Kahuku 21st Century Community Learning Centers (CCLC) Evaluation Report

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

June 1, 2016 through May 31, 2017

Curt Okimoto, Project Director
Cecily Chun, Project Evaluator

Submitted November 15, 2017
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 was implemented at its four centers and was evaluated for the 2016-2017 school year. Kahuku Complex’s four centers include Hau‘ula Elementary, Ka‘a‘awa Elementary, Kahuku Elementary, and Kahuku High and Intermediate School.

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 the four Kahuku Complex 21st CCLC centers.

3. Major findings and recommendations

During the 2016-2017 school year, all sites engaged in programs to support academic and after school programs. This was an increase from the previous school year in which only two of the four identified sites were in operation. Using data from the four schools, the impact of program activities was measured. (Appendix B: Kahuku Complex 21st CCLC APR Objectives SY 2016-2017)

a. Parent/Student Response: Based on parent and student survey results which was distributed and received on all students who attended the program for 30 or more days, the following results were revealed: Parents (94%) indicated that the program has helped their child do better in school and students (93%) indicated that the program has helped him or her do better in school. (Appendix E: Parent Survey Results; Appendix F: Student Survey Results)

b. Reading Achievement:
Reading assessment results that were reported showed 92% of students increased their reading scores, surpassing the APR Objective of 40% (Appendix G: Reading Assessment).

c. Math Achievement:
Math assessment results that were reported showed 95% of students increased their math scores, surpassing the APR Objective of 40% (Appendix H: Math Assessment).
d. Academic Performance:
Overall, based on teacher survey results that were received for students who attended 30 or more days, 90% of regular students improved in academic performance; specifically, 10% showed no improvement, 10% showed a slight improvement, 58% showed a moderate improvement and 22% showed significant improvement. (Appendix I: Academic Performance)

4. Conclusions

a. The Kahuku Complex 21st CCLC proposal and implementation of the program at the program sites 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.

b. The Kahuku Complex 21st CCLC began the proposed implementation procedures for each of the project sites which included the initial planning meeting with school project site principals and site coordinators.

c. The program was well managed; classroom leaders and site coordinators used data to inform their instruction; on-going classroom leader training with the classroom observation and on-site coaching appeared to contribute to program effectiveness and student achievement.

d. Site program proposals and implementation ensured that the curriculum and programming aligned with state standards and provided a link to the school day.

5. Recommendations

a. Continue to establish and maintain partnerships to provide support for the project and promote sustainability.

b. Continue to work with Kahuku Complex 21st CCLC site schools/principals and project partnerships to successfully plan and implement the project at all four (4) project sites.

c. Continue to develop and implement curricula aligned to the State Common Core Standards in Reading, Math, and Science.

d. Work with project site principals to provide demographic student data Kahuku Complex 21st CCLC students, particularly students who are eligible for free or reduced lunch.

e. Communicate/coordinate with the regular day school teacher to monitor and ensure student improvement in academic performance and development of student learning behavior.
f. Plan/Develop/Implement a Family/Parent Involvement Program that provides for sustained, ongoing parent involvement, continuous learning and sustained attendance/participation by parents and family throughout the semester/year.

g. Conduct classroom observations and feedback and provide feedback 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.

i. Increase the number of reportable students at each site ensuring that participants received 30 or more instructional days.

j. Increase the number of programs offered at all sites to ensure that each site meets the objective of 12-15 hours per week.
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 four DOE schools of the Kahuku Complex 21st CCLC S.T.E.A.M. Project located on the windward side of Oahu: Hau’ula, Ka’aawa, 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 Hau’ula, Kahuku Elementary and Ka’aawa 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. A total of 47 students attended a summer intercession program at Hau'ula Elementary School (Appendix O: Kahuku Complex Summer Data). In the fall and spring of the 2016-2017 school year, a total of 846 students attended the program (Appendix N: Kahuku Complex, All Student Data). This was an increase of 780 students from the previous school year.

