lunch Eligible |
|----------------------------|-----------------------------|---------------------------------|
| Kahuku High & Intermediate | 7 (15%) | 39 (85%) |
| Ka`a`awa Elementary | 5 (25%) | 15 (75%) |
| TOTAL | 12 (18%) | 54 (82%) |

Overall, 18% (12) students were Free/Reduced Lunch Eligible; 54 (82%) were not. Ka`a`awa 21st CCLC Project site reported 5 (25%) Free/Reduced Lunch Eligible students; Kahuku High and Intermediate reported 7 (15%) Free/Reduced Lunch Eligible students.

No SPED students were reported for both Kahuku High and Intermediate and Ka`a`awa Elementary.

D. Characteristics of the program materials and resources:

1. The following scientifically based curricula were implemented as the KCLC core program:

| Time | Instruction/Programs |
|---|--|
| 2:15-3:15 PM Academic Courses | Ka`a`awa Elementary: <i>Math Tutoring</i> for grades 3 and 4. Kahuku High & Intermediate: <i>Science Olympiad/STEM</i> for grades 7-8; <i>Kahuku Speech and Debate Team</i> and <i>Drama Club</i> for juniors and seniors. |
| 3:15-4:15 PM And 4:15-5:15PM Enrichment Activities | Ka`a`awa Elementary: <ul style="list-style-type: none"> • <i>Paniolo o Ka`a`awa</i> (leather crafts, learning about Hawaiian saddle, caring for horses) • <i>Ka`a`awa Earth Club</i> (connecting students to their food system and school garden) Kahuku High & Intermediate: <ul style="list-style-type: none"> • <i>National Junior Honor Society</i> for grade 7-8 (leadership and service) |

2. **Resources** (e.g., grant funds, physical facilities, in-kind personnel, community partnerships)

- a. Other grant funds: Title 1
- b. Physical facilities and administrative/implementation support from Kahuku Complex’s DOE Schools: Kahuku High and Intermediate and Ka`a`awa Elementary.
- c. Community partnerships: Kualoa Ranch; and the Ko`olauloa Education Alliance Corporation (KEAC),

3. **Activities program participants were expected to take part in**

Kahuku 21st CCLC Program students were expected to participate in the academic programs and enrichment courses they were enrolled in.

4. **Program Staff Procedures Implemented:**

- a. The Kahuku 21st CCLC Project Director planned and implemented the program budget, hiring and scheduling of staff, and operational policies and practices for the after-school program in cooperation with staff, youth and families.
- b. The Project Director worked with the school, families and 21st CCLC grant partners to implement the Kahuku 21st CCLC Project program and enroll students.
- c. The Director monitored and evaluated the program and supervised the staff to ensure effective program operations.
- d. Due to the short duration of the program, assessments and surveys (Parent Survey, Student Survey and Teacher Survey) were not administered.
- e. Training: 4 staff members from Kahuku High and Intermediate attended the After School Alliance Conference.

5. **How the Kahuku 21st CCLC Program was administered:**

Administrative Organization and Scope of the Project: The Kahuku 21st CCLC Project was managed by the Windward District Office. The Kahuku 21st CCLC Project worked in collaboration with partners (KEAC, Kualoa Ranch, Kokua Hawaii Foundation, and Title I) to combine high quality after school academic extended learning and engaging enrichment opportunities in the after-school program. Due to the delay in receiving funding, the project did not collaborate with Ko`olauloa Health Clinic, Pacific American Foundation, Kahuku Public and School Library to provide programming. However, the project director maintained communication with these

partners. The project also did not provide family learning activities during the two-week duration of the project. KCLC provided the coordination support to maximize the impact of services offered.

E. Staff and others involved in the program:

1. Number and Roles of Specific Personnel

Kahuku High and Intermediate:

- Paid School Day Teacher: 3

Ka`a`awa Elementary:

- Volunteer Administrator: 1 (3 hours per week)
- Volunteer Community: 1 (3 hours per week)
- Paid Parent: 1 (1.5 hours per week)
- Paid School Day Teacher: 1 (3 hours per week)

The Project Director worked with school administrators in managing all aspects of Kahuku Complex 21st CCLC Project including recruiting students and families, supervising staff, coordinating with schools and partners, and ordering materials and supplies. The Project Director also managed all Kahuku Complex 21st CCLC Project funds to ensure that the objectives were achieved and expenditures were within budget. All operations conducted by the Project Director were monitored and approved by the Complex Area Superintendent (CAS). The Project Director also maintained all staff and student attendance and enrollment records. Classroom instructors directly facilitated before and after-school academic enrichment learning programs.

