

KAPOLEI COMPLEX



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

Creating Change, Project Evaluator

Hawai'i 21st CCLC Evaluation Report Template – SY2017-18

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2017-18 the HIDEOE is implementing a standardized template for evaluations of the 21st 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?
1. General Information	x
Exhibit 1: Basic Information Table	X
Exhibit 2: Center Information Table	X
2. Executive Summary	X
3. Program Description	X
3.A. Program Description	X
3.B.1 Goals	X
3.B.2 Objectives	X
Exhibit 3: Students Served	X
Attendance Discussion	X
Exhibit 4: Characteristics of Students Served	X
Exhibit 5: Race/Ethnicity of Students Served	X
3.D. Summer and Intersession Programming	X
Exhibit 6: Students Served During Summer	X
3.E.1 Program Materials	x
3.E.2 Resources	X
3.F. Staff and Others Involved in the Program	X
Exhibit 7: Number of Staff by Position	X
Exhibit 8: Average Hours per Week by Position	X
Exhibit 9: Partners	X
Partnership Description	X
3.H. Parent/Family Involvement	X
4. Evaluation	X
4.A.1. Evaluation Design Overview	X
4.A.2. Implementation Evaluation	X
4.A.3. Outcomes Evaluation	X
4.B.1. Implementation of Evaluation Results	X
Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation	X
Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior	X
KPI Objective 1 Discussion	X
Exhibit 12: Performance on KPI Objective 2 – Core Educational Services	X
Core Educational Services	X
Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities	X
4.B.3. Key Performance Indicators – Objective 2	X

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

1. General Information

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
Date Evaluation Report Submitted	5/15/19
Grantee Name	Kapolei Complex 21st Century Community Learning Centers
Program Director Name	Carol Young
Program Director Email	carol_young@notes.k12.hi.us
Evaluator Name	Travis Frederickson
Evaluator Email	travis@creatingchange.com
Year of Grant	June 4, 2017 – May 31, 2018

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Barbers Point Elementary School	Grades K-5
Center 2	Kapolei Elementary School	Grades K-5
Center 3	Kapolei Middle School	Grades 6-8
Center 4	Makakilo Elementary School	Grades K-5
Center 5	Mauka Lani Elementary School	Grades K-5

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

2. Executive Summary

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 Kapolei Complex 21st CCLC program operated in 4 elementary schools and 1 middle school, with all offering school year programming and 3 of the elementary 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, some of those fell short of the times approved in the grant process. This was learned and addressed through an evaluation process and the program director encouraged center directors to adjust programming to better meet the agreed upon terms.

From inception, the 21st 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 Kapolei met six of the eight program objectives, narrowly missing the seventh by 1%. The one program objective that required improvement was minimum operational time in some programs. This is an interesting dilemma in many locations. Often the community in which the program exists have various conflicts and opportunities which can make it difficult to meet for a pre-set required period. It may not always be necessary to meet a minimum time to meet the objectives, but it is necessary to hold to the standards approved in the grant process.

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 each program vastly exceeding the number of students projected to be served. The number of regular program participants range between 10%-40% in each of the programs.

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 21st 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.

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

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?

Kapolei Complex's 21st Century Community Learning Centers grant is comprised of five complex area centers which are all schools within the Hawaii Department of Education. Five centers are operated out of the seven Kapolei Complex schools. There are four elementary sites: Barbers Point Elementary School, Kapolei Elementary School, Makakilo Elementary School and Mauka Lani Elementary School and there is one multi-track middle school at the fifth site.

- This evaluation report covers Year 3 for School Year 2017-18.
- The evidence for poverty is found in section 3C as demographics are provided

3.B. PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21st 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 st 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.
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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 21st 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)	Rates of change
2.	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. • 100% of centers will offer academic assistance in Reading and/or Math	Attendance, rosters, student grades, data assessment
	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.	Number and type of enrichment offered
	Community involvement: 85% of centers will establish and maintain partnerships within the community and continue to increase levels of community collaboration in planning, implementing, and sustaining program.	Percentage of programs that collaborated and implemented
	85% of centers will offer services to parents and other family members of students enrolled in the program.	Percentage of centers offering identified services
	75% of centers will offer services at least 12-16 hours per week on averages.	Percentage offering services at this level
3.	100% of centers are located in high-poverty communicates	Percentage offering services at this level
4.	Participants in 21st CCLC will demonstrate academic improvement in Reading and Math	Grades, surveys, standardized scores

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
Barbers Point Elementary School	143	63	Grades K-5
Kapolei Elementary School (incl. summer)	296	30	Grades K-5
Kapolei Middle School	393	62	Grades 6-8
Makakilo Elementary School (incl. summer)	180	56	Grades K-5
Mauka Lani Elementary School (incl. summer)	348	112	Grades K-5
Subgrantee Total	1,360	323	

* 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?