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>MALES</th>
<th>FEMALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau'ula Elementary</td>
<td>159 (19%)</td>
<td>70 (44%)</td>
<td>89 (56%)</td>
</tr>
<tr>
<td>Ka'a'awa Elementary</td>
<td>37 (4%)</td>
<td>22 (59%)</td>
<td>15 (41%)</td>
</tr>
<tr>
<td>Kahuku Elementary</td>
<td>208 (25%)</td>
<td>89 (43%)</td>
<td>119 (57%)</td>
</tr>
<tr>
<td>Kahuku High &amp; Intermediate</td>
<td>442 (52%)</td>
<td>230 (52%)</td>
<td>212 (48%)</td>
</tr>
<tr>
<td><strong>Complex</strong></td>
<td><strong>846 (100%)</strong></td>
<td><strong>411 (49%)</strong></td>
<td><strong>435 (51%)</strong></td>
</tr>
</tbody>
</table>

Kahuku Complex 21st CCLC serviced a total of 846 students in grades K-12; 159 (19%) at Hau'ula Elementary, 37 (4%) at Ka'a'awa Elementary, 208 (25%) at Kahuku Elementary, and 442 (52%) at Kahuku High and Intermediate. Of the 846 students who participated in the program, 411 (49%) were males and 435 (51%) were females.

The majority of students in the program were Native Hawaiian/Pacific Islanders (608; 72%), followed by White (93; 11%), those who were a combination of 2 or more races (35; 4%); Asian (10; 1%), Black (4; 0.47%), American Indian/Native Alaskan (10; 1%), Hispanic (6; 1%), and finally those who have no information reported (14; 2%).
### Free/Reduced Lunch Eligibility

<table>
<thead>
<tr>
<th></th>
<th>No Information</th>
<th>Free/Reduced Lunch Eligible</th>
<th>Not Free/Reduced Lunch Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau'ula Elementary</td>
<td></td>
<td>63 (40%)</td>
<td>96 (60%)</td>
</tr>
<tr>
<td>Ka'a'awa Elementary</td>
<td>37 (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kahuku Elementary</td>
<td></td>
<td>105 (50%)</td>
<td>103 (50%)</td>
</tr>
<tr>
<td>Kahuku High &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>442 (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complex</strong></td>
<td>479 (57%)</td>
<td>199 (24%)</td>
<td>168 (20%)</td>
</tr>
</tbody>
</table>

Overall, 24% (199) students were eligible for Free/Reduced Lunch and 168 (20%) were not eligible for Free/Reduced Lunch. Ka'a'awa Elementary and Kahuku High and Intermediate did not report information on any students.

### Limited English Proficiency (LEP) Eligibility

<table>
<thead>
<tr>
<th></th>
<th>No Information</th>
<th>LEP Eligible</th>
<th>Not LEP Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau'ula Elementary</td>
<td>0 (0%)</td>
<td>2 (1.26%)</td>
<td>157 (98.74%)</td>
</tr>
<tr>
<td>Ka'a'awa Elementary</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>37 (100%)</td>
</tr>
<tr>
<td>Kahuku Elementary</td>
<td>0 (0%)</td>
<td>1 (0.48%)</td>
<td>207 (99.52%)</td>
</tr>
<tr>
<td>Kahuku High &amp;</td>
<td>0 (0%)</td>
<td>3 (99.32%)</td>
<td>439 (99.32%)</td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complex</strong></td>
<td>0 (0%)</td>
<td>6 (0.71%)</td>
<td>840 (99.29%)</td>
</tr>
</tbody>
</table>

Overall, 0.71% (6) students were Limited English Proficiency Eligible; 840 (99.29%) students were not in the category of Limited English Proficiency.

### Special Education (SPED) Eligibility

<table>
<thead>
<tr>
<th></th>
<th>No Information</th>
<th>SPED Eligible</th>
<th>Not SPED Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau'ula Elementary</td>
<td>0 (0%)</td>
<td>18 (11%)</td>
<td>141 (89%)</td>
</tr>
<tr>
<td>Ka'a'awa Elementary</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>37 (100%)</td>
</tr>
<tr>
<td>Kahuku Elementary</td>
<td>0 (0%)</td>
<td>5 (2%)</td>
<td>203 (98%)</td>
</tr>
<tr>
<td>Kahuku High &amp;</td>
<td>0 (0%)</td>
<td>26 (6%)</td>
<td>416 (94%)</td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complex</strong></td>
<td>0 (0%)</td>
<td>49 (6%)</td>
<td>797 (94%)</td>
</tr>
</tbody>
</table>

Overall, 6% (49) of the students were Special Education Eligible; 797 (94%) were not eligible for Special Education.