2. Amount of time staff devoted to the program:

The Kahuku 21st CCLC Program was implemented in the 4th quarter of the school year due to the delay in funding for the program, limiting the number of staff hours and program delivery time.

| CAFÉ STAFF TIME DEVOTED TO THE PROGRAM SY2015-2016 | | | |
|---|-------------------------|--------------------------------|--------------------|
| SCHOOL SITE | | Average Hrs/Wk X #Weeks | TOTAL HOURS |
| Ka`a`awa Elementary | Volunteer Administrator | 3 Hrs X 2 Wks | 6 |
| | Volunteer Community | 3 Hrs X 2 Wks | 6 |
| | Paid Parent | 1.5 Hrs X 2 Wks | 3 |
| | Paid School Day Teacher | 3 Hrs X 2 Wks | 6 |
| Kahuku High & Inter | Paid School Day Teacher | 4 Hrs X 2 Wks | 8 |
| | Paid School Day Teacher | 2 Hrs X 2 Wks | 4 |
| | Paid School Day Teacher | 3 Hrs X 2 Wks | 6 |
| COMPLEX | | | 39 |

3. Program Monitoring with Technical Support and Assistance:

The Project Director communicated with program instructors about program details, enrollment and attendance at each of the sites. Due to the short duration of the project (2 weeks) the Project Director did not provide technical support and assistance.

4. Partnerships developed for the 21st CCLC activities

- Physical facilities and administrative/implementation support from Kahuku Complex’s DOE Schools: Kahuku High and Intermediate and Ka`a`awa Elementary.
- Community partnerships: Kuoloa Ranch (provided support for Ka`a`awa Elementary, Kahuku Complex 21st CCLC project site.) The Ko`olauloa Education Alliance Corporation (KEAC) provided feedback and input on programs.

EVALUATION DESIGN AND RESULTS

A. Purposes of the evaluation

Evaluation was conducted to assess the implementation and the impact of the Kahuku 21st CCLC Project programs on student achievement at two (2) of the four (4) Kahuku 21st CCLC school-based centers. However, due to the extensive delay in the actual granting of the initial fund, only two (2) of the four (4) sites were implemented and each with a limited program of 2 weeks. As a result, there were no measureable outcome data reported for learning achievement in math and reading and no data for program impact on learning behavior.

B. Evaluation plan

Program impact on student achievement was initially planned to be measured by the increase in math and reading grades and increase in math and reading assessment scores from fall to spring; however due to the delayed funding, only a limited program of 2 weeks was implemented. The short instructional period limited the learning time for students to attain sufficient/significant learning gains and achievement. The short instructional program also limited the time to develop and improve learning behavior. As a result, no measureable outcome data was reported for learning achievement in math and reading and no data was reported for program impact on learning behavior.

C. Evaluation Schedule

Due to the delayed funding of the Kahuku 21st CCLC Project resulting in a limited program of 2 weeks, the evaluation process was not implemented as scheduled. Evaluation measures were not administered as planned; no measureable outcome data was reported for learning achievement in math and reading; and no data was reported for program impact on learning behavior.

D. Results of the implementation evaluation:

1. *Has the program been implemented as planned in the grant application?*

Due to the extensive delay of the actual granting of the initial funding, the program was unable to start until the funds were received until February-March, 2016; thus the program was not fully implemented as planned. Programs were delayed until the ending of the last quarter of the school year, which resulted in implementation of only 2 weeks of instruction and only at two (2) of the planned four (4) project sites with a total of only 66 students; and none of the students enrolled in the program could be classified as “reportable” (30+ days). The two (2) schools, Kahuku High & Intermediate and Ka`a`awa Elementary were only able to offer/implement limited programs. Secondly, the short instructional period limited the learning time for students to attain sufficient/significant learning gains and achievement. The short instructional program also limited the time to develop and improve learning behavior.