Different Recruitment Methods to Increase Student Participation
Application sent to all students--programs ranked by preference by families. Students accepted based on Title 1 (Free/Reduced), ELL priority, with some students picked randomly, some students from each class.
Enrichment students may enroll in classes based on their interests. Applications are given to all students on a first come, first serve basis.
Tutoring students are selected based on SBA data, STAR assessments, F & P assessments, MSL data records, and through teacher recommendations.
Applications with the descriptions of each 21st class, were passed out to the advisory classes. Students are accepted on a 1st come 1st registered basis for all programs. Classes are advertised through morning announcements over the P.A. system. Teachers and counselors promoted classes to students throughout the day. Applications and class descriptions are also located in the front office for students and parents to pick up.
Enrichment courses are determined by the age of the students (i.e. cooking classes for grades 4/5 for safety). Applications are sent out to all the students who are interested and it is on a first come, first serve basis until the classes are full. If the classes are filled to capacity, then students are added to waiting lists.
Academic courses are determined by teacher recommendation based on the students' needs in the areas of reading/math. The amount of available spaces are dependent on available staffing, facilities, and program requirements.
<ul style="list-style-type: none"> •Applications are distributed to all students. Enrollment is based on student interest, teacher recommendations, school data and special groups (title 1, sped, ELL, etc.).

- Invitations to identified students are based on a) RTI level using universal screener, b) teacher recommendation, c) counselor/administration recommendation, and d) parent request (if space is available).

All (5 out of 5) of the Kapolei Complex centers met and exceeded their targeted participation goals

Site	Targeted Student Participation	2017-18 Student Participation
Barbers Point Elementary School	85	143
Kapolei Elementary School	100	296
Kapolei Middle School	100	393
Makakilo Elementary School	60	180
Mauka Lani Elementary School	120	348

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	
Barbers Point Elementary School	73	52%	13	9%	7	5%	56	40%	82	59%	2	1%
Kapolei Elementary School	114	39%	19	6%	8	3%	141	48%	152	51%	3	1%
Kapolei Middle School	132	34%	31	8%	0	0%	206	52%	175	45%	12	3%
Makakilo Elementary School	82	46%	12	7%	10	6%	86	48%	93	52%	1	1%
Mauka Lani Elementary School	156	45%	33	9%	14	4%	172	49%	176	51%	0	0%
Subgrantee Total	557	41%	108	8%	39	3%	661	49%	678	50%	18	1%

Exhibit 5: Race/Ethnicity of Students Served

Center	# Multi ple	% Multi ple	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# Unknow n	% Unkno wn
Barbers Point Elementary School	23	16%	16	11%	39	28%	1	1%	30	21%	18	13%	13	9%
Kapolei Elementary School	55	19%	48	16%	83	28%	1	0%	66	22%	12	4%	30	10%
Kapolei Middle School	49	12%	101	26%	114	29%	4	1%	49	12%	38	10%	36	9%
Makakilo Elementary School	35	19%	38	21%	32	18%	1	1%	40	22%	15	8%	19	11%
Mauka Lani Elementary School	80	23%	33	9%	77	22%	8	2%	92	26%	31	9%	27	8%
Subgrantee Total	242	18%	236	17%	345	25%	15	1%	277	20%	114	8%	125	9%

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 BRIDGE Summer and Intersession 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: Michael Wall's Playful Percussion, Jeff Pagay's art classes, Hawaiian cultural activities, Honolulu Zoological Society's Outreach, 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
Kapolei Elementary School	108	Grades K-5
Makakilo Elementary School	79	Grades K-5
Mauka Lani Elementary School	146	Grades K-5
Subgrantee Total	333	Grades K - 5

**Kapolei Middle School does not offer summer programs since they are a year-round multi-track school

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)

Honolulu Zoological Society (unpaid)

Hawaiian Sealife (Living Art Marine Center) (paid)

Ewa Railway Society (paid)

iReady (unpaid)

Goods/Rentals/Services

University of Hawaii – Manoa (unpaid)

Pacific Grace Company (unpaid)

USDA's After School Snack Program (unpaid)

California Pizza Kitchen (Kahala) (unpaid)

California Pizza Kitchen (Kapolei) (unpaid)

Kapolei High School Culinary Arts Program (unpaid)