### Reportable Students:

There was a total of 162 students who attended the program in three out of the four Kahuku Complex Sites for 30 days or more during the 2016-2017 School Year. Ka'a'awa Elementary was
the only site that was not able to attain students who attended 30 or more days. This was a notable
improvement from the previous year in which there were NO reportable students.

**Number & Percentage of Reportable Students at Kahuku Complex Sites**

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>MALES</th>
<th>FEMALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau‘ula Elementary</td>
<td>59 (36%)</td>
<td>24 (41%)</td>
<td>35 (59%)</td>
</tr>
<tr>
<td>Kahuku Elementary</td>
<td>77 (48%)</td>
<td>30 (39%)</td>
<td>47 (61%)</td>
</tr>
<tr>
<td>Kahuku High &amp; Intermediate</td>
<td>26 (16%)</td>
<td>9 (35%)</td>
<td>17 (65%)</td>
</tr>
<tr>
<td><strong>Complex</strong></td>
<td><strong>162 (100%)</strong></td>
<td><strong>63 (39%)</strong></td>
<td><strong>99 (61%)</strong></td>
</tr>
</tbody>
</table>

Kahuku Complex 21st CCLC had a total of 162 reportable students in grades K-12 (Appendix M: Kahuku Complex Reportable Student Data); 59 (36%) at Hau‘ula Elementary, 77 (48%) at Kahuku Elementary, and 26 (16%) at Kahuku High and Intermediate. Of the 162 total number of students, 63 (39%) were males and 99 (61%) were females.

The majority of students in the program were Native Hawaiian/Pacific Islanders (119; 73%), followed by White (24;15%), those who were a combination of 2 or more races (7; 4%); Asian (4; 2%), Hispanic (4.2%), and American Indian/Native Alaskan (2; 2), and those who have no information reported (4.2%).

**Free/Reduced Lunch Eligibility**

<table>
<thead>
<tr>
<th></th>
<th>No Information</th>
<th>Free/Reduced Lunch Eligible</th>
<th>Not Free/Reduced Lunch Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau‘ula Elementary</td>
<td>31 (53%)</td>
<td>28 (47%)</td>
<td></td>
</tr>
<tr>
<td>Kahuku Elementary</td>
<td>40 (52%)</td>
<td>37 (48%)</td>
<td></td>
</tr>
<tr>
<td>Kahuku High &amp; Intermediate</td>
<td>26 (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complex</strong></td>
<td>26(16%)</td>
<td>71 (44%)</td>
<td>65 (40%)</td>
</tr>
</tbody>
</table>

Overall, 44% (71) of the students were Free/Reduced Lunch Eligible; 65 (40%) were not eligible; Kahuku High and Intermediate did not report information on any students.

**Limited English Proficiency (LEP) Eligibility**

<table>
<thead>
<tr>
<th></th>
<th>No Information</th>
<th>LEP Eligible</th>
<th>Not LEP Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau‘ula Elementary</td>
<td>0 (0%)</td>
<td>1 (2%)</td>
<td>58 (98%)</td>
</tr>
<tr>
<td>Kahuku Elementary</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>77 (100%)</td>
</tr>
<tr>
<td>Kahuku High &amp; Intermediate</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>26 (100%)</td>
</tr>
<tr>
<td><strong>Complex</strong></td>
<td>0 (0%)</td>
<td>1 (1%)</td>
<td>161 (99%)</td>
</tr>
</tbody>
</table>

Overall, 1 (1%) student was Limited English Proficiency Eligible; 161 (99%) were not Limited English Proficiency.
### Special Education (SPED) Eligibility

<table>
<thead>
<tr>
<th></th>
<th>No Information</th>
<th>SPED Eligible</th>
<th>Not SPED Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau'ula Elementary</td>
<td>0 (0%)</td>
<td>4 (7%)</td>
<td>55 (93%)</td>
</tr>
<tr>
<td>Kahuku Elementary</td>
<td>0 (0%)</td>
<td>2 (3%)</td>
<td>75 (97%)</td>
</tr>
<tr>
<td>Kahuku High &amp; Intermediate</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>26 (100%)</td>
</tr>
<tr>
<td>Complex</td>
<td>0 (0%)</td>
<td>6 (4%)</td>
<td>156 (96%)</td>
</tr>
</tbody>
</table>

Overall, 4% (6) students were Special Education Eligible; 156 (96%) were not eligible for Special Education.