2. What challenges have been faced in implementing the program and how are these challenges being addressed?

- a. The primary challenge was the time constraints and short instructional program duration because the 2015-16 21st CCLC Grant Funds was not received from the State until February-March, 2016. Time was short to prepare and go through procedures for program implementation. Consequently, programs were delayed until the ending of the last quarter of the school year, which resulted in implementation of only 2 weeks of instruction and only at 2 project sites with a total of only 66 students; none of whom could be classified as “reportable” (30+ days). Secondly, the short instructional period limited the learning time for students to attain sufficient/significant learning gains and achievement. The short instructional program also limited the time to develop and improve learning behavior.
- b. The plan called for the hiring of a 100% FTE teacher to serve as the project director. The funds did not arrive at the Castle-Kahuku Complex Area until February-March. It was too late to purchase a teacher position. A retired DOE administrator who worked part time in another program served as a part time interim project director. She was a key member of the RFP writing group.
- c. Due to all schools gearing up for administering of the statewide *Standard Based Assessment*, teachers at the elementary and intermediate schools were focused on preparing students for the state assessment. At the high school teachers were focused on teaching and learning for course completion and both teachers and school administrators did not have the time and energy to focus on the development of after school programs.
- d. These challenges have been addressed by the following: Kahuku Complex has hired a 100% FTE teacher as the project director (PD) for SY 2016-17. PD Rick Adolpho worked as a PTT in late June until the start of the teacher’s school year began in late July to begin planning for the school year. The interim PD and the Castle Complex PD consulted with Rick to assist him in learning about the 21st CCLC program and the approved Kahuku Complex grant application (Ko`olauloa Community Learning Centers) grant application. The PD has trained the site coordinators and is in frequent communication with them and their principals as needed. All four (4) sites have begun implementing after school programs in October for the 2016-2017 school year. The PD has begun conducting visits/observations of programs. The interim PD works 16 PTT hours a month to provide operational assistance.

3. Which community based partnerships as planned in the grant application have been established and maintained?

- a. Physical facilities and administrative/implementation support from Kahuku Complex’s DOE Schools: Kahuku High and Intermediate and Ka`a`awa Elementary.
- b. Community partnerships: Kualoa Ranch and the Ko`olauloa Education Alliance Corporation (KEAC).

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

Programs were found to be interesting and valuable to students, teachers, administrators and community partners as evidenced by attendance during the 2-3 weeks of program implementation in May.

The Project Director felt the program(s) were successful:

“The program offerings were not only of high interest to the students but to the instructors who in turn transmitted the passion to their students. The programs were performance and project-based and students could see the fruit of their efforts.”

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

- a. Kahuku Complex has hired a 100% FTE teacher as the project director (PD) for SY 2016-17.
- b. The Project Director has worked on the program plan for the new school year and received consulting support from the interim Project Director.
- c. The Project Director has developed and implemented a “Lite” program application system for this school year. The application includes information on the Kahuku Complex 21st Century Grant’s purpose, goals, objectives and outcomes, key focuses, general program criteria and process for approving program proposals and purchases. Each applicant completes a Form C-7: Activities Individual Form, submits a program write-up and a purchase justification form. The Project Director or site coordinator assists applicants as needed to complete the application.
- d. The Project Director has trained the site coordinators and is in frequent communication with them and their principals as needed. All four (4) sites have begun implementing after school programs in October for the 2016-2017 school year.
- e. The Project Director has begun conducting visits/observations of programs. The interim Project Director works 16 PTT hours a month to provide operational assistance.

E. Results of the outcome evaluation:

Due to the extensive delay in the actual granting of the initial fund, the program was unable to start until the funds were received in February-March of the school year. This resulted in delays in hiring of staff and implementing programs at sites. Consequently, only two (2) of the four (4) sites were implemented and each with a limited program of 2 weeks.

Program impact on student achievement was initially planned to be measured by the increase in math and reading grades and increase in math and reading assessment scores from fall to spring; however due to the delayed funding resulting in a limited program of 2 weeks, no measureable outcome data was reported for learning achievement in math and reading and no data was reported for program impact on learning behavior.

Despite the limited program and brief implementation, Kahuku Complex addressed the objectives established for the project. The following outcome findings are reported:

1. High Quality Services in at Least One Core Academic Area: 100% of centers that were implemented (Kahuku High and Intermediate and Ka`a`awa Elementary) offered high quality services in at least one academic area. Kahuku High and Intermediate offered *Science Olympiad/STEM* for grades 7-8 and

Kahuku Speech and Debate Team and Drama Club for juniors and seniors. *Ka`a`awa Elementary* offered *Math Tutoring* for grades 3 and 4.