Volunteer Staffing

Leeward Community College (unpaid)

University of Hawai'i West O'ahu (unpaid)

Kapolei High School – MCJROTC, NHS, PAC, (unpaid)

James Campbell High School – MCJROTC (unpaid)

Kapolei Complex Parent Community Network Coordinators (PCNC) (unpaid)

Leeward District Hawaiian Studies Program (unpaid/paid)

Bricks4Kidz (unpaid)

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
 Barbers Point Elementary School (unpaid)
 Kapolei Elementary School (unpaid)
 Kapolei Middle School (unpaid)
 Makakilo Elementary School (unpaid)
 Mauka Lani 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)
 Barbers Point Elementary School (unpaid)
 Kapolei Elementary School (unpaid)
 Kapolei Middle School (unpaid)
 Makakilo Elementary School (unpaid)
 Mauka Lani Elementary School (unpaid)

Paid Staffing

Leeward District Hawaiian Studies Program (paid)

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 Kapolei 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	Adminis- trators		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
Barbers Point Elementary School + 21st C. Project Office	0	3	0	0	0	0	0	0	0	0	11	0	2	0	1	0	0	0
Kapolei Elementary School	0	1	0	0	0	0	0	0	0	0	21	0	0	0	1	0	0	0

Center	Adminis- trators		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
Kapolei Middle School	0	1	0	0	1	1	0	0	0	0	29	0	0	1	0	0	0	0
Makakilo Elementary School	0	1	0	0	0	0	0	0	0	0	13	0	2	0	1	0	0	0
Mauka Lani Elementary School	0	1	0	0	0	0	0	0	0	0	14	0	2	0	1	0	0	0
Subgrantee Total	0	7	0	0	1	1	0	0	0	0	88	0	6	1	4	0	0	0

Exhibit 8. Average Hours per Week by Position

Center	Adminis- trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non- Teaching School Staff	Sub- contracted Staff	Other
Barbers Point Elementary School	1	#	#	#	#	3	3	3	#
Kapolei Elementary School	2	#	#	#	#	6	#	6	#
Kapolei Middle School	1	#	#	#	#	6	6	6	#
Makakilo Elementary School	3	#	#	#	#	9.5	9.5	9.5	#
Mauka Lani Elementary School	1	#	#	#	#	6	6	1	#
Subgrantee Total	8	0	0	0	0	24.5	24.5	25.5	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	
Contribution Type		# Paid Partners	# Unpaid Partners
Provide evaluation services		1	0
Raise funds		0	0
Provide programming/activity related services		6	1
Provide goods		0	7
Provide volunteer staffing		0	14
Provide Paid Staffing		2	0
Other – Facilities Rental		0	2

	Subgrantee Total	9	24
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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
- UHWO - professors for STEM content, College of Ed students for manpower at events
- Kapolei High's JROTC program
- Leeward District Hawaiian Studies Program
- Campbell Estates – Lanikuhonua Cultural Institute staff
- Ewa Railway Society

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. The project also recognizes the generous contribution of the Kapolei 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 Kapolei 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.

- Barbers Point Elementary held a Family Day and showcased what the students' learned during the 21st CCLC programs
- Kapolei Elementary School held a successful Family Discovery Night on Feb. 8, 2018.

- Kapolei Middle held curriculum nights where the families did fun and interactive lessons in Social studies and English. They also held another Math and Science family night. The Early Act Club had students and parents help beautify the campus.
- Makakilo Elementary held their first Family Makerspace Day. The students and their families had opportunities to engage in hands-on activities and they proudly took home several “Make & Take” projects The Advisory Council initiated career exploration/dream building-goal setting experience; ie. elementary school students + parents to a behind-the-scenes tour of California Pizza Kitchen.
- Mauka Lani Elementary held their first Family Discovery Night on Dec. 1, 2017. All participants enjoyed participating in a variety of hands-on science/STEM activities.
- Kapolei Complex held a complex-wide Family Discovery Day which included a train ride from Ewa to Lanikuhonua Cultural Center. The families had opportunities to learn about the Hawaiian culture from the Makua and Kupuna and took home Make and Take projects as well as many happy memories of this all day event!
- Kapolei Complex held a huge Family Discovery Night complex-wide event at Kapolei Middle school that was attended by 800+ people. It was a resounding success and it got rave reviews!

4. Evaluation

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 21st Community Learning Centers (CCLC) programs on the students. The 21st 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 21st 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?