### D. Characteristics of the program materials and resources:

1. The following scientifically based curricula were implemented as the Kahuku 21st CCLC program:
   - iReady: A program that was built to address Common-Core State Standards, the i-Ready combines a valid and reliable growth measure and individualized instruction.

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: Hau’ula Elementary, Ka’a’awa Elementary, Kahuku Elementary, and Kahuku High and Intermediate.
   - c. Community partnerships: Kualoa Ranch; and the Ko’olauola Education Alliance Corporation (KEAC), Kōkua Hawai‘i Foundation

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. Some of the enrichment courses and academic support courses consisted of homework help, physical fitness activities, literacy enrichment, Robotics, STEM activities, and media classes (Appendix D: Complex Sites Program Activities).

   Each site offered activities for both the community and parents (Appendix D: Complex Sites Program Activities). Community and family engagement activities were geared toward strengthening family involvement in the schools.

4. **Program Staff Procedures Implemented**:
   - a. The Kahuku 21st CCLC Program 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 and Site Coordinators worked with the school, families and 21st CCLC grant partners to implement the Kahuku 21st CCLC program and enroll students.

c. The Project Director and Site Coordinators monitored and evaluated the program. The Site Coordinators supervised the staff to ensure effective program operations.

d. Assessment and data collection procedures were implemented to pretest students at the beginning of the program and posttest at the end of the program across all program sites through the use of the standardized reading and math assessments. Parent survey, student survey and teacher survey were conducted at the end of the program year.

5. How the Kahuku 21st CCLC Program was administered:
Administrative Organization and Scope of the Project: The Kahuku 21st CCLC Program was managed by the Windward District Office. The Kahuku 21st CCLC Program worked in collaboration with partners (KEAC, Kualoa Ranch, Kokua Hawaii Foundation, Kahuku Library, and Title I) to combine high quality after school academic extended learning and engaging enrichment opportunities in the after-school program. The project director maintained communication with these partners. The project also provided family learning activities during the school year.

E. Staff and others involved in the program:

1. Number and Roles of Specific Personnel (Based on Fall and Spring Data)

Hau'ula Elementary:
- Site Coordinator: 1
- School Day Teachers: 8
- Volunteers: 11
- Other non-school day staff: 1

Ka'awa Elementary:
- Site Coordinator: 1
- School Day Teachers: 3
- Other non-school day staff: 1

Kahuku Elementary:
- Site Coordinator: 1
- School Day Teachers: 12
- Other school day staff: 2

Kahuku High and Intermediate:
- Site Coordinator: 1
The Project Director worked with school administrators and site coordinators in managing all aspects of Kahuku Complex 21st CCLC Program 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 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 site coordinators at each site 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 at various times of the school year due to the changes in Project Director and Site Coordinators. Most sites opened within the first few months, even if there were only a few classes offered. By the spring term, all sites had increased hours of operation.

<table>
<thead>
<tr>
<th>SCHOOL SITE</th>
<th>Average Hrs/Wk X #Weeks</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau'ula Elementary</td>
<td>15 hrs x 23 wks (345)</td>
<td>345 hours</td>
</tr>
<tr>
<td>Ka'a'awa Elementary</td>
<td>7.5 hrs x 29 wks (217.5)</td>
<td>217.5 hours</td>
</tr>
<tr>
<td>Kahuku Elementary</td>
<td>14.75 hrs x 27 wks (398.25)</td>
<td>398.25 hours</td>
</tr>
<tr>
<td>Kahuku High &amp; Inter</td>
<td>20 hrs x 30 wks (600)</td>
<td>600 hours</td>
</tr>
<tr>
<td><strong>COMPLEX TOTAL</strong></td>
<td></td>
<td><strong>1560.75 hours</strong></td>
</tr>
</tbody>
</table>

3. **Program Monitoring with Technical Support and Assistance:**
The Project Director managed all aspects of the Kahuku Complex 21st CCLC including supervising staff. The Project Director visited each site to ensure the fidelity to the program. The Site Coordinators carried out many of the same functions as the Project Director at the school site level. In addition, Site Coordinators maintained records, maintained supporting evidence in a site's binder, supervised staff, provided classroom training and support, and observed the classroom leaders.