2. Enrichment and Support Activities: 100% of centers offered enrichment and support activities. *Kahuku High and Intermediate* offered *National Junior Honor Society* for grade 7-8 (leadership and service). *Ka`a`awa Elementary* offered *Paniolo o Ka`a`awa* (leather crafts, learning about Hawaiian saddle, caring for horses) and *Ka`a`awa Earth Club* (connecting students to their food system and school garden)
3. Hours of Service per Week: *Kahuku High and Intermediate* provided an average of 8 hours per week and *Ka`a`awa Elementary* provided 7.5 hours per week.
4. Partnerships: *Kahuku Complex 21st CCLC Project* established partnerships with Project site schools, *Kahuku High and Intermediate* and *Ka`a`awa Elementary*, and with *Kualoa Ranch* and the *Ko`olauloa Education Alliance Corporation (KEAC)*.

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. Due to the delay in funding, the *Kahuku Complex 21st CCLC Project* was only able to implement a two (2) week program.
2. Despite the delay in funding and late start, the *Kahuku Complex 21st CCLC Project* was able to successfully implement a short 2 week scaled-down program that was organized and well received by students and parents.
The Project Director stated, "The programs were successful and were not only of high interest to the students but to the instructors who in turn transmitted the passion to their students. The programs were performance and project-based. Students could see the fruit of their efforts."
3. The *Kahuku Complex 21st CCLC Project* proposal and implementation of the *Ka`a`awa Elementary* project site program purposefully targeted the intended population of low socio-economic needs who were performing well-below as well as those approaching benchmark on reading and math assessments. In addition, 100% of the centers are located in high-poverty communities.
4. The proposed curriculum was designed as a scientifically-based enriching program with best practices and designed to address the Common Core Standards in reading, math, and science with the integration of traditional Hawaiian knowledge and the cultural arts, dance, and music. The *Ka`a`awa Elementary* project site program reflected the proposed curriculum.
5. The *Kahuku Complex 21st CCLC Project* followed the proposed implementation procedures for each of the two project sites which included the initial planning meeting with school project site principals and enrollment of students.

B. Recommendations:

- a. Establish and maintain partnerships to provide support for the project and promote sustainability for the project.
- b. As planned, work with Kahuku Complex 21st CCLC Project site schools/principals and project partnerships to successfully plan and implement the project at all four (4) project sites.
- c. Develop and implement course curricula aligned to the State Common Core Standards in Reading, Math and Science.
- d. Work with project site principals to document Kahuku Complex 21st CCLC Project students particularly: 1) Title 1 schoolwide eligible and 2) free or reduced lunch eligible and SPED.
- e. Monitor instruction in conjunction with student learning. Discuss strategies to increase student achievement and learning behavior. Provide on-site training support.
- f. Communicate/coordinate with the regular day school teacher to monitor and ensure student improvement in academic performance and development of student learning behavior. Plan/Develop/Implement a Family/Parent Involvement Program that provides for ongoing parent involvement, continuous learning and sustained attendance/participation by parents and family throughout the semester/year.
- g. Provide on-site training, classroom observation and feedback, and follow up training to target and achieve student learning performance outcomes to maximize the impact of teaching on student learning.
- h. Monitor/observe classroom instruction in coordination with student in-class performance and assessment results. Discuss strategies to increase student achievement and learning behavior.

C. How will the evaluation results be used to refine, improve, and strengthen the program?

1. The evaluation results will be reviewed with the Kahuku 21st CCLC program staff and with each of the four complex schools and school administrators to discuss and plan the Kahuku 21st CCLC program improvement at school sites. The results can be published with KEAC.
2. Project Director, site coordinators and classroom leaders will use the data to focus on program improvement targeted to student achievement.

D. How will the evaluation results be disseminated to public?

1. Results will be posted on the KEAC website and the websites of the two Kahuku Complex 21st CCLC project site schools, Kahuku High and Intermediate and Ka`aawa Elementary.
2. Copy of the evaluation results will be shared with the Site Coordinators. The Project Director will share the data with the principals.