<p>What implementation questions are being answered?</p>	<ul style="list-style-type: none"> ▪ 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>What data collection methods are being used (e.g. interviews, observations)?</p>	<ul style="list-style-type: none"> • The tutors took attendance on the days that their classes were offered. Students' progress was monitored through formative and summative assessments. • 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 21st CCLC site handbooks. Attendance data was collected and submitted to the Project Office at the end of each session. • 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. • 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.
<p>What is the timing of data collection?</p>	<p>The reporting periods for SY 2017-18 were:</p>

	<p>Summer: June 1, 2017 to August 5, 2017</p> <p>Fall: August 7, 2017 to January 7, 2018</p> <p>Spring: January 8, 2018 to May 31, 2018</p>
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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?

What outcomes questions are being answered?	<ul style="list-style-type: none">• 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?					
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	<ul style="list-style-type: none">• Attendance data was measured against the target participation goals.• 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 also included their comments regarding students' progress on these reports that were sent home to the parents. <table><tr><td>The six GLOs are the essential goals of standards-based learning for all students in all grades and all content areas.</td></tr><tr><td>These marks denote how frequently the student demonstrates these GLOs.</td></tr><tr><td>GLO 1: Self-Directed Learner The ability to be responsible for one's own learning</td></tr><tr><td>GLO 2: Community Contributor The understanding that it is essential for human beings to work together</td></tr><tr><td>GLO 3: Complex Thinker The ability to demonstrate critical thinking and problem-solving strategies</td></tr></table>	The six GLOs are the essential goals of standards-based learning for all students in all grades and all content areas.	These marks denote how frequently the student demonstrates these GLOs.	GLO 1: Self-Directed Learner The ability to be responsible for one's own learning	GLO 2: Community Contributor The understanding that it is essential for human beings to work together	GLO 3: Complex Thinker The ability to demonstrate critical thinking and problem-solving strategies
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These marks denote how frequently the student demonstrates these GLOs.						
GLO 1: Self-Directed Learner The ability to be responsible for one's own learning						
GLO 2: Community Contributor The understanding that it is essential for human beings to work together						
GLO 3: Complex Thinker The ability to demonstrate critical thinking and problem-solving strategies						

	GLO 4: Quality Producer The ability to recognize and produce quality performances and quality products
	GLO 5: Effective Communicator The ability to communicate effectively
	GLO 6: Effective & Ethical User of Technology The ability to use a variety of technologies effectively and ethically
	<ul style="list-style-type: none"> •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. •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. •The 21st CCLC Teacher Surveys were used to measure if students showed improvements in attendance, classroom participation, and behavior.
What is the timing of data collection?	<ul style="list-style-type: none"> •The attendance data were collected at the end of each term – summer, fall, and spring (cumulative) •The Project Director held meetings with the Site Coordinators and grant administrators 4-6 times a year. •The 21st 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 21st CCLC programs. •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.

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.

The student outcome data reviewed and presented below is reflective of the 21st 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.

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

- 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 21st CCLC Program Manager's approval from (STB) was forwarded by Christina Shioi, Complex Academic Officer, to CEB. The revision is reflected in the budget.
- The program has not found another .5 FTE Office Assistant (salary cost shared with Campbell Complex's 21st CCLC grant) since March ~~30~~, 2018 and the position is currently vacant.
- We would like to offer additional activities that weren't stated in the approved application that still falls under the objectives in the grant application
- The following sites have expanded their program hours by adding morning programs:
 - Kapolei Middle - reading/math support
 - Makakilo Elementary – Morning MakerSpace
 - Mauka Lani – dance
- 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, Kapolei 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?

- All classes were quite successful at the middle school site. Last year, we had such a large number of families/students who applied to enter into programs, much more than we could enter due to the number of tutors we had offering programs. Our tutoring programs did a wonderful job of engaging students in programs because of the hands-on team and individual activities.

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

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)
Barbers Point Elementary School	94%
Kapolei Elementary School	90%
Kapolei Middle School	98%
Makakilo Elementary School	30%
Mauka Lani Elementary School	99%

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

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior
Barbers Point Elementary School	90%
Kapolei Elementary School	90%
Kapolei Middle School	93%
Makakilo Elementary School	33%
Mauka Lani Elementary School	99%

KPI Objective 1 Discussion

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

Objective 1.1 established an overall rate of 75% would improve homework and the actual was 82.2%. This level is significantly above the objective and if you discount the anomaly of Makakilo, the rate is exceptional. The rate expressed for Makakilo warrant a deeper examination into the use of the instrument, the number surveyed or rate of response to assess the validity of the response. The number of students served and regular program participants were certainly sufficient to provide a valid data set. 81% of respondents indicated improvement in behavior, again well above the objective criteria and exceptional except for Makakilo. The consistency here causes the evaluator to be suspect of the Makakilo data as previously described. The factor listed below when queried could be what occurred disproportionally at Makakilo. This is an excellent area to focus on and learn from.