4. **Partnerships developed for the 21st CCLC activities**
a. Physical facilities and administrative/implementation support from Kahuku Complex's DOE Schools: Hau'ula Elementary, Ka'a'awa Elementary, Kahuku Elementary and Kahuku High and Intermediate.
b. Community partnerships: Kualoa Ranch, Kokua Foundation, and Kahuku Public Library (Appendix C: Kahuku Complex Partnerships)

EVALUATION DESIGN AND RESULTS

A. Purposes of the evaluation
Evaluation was conducted to assess the implementation and the impact of the Kahuku 21st CCLC programs on student achievement at the four (4) Kahuku 21st CCLC school-based centers. Measureable outcome data reported for learning achievement in math and reading using pre and post assessment data, teacher surveys, parent surveys, and student surveys.

B. Evaluation plan
Program impact on student achievement was measured by the math and reading assessment scores from fall to spring using the school's standardized assessment tools. The 21st CCLC Teacher Survey was used at all centers to measure improvement in student learning behavior which included turning in homework, improvement in class participation, improvement in behavior, and improvement in academic performance. Parent and student surveys were administered to provide feedback on the program.

C. Evaluation Schedule
Achievement objectives were measured pre- (beginning of the school year) and post (at the end of the school year). On-going data was collected during the school year to improve instruction. (Appendix A: Evaluation Plan)

1. Pre assessment data was collected at the beginning and post assessment was collected at the end of the school year using standardized assessments.

2. The 21st CCLC Teacher Survey of student improvement in learning behavior was administered at the end of the school year.

3. Parent Survey and Student Survey response to the program were administered at the end of the school year.

4. Program operations with regards to APR Objectives were documented during the school year and assessed at the end of the Program year.

Data Collection: Site Coordinators conducted on-going observations; Leaders conducted the classes and administered the assessments; Site Coordinators collected the site data. (Appendix A: Evaluation Plan)
D. Results of the implementation evaluation:

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

The program was implemented as planned. The project director met with the principals to develop the initial planning stages of the program and all sites provided academic and enrichment programs to students. Hau'ula Elementary, Kahuku Elementary, and Kahuku High and Intermediate has begun implementation of iReady, a diagnostic Reading and Math on-line license that pinpoints each student’s needs according to the sub-skill level. At Ka’a’awa Elementary, their scientifically based reading and math researched based program, Success For All, administers STAR 360 and Gates assessment. The assessments are used for progress monitoring purposes to differentiate the student’s learning in the cycle of re-teaching or extra practice planned to meet student needs.

The goal to increase the number of students who receive academic learning support before and after school and to expand the existing after school options to engage more students and families was achieved during this SY2016-17.

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

a. The primary challenge was the difficulty in maintaining a full-time Project Director. The initial Project Director that was hired to oversee the program resigned in January, 2017. An interim Project Director was appointed to ensure that the objectives of the grant were addressed for the remainder of the school year. A new Project Director has been hired for SY2017-18. A 100% FTE teacher will serve as the Project Director.

b. Difficulty in maintaining site coordinators at each site was also noted as a challenge. Kahuku High and Intermediate School had three different site coordinators during the school year. The site coordinator at Ka’a’awa Elementary was hired in November which resulted in a late start for the programs. Discussion with principals and Project Director at the beginning of the school year will help to ensure that a consistent site coordinator is identified at the beginning of the year. Site coordinators with a background in education may be helpful to provide students with effective education programs to be offered after school.

c. Maintaining students in the program for 30 or more reportable days. Due to the delay in hiring on-site staff and classroom leaders, only 162 out of 846 students met the guidelines for reportable students. On-going planning with Project Director
and principals are needed to ensure that students attend the program for 30 or more days. This will allow time to effect change in student’s learning behaviors.

d. Program proposals to be submitted to Project Director and Site Coordinators were difficult to complete for staff interested in conducting after school enrichment programs. Project Director will work with sites to create an abbreviated form.