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: 21st 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)
Barbers Point Elementary School	Yes	Yes	Yes	Science Club, Robotics, Math Tutoring
Kapolei Elementary School	Yes	Yes	Yes	Grades K-5 Tutoring (Reading and/or Math), Robotics
Kapolei Middle School	Yes	Yes	Yes	Math Club, Reading, Creative Writing, Tech Hui
Makakilo Elementary School	Yes	Yes	Yes	Dimension U Math, Reading
Mauka Lani Elementary School	Yes	Yes	Yes	iReady, DimensionU Math, STEM, Makerspace

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)
Barbers Point Elementary School	Yes	No	No	No	Yes	Homework Assistance, Ukulele Club, Art Club,
Kapolei Elementary School	Yes	Yes	No	No	Yes	Homework Assistance, Basketball, Drama, Siblings Club, Track, Physio-Yoga, Brain Games,

						Yoga and Zumba
Kapolei Middle School	Yes	Yes	Yes	Yes	Yes	Homework Assistance, Saturday School, History Day, Volleyball, Golf, Early ACT Club, Dance
Makakilo Elementary School	No	Yes	No	No	Yes	Homework Assistance, Morning Makerspace, Basketball
Mauka Lani Elementary School	Yes	Yes	Yes	No	Yes	Homework Assistance, Morning Dance, Arts and Crafts, Community Service, Hip Hop, Hop Scotch, Cheer, Sibling Club, Basketball, Soccer, Drama, Homework Club, Strength and Conditioning, Volleyball

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.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Barbers Point Elementary School	64	Barbers Point Elementary's Family Day - Showcasing what the students' learned during the 21st CCLC programs
Kapolei Elementary School	345	Family Discovery Night at Kapolei Elementary School on Feb. 8, 2018.
Kapolei Middle School	431	Kapolei Middle had curriculum nights where their families did fun and interactive lessons in Social studies and English as well as another night for Math and Science. Early Act Club had students and parents help beautify the campus.
Makakilo Elementary School	148	Family Makerspace Day - Makakilo Elementary The Advisory Council initiated career exploration/dream building-goal setting experience; ie. elementary school students + parents to a behind-the-scenes tour of California Pizza Kitchen.

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Mauka Lani Elementary School	388	Family Discovery Night at Mauka Lani Elementary School on Dec. 1, 2017

Parent/Family Services Discussion

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

Since our 21st 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 Kapolei Complex students and their families on Jan. 22, 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 21st CCLC Kapolei Complex schools for this event. The parents' feedback was overwhelmingly positive for this first time events 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.

Kapolei High's Culinary Arts students prepared a Hawaiian lunch for our families for Kapolei Complex's event The Kapolei High MCJROTC cadets helped to ensure that the families were escorted to/from the train and assisted their groups during the station activities.

Listed below are other large family and community engagements events that were held:

- Family Discovery Night at Mauka Lani Elementary School on Dec. 1, 2017
- Family Discovery Night and at Kapolei Elementary School on Feb. 8, 2018.

On average, 300+ people attended the individual school events. Our community partners (e.g. Bricks 4 Kidz, Leeward Community College, and UHWO) participated in these events and their staff members and/or students facilitated at the tinkering stations. Kapolei High's MCJROTC students assisted at the various stations and interacted well with the students and their families. The feedback from the parent surveys was positive with the majority (98-99%) of the respondents reporting that they enjoyed the activities and felt that they'd attend future family engagement events.

- Kapolei Complex's Family Discovery Night at Kapolei Middle on March 29, 2018

For the Kapolei Complex event, the project director worked with a team of people including Point of Contacts from six schools, Parent Child Networking Facilitators (PCNCs), site coordinators, over 80 JROTC cadets from Kapolei High School and Campbell High Schools, Kapolei High Robotics team, and numerous staff members and adult volunteers from all Kapolei Complex schools. We received generous donations from our community partners (e.g. California Pizza Kitchen, Pacific Grace Company, etc.) as well. Elementary students from a community halau and Kapolei Middle Schools provided entertainment during the program. After dinner, the students and their parents explored and discovered together at 35 hands-on tinkering stations. Once again, this event was successful and it was attended by over 800 people.

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

Although the Kapolei 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 events are held during the evening, families would appreciate if refreshments were served during these family engagement events.

An element of learning from these events is to understand that the communities served by these centers are responsive to such offerings. Given the strong empirical data linking improvement to family involvement at the local level, it may be advisable to utilize family programming at higher frequencies at the local levels. The matter of using program dollars for providing refreshments at an event is highly interpretative and allowable where it is part of the curricular program.

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

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.

Center	Number of hours per week services offered during the school year	Number of hours per week services offered during summer and holidays
Barbers Point Elementary School	3	0
Kapolei Elementary School	6	16.25
Kapolei Middle School**	13	0
Makakilo Elementary School	9	25
Mauka Lani Elementary School	14.5	30

**Kapolei Middle is a year-round multi-track school.

[Key Performance Indicators (KPIs) – Objective 3]

Objective 3 - 21st 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 21st 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

Objective 4.1: Participants in 21 st 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
Barbers Point Elementary School	73%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Kapolei Elementary School	79%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Kapolei Middle School	33%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Makakilo Elementary School	75%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Mauka Lani Elementary School	85%	✓	<input type="checkbox"/>	<input type="checkbox"/>

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

Objective 4.2: Participants in 21 st 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
Barbers Point Elementary School	50%	✓	<input type="checkbox"/>	<input type="checkbox"/>

Objective 4.2: Participants in 21 st 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
Kapolei Elementary School	62%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Kapolei Middle School	35%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Makakilo Elementary School	52%	✓	<input type="checkbox"/>	<input type="checkbox"/>
Mauka Lani Elementary School	36%	✓	<input type="checkbox"/>	<input type="checkbox"/>

KPI Objective 4 Discussion

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

The HIDEOE required 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 21st 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 HIDEOE'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](#).

- Objective** - State the specific measurable objective
- Measure** – state the type of data collected to measure this objective
- Results** - Summarize evaluation findings related to this objective
- 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</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students</i>	<i>Met</i>

<i>level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.</i>		<i>meeting standard in 2017-18 was 9% compared to 15% in 2016-17</i>	
1.1 Participants will show improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors	At least 75 % of RPP will turn in homework on time and participate in class	Overall – 82.2% Barbers Point Elem - 94% Kapolei Elem - 90% Makakilo Elem - 30% Mauka Lani Elem - 99% Kapolei Middle - 98%	MET
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.	100% of centers will offer academic assistance in Reading and/or Math.	Exhibit 13 above details the activities offered with sufficient indication that assistance was indeed given at all locations within Reading & Math	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.	100% of centers will offer enrichment and support activities, such as those that address social/emotional issues and high risk delinquent behaviors.	Exhibit 13 above details the activities offered with sufficient indication that assistance was indeed given at all locations that would address social/emotional issues and high risk delinquent behaviors	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.	85% of centers will collaborate with individuals and organizations within the community to plan and implement the program.	Section 3.G.9 demonstrates partnerships in each location exceeding the 85% standard desired, which includes the Complex itself as the largest individual partner for each Center.	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.	85% of centers will offer services to parents and family members of students enrolled.	Overall – 1,376 family members served Barbers Point Elem - 64 Kapolei Elem - 345 Makakilo Elem - 148 Mauka Lani Elem - 388 Kapolei Middle - 431	MET

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.	75% of centers will operate at least 12 hours per week on average during the school year and in the summer.	Overall – 9.1 average hours/week Barbers Point Elem - 3 Kapolei Elem - 6 Makakilo Elem - 9 Mauka Lani Elem – 14.5 Kapolei Middle - 13	Not Met
3.1 High-need communities: 100% of centers are located in high-poverty communities.	100% of centers will be located in high-poverty communities.	As a federally granted program this question is principally answered with grant reception as socio-economic standard must be demonstrated in the grant application process. The level of program participants served that qualify for Federal lunch assistance is below. Barbers Point Elem – 52% Kapolei Elem – 39% Makakilo Elem – 34% Mauka Lani Elem – 46% Kapolei Middle – 45%	MET
4.1. Participants in 21 st CCLCs will demonstrate academic improvement in Reading and/or Math.	70% of students participating in the afterschool program will increase scale scores on Reading and/or Math by 10% over the baseline by the end of each school year.	Section 4.B.4, Exhibit 16 demonstrates the collective and individual performance of each Center in both Reading and Math improvement from Fall to Spring: <u>Reading/LA</u> Overall – 69% Barbers Point Elem – 73% Kapolei Elem – 79% Makakilo Elem – 33% Mauka Lani Elem – 75% Kapolei Middle – 85% <u>Math</u> Overall – 47% Barbers Point Elem – 50% Kapolei Elem – 62% Makakilo Elem – 35% Mauka Lani Elem – 52% Kapolei Middle – 36%	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.