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

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kualoa Ranch</td>
<td>Kualoa Ranch offered a wide variety of outdoor, off-site learning activities about the natural environment aligned with the Common Core State Standards in science and social studies (Family Community Makahiki Festival and Ka’a’awa saddle making).</td>
</tr>
<tr>
<td>Title One</td>
<td>Partnering with Title 1 will provided family engagement activities that are intentional, regularly scheduled, and purposeful to focus on promoting literacy and family engagement at Hau’ula Elementary.</td>
</tr>
<tr>
<td>Kahuku Complex Department of Education Schools</td>
<td>Physical facilities and administrative/implementation support</td>
</tr>
<tr>
<td>Kahuku Public and School Library</td>
<td>The partnership with the Kahuku Public and School Library on the campus of Kahuku High &amp; Intermediate School will provide access to authentic literature books and resources for parents. Project Director and library manager communicated about programming needs for SY 2017-2018.</td>
</tr>
<tr>
<td>Kōkua Hawai’i Foundation</td>
<td>Kōkua Hawai’i Foundation’s ‘AINA In Schools program will provide trainings and resources to support: school gardens via after-school garden club at Ka’a’awa Elementary.</td>
</tr>
</tbody>
</table>

4. Are program activities interesting and valuable to students, teachers, administrators and community partners?
a. Kahuku Complex Sites combined 1) academic instruction and assistance which increased math and reading achievement, 2) engaging enrichment activities that supported positive learning behavior and learning achievement, and 3) family learning activities that fostered parent and community engagement.

b. Based on parent surveys received (excludes Hau'ula Elementary) for students who attended the program 30 or more days, parents reported that their child looked forward to coming to the program (100%), the program helped their child become a better reader (82%), the program helped their child become better at writing (71%), the program helped their child become a better math student (71%), the program helped their child do better in school (94%), the teachers cared about the students (100%) and they would enroll their child in the program again (100%). (Appendix E: Parent Survey)

c. Students responded favorably to the program; they look forward to coming to the program (98%). Students felt the program helped them become a better reader (76%), better at writing (51%), and better in math (47%). They also felt the program helped them do better in school (93%). Students felt the teachers cared about them (94%) and they would want to come to the program again (96%). (Appendix F: Student Survey)

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 2017-18.

b. A plan is in place to comprehensively provide for student learning and achievement in math, reading, and enrichment with pre-post assessments and on-going learning assessments to monitor student progress.

c. Instructional materials are also in place with training support planned for effective implementation of instruction using the materials.

d. A system for staff training, staff support, and staff and program supervision is in place.

E. Results of the outcome evaluation:
Program impact on student achievement was measured by the increase in math and reading pre-post assessment data from fall to spring. Measureable outcome data was reported for learning achievement in math and reading and teacher survey data was obtained on the impact on learning behavior.

The following outcome findings are reported:

a. High Quality Services in at Least One Academic Area: 100% of centers offered high quality services in at least one core academic area.
b. **Enrichment and Support Activities:** 100% of centers offered enrichment and support activities.

c. **Hours of Service per Week:** 75% of centers opened for 12-15 hours per week. APR objective was not met but Kahuku Complex progressed toward meeting this objective (Appendix K: Center Hours of Operation).

d. **Partnerships:** Kahuku Complex 21st CCLC Program established partnerships with the Ko‘olau Education Alliance Corporation (KEAC), Kualoa Ranch, Kōkua Hawai‘i Foundation, Kahuku Public Library, Project site schools (Appendix C: Complex Partnerships).

e. **Increase in Math and Reading Assessment:** All students who attended 30 or more days of instruction/enrichment at Hau'ula Elementary, Kahuku Elementary, and Kahuku High and Intermediate were provided pre and post-assessments. Results reported improvement between fall and spring reading scores of 92% as a complex; thus exceeding the program objective: 40% of Kahuku Complex regular students will increase their reading assessment scores from fall to spring. Sub grantee sites reported the following scores: Hau'ula reported 89% of the students showed improvement, Kahuku Elementary reported 91% of the students showed improvement, and Kahuku High and Intermediate reported 100% of the students showed improvement (Appendix G: Reading Assessment).