Six of the eight program objects are demonstrably met. Those objectives that have not been met are being addressed and corrected, such as time met per week.

Using homework as an indicator of progress in objective 1.1, significant improvement was made as demonstrated by the data presented. With sufficient data available to assess 4.1, it would be interesting to see a correlation between 1.1 and 4.1 on objective results aligned to homework completion in core academic areas. This may be a point of emphasis in the next program year.

The achievement of 2.1 and 2.2 demonstrate an effort to provide programming that is both aligned to identified student need balanced with student interest to provide proper levels of engagement. 24% of program participants became regular program participants overall, with rates varying between 10%-44%. 21st CCLC data would suggest that the higher the involvement of participant engagement the better the student will perform both behaviorally and academically. Those centers with exceptionally low RPP (Kapolei Elementary & Kapolei Middle) may want to find programming that is more engaging or offer engaging programming at higher frequency.

While the partnerships will be insufficient for sustaining a program of this magnitude, increasing and maintaining the community involvement at this level is certainly helpful. Objective 2.3 demonstrates partner involvement at an essential level for program and student success.

Achieving high rates of family involvement (2.4) is helpful to student success and encouragement provided to localize and increase the frequency where possible.

Hours of operation (2.5) is being addressed to provide a more stable program.

With all programs actively working with at least a third of their participants qualifying for F&R status, it would indicate that targeting high need based upon socio-economic status has been accomplished, reflective of 3.1.

The academic performance objective 4.1 indicates an increase of 10% over the baseline in Reading, Math or both. With 3 of the 5 centers achieving 75% or more, 60% of the centers affectively achieved this measure in either Reading or Math. The data would suggest a significant deficiency in academic performance universally in these 5 locations in relation to Math, indicating an opportunity for greater focus in this area.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

- Students enjoyed attending the enrichment classes.
- Students enjoyed the classes where they get to create something (Tech Hui, Creativity Club, Arts and Crafts).
- Hands-on activities and sports classes were popular.
- iReady is most popular by parents.
- Small group instruction and performances also encouraged students to participate.
- Students enjoyed participating in classes that offer community service.

- We've experienced tremendous success with our Summer Kick Start Programs for our incoming kindergarten students.
- We've also experienced great success with our family engagement activities that have a huge "Wow!" factor, are highly engaging and interactive, and offer hands-on and make and take projects.
- Community engagement activities that include student performances/products, food, and hands-on stations have been successful with families.
- Maker Spaces have 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.

4.C.2 Best Practices

- Provide schools with academic and behavior intervention supports for students.
- Engages their families and community partners in developing student relationships amongst peers, with teachers, and other adult mentors while exposing to enrichment activities and career explorations (ie. Advisory Council coordination of CPK visit) that they may not have access to.
- Provide additional instructional hours to support school efforts; ie. Kick Start and other summer programs that build foundations for next school year. General alignment listed below. 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.
- All 21st CCLC programs have integrated the state's General Learner Outcomes. 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. Some schools use the end of year scores to help create classes. The team may look at the beginning of the year scores to determine how much growth was made.
- The tutoring classes help students make gains in their reading and math. Students are helped with skills that they are struggling with in class. The enrichment classes target college and career readiness and provide students a place to learn about careers. They learn team building skills, communication skills, etc.

- The 21st CCLC morning programs address chronic absenteeism by increasing student participation in programs such as morning Makerspaces.
- Students are provided with additional support with their homework after school. Some students lack parental guidance/support at their homes.'
- Schools may offer more academic support and yet offer some "whole child" activities. The classes in the program are directed toward giving additional support for the lessons that are taught during the day.
- Activities are focusing more on the "whole child" for after school activities. The program helps students make connections to what they are learning in class to real world activities during the 21st CCLC afternoon classes.

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.]*

Several parent surveys were given at family engagement activities. Sharing results from two successful Kapolei Complex-wide family engagement events. Results from these events were 95% or more favorable. Survey results are below along with parents' comments about these complex-wide events.

Participation Numbers for Kapolei Complex Family Discovery Day at Lanikuhonua on Jan. 22, 2018

School	Total # Families	Total # Support Staff	Attendees by School
Barbers Point Elem.	21		54
Kapolei Elem.	17		45
Makakilo Elem.	20		44
Mauka Lani Elem.	21		48
TOTALS	79	45 (location specific data not available)	191

Kapolei Complex's Family Discovery Day Parent Survey - RESULTS

`Ewa Train Ride and Cultural Activities at Lanikuhonua Cultural Center

Monday, January 22, 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.	96%	4%	-	-	-
The `Ewa train ride was educational and enjoyable for my child(ren) and me.	87%	12%	-	1%	-
The activities at Lanikuhonua Cultural Center provided my child with new learning experiences.	94%	4%	1%	-	-
My child(ren) and I enjoyed spending time and working together.	94%	6%	-	-	-
I gained new information about the Hawaiian culture at this event.	87%	10%	1%	-	1%
The presenters and volunteers were professional and managed the group well.	91%	7%	1%	-	-
I would like to have more family engagement types of school events in the future. <i>Numbers were mistakenly not printed on the surveys. Results indicate numbers that adults wrote in or checked off in appropriate column. (This line was left blank for 20 surveys.)</i>	96%	4%	-	-	-
I would recommend this Family Discovery Day to my family and friends. <i>This line was left blank for one survey.</i>	99%	1%	-	-	-

What school does your child attend?

- Barbers Point Elementary = 18 families
- Makakilo Elementary = 16 families
- Kapolei Elementary = 15 families
- Mauka Lani Elementary = 18 families
- Kapolei Middle = 1 sibling

WHAT DID YOU LIKE BEST ABOUT THE FAMILY DISCOVERY DAY?

- The ipu making, cleaning out the rubbish
- All the cultural activities
- All
- My grandchildren liked the ipu making.
- Everything - this event was amazing!
- Learning activities with child and family members
- Train ride, ipu making, planters making center. In a nice place and clean
- Learning, making ipu, planters
- Hands on activities!
- No best. Great all around.

- Making ipu and train ride
- Spending time with my kids and learning about HI culture
- All in one was a very nice experience. My two girls had a great time.
- Ulu maika
- We liked everything.
- All hands-on activities included the whole family. . . the way it should be! MAHALO!
- The Ki'i Pohaku station
- Very educational, enjoyable and interactive
- The train ride and the activities
- I liked the mele ipu.
- EVERYTHING!! Every single activity was so enjoyable as an ohana . . . especially the Hawaiian cultural activities, working with the gourds and learning the hula noho!
- It was all enjoyable but the opportunity for my family to get away from technology and be a part of the 'aina.
- Seeing my daughter engaged and learning about new things. She enjoyed the ulu maika the best. It was our first time on the train and the info all about the area was interesting.
- Feeling of community and the experience of visiting Lanikuhonua ❤️
- Train ride and the Hawaiian cultural activities (everything) yes, and the food.
- Everything; games, activities
- The game was especially fun and challenging.
- Engaging, art, take home activities
- Everything was good. Thank you.
- Hands on Hawaiian values/history
- All the activities, it allowed parents to participate and interact with the kids.
- Being together with my kids, watching my kids have fun.
- Everything
- Everything!
- Learning about the Hawaiian culture and being able to bring the ipu home to keep.
- Ulu maika, the setting . . . BEAUTIFUL!!!
- The "hands-on" learning and activities.
- Learning the Hawaiian culture
- We enjoyed all the activities. Great time 😊
- The games
- Personally, I enjoyed the train ride, however, the entire day was educationally inspiring; the staff and volunteers superb, activities enriching, and lastly, the environ. a beautiful ending to a great day.
- Ipu making and games
- Hands on crafts
- My son got to learn more about his Hawaiian culture. Lunch was perfect!
- When we were playing ipu/all are good
- Riding train and making the ipu and game
- The ipu carving
- Ulu maika - actually the whole event!
- The activities (dad); Train ride (son)

- Everything
- Everything!
- It was all amazing!
- Ipu making and playing the ipu
- We actually liked all of them. All the activities are educational and new learning experience for me and for my son.
- Everything so busy with working nice to spend time with them.
- Involved the Kapolei Complex schools; cultural activities, including make and take; collaboration among staff; showcasing Kapolei High School culinary students and the Hawaiian studies teachers.
- The activities especially the Mele Ipu
- Sing the song
- Cultural learning
- We liked that it was outdoors in a beautiful setting. We enjoyed all the cultural activities and being able to do them together as a family.
- Making a ipu, being able to take project home
- Ipu making
- Ulu maika
- I liked everything, my son had fun, ipu making, and drawing.
- Hands on activities with my child. Train ride, activities, lunch, and refreshments made it a great day.
- All the makua and staff were knowledgeable, friendly, and engaging. It was nice to finally be