Math assessment results reported improvement between fall and spring reading scores of 95% as a complex; thus exceeding the program objective: 40% of Kahuku Complex regular students will increase their math assessment scores from fall to spring. Sub grantee sites reported the following scores: Hau'ula reported 93% of the students showed improvement, Kahuku Elementary reported 95% of the students showed improvement, and Kahuku High and Intermediate reported 100% of the students showed improvement (Appendix H: Math Assessment).

f. **Family Engagement:** 100% of centers in the complex offered services to parents, senior citizens, and other adult community members (Appendix D: Site Program Activities).

g. **Academic Behaviors:** Based on the total amount of teacher surveys received, the following results were provided. Turning in his or her homework in to your satisfaction: 23% showed significant improvement, 42% showed moderate improvement, 25% showed slight improvement and 10% showed no improvement. Improvement in class participation: 26% showed significant improvement, 54% showed moderate improvement, 7% showed slight improvement and 12% showed no improvement. Improvement in behavior: 26% showed significant improvement, 53% showed moderate improvement, 9% showed slight improvement and 12% showed no improvement. Improvement in academic performance: 22% showed significant improvement, 58% showed moderate improvement, 10% showed slight improvement and 10% showed no improvement. (Appendix J: Teacher Survey)
h. Student Need: 100% of centers are located in high-poverty communities. Each school meets the eligibility criteria for Title One, 40% or more students in the school are eligible to receive free or reduced lunch. In the 2016-17 school year, Hau'ula Elementary had 66.56% eligible, Ka'a'awa Elementary had 50% eligible, Kahuku Elementary had 59.43% eligible, and Kahuku High and Intermediate had 47.42% eligible.

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. The Kahuku Complex 21st CCLC Program proposal and implementation of the program at the sites 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.

2. The Kahuku Complex 21st CCLC Program followed the proposed implementation procedures for each of the project sites which included the initial planning meeting with school project site principals and enrollment of students.

3. The program was well managed; classroom leaders and site coordinators used data to inform their instruction; on-going classroom leader training with the classroom observation and on-site coaching appeared to contribute to program effectiveness and student achievement.

4. Site program proposals and implementation ensured that the curriculum and programming aligned with state standard and provided a link to the school day.

B. Recommendations:

1. Continue to establish and maintain partnerships to provide support for the project and promote sustainability for the project.

2. Continue to work with Kahuku Complex 21st CCLC site schools/principals and project partnerships to successfully plan and implement the project at all four (4) project sites.

3. Continue to develop and implement curricula aligned to the State Common Core Standards in Reading, Math and Science.

4. Work with project site principals to provide demographic student data, particularly students who are eligible for free or reduced lunch.

5. Monitor instruction in conjunction with student learning. Discuss strategies to increase student achievement and learning behavior. Provide on-site training support.
6. Communicate/coordinate with the regular day school teacher to monitor and ensure student improvement in academic performance and development of student learning behavior.

7. Plan/Develop/Implement a Family/Parent Involvement Program that provides for sustained, ongoing parent involvement, continuous learning and sustained attendance/participation by parents and family throughout the semester/year.

8. 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.

9. Monitor/observe classroom instruction in coordination with student in-class performance and assessment results. Discuss strategies to increase student achievement and learning behavior.

10. Increase the number of reportable students at each site ensuring that participants received 30 or more instructional days.

11. Increase the number of programs offered at all sites to ensure that each site meets the objective of 12-15 hours per week.

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, school administrators, and project director to discuss and plan the Kahuku 21st CCLC program improvement at school sites.

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 websites of the Kahuku Complex 21st CCLC schools, Hau'ula Elementary, Ka'a'awa Elementary, Kahuku Elementary, and Kahuku High and Intermediate.

2. Copy of the evaluation results will be shared with the Site Coordinators. The Project Director will share the data with the principals.

3. Parents will receive a copy of the evaluation results in a flyer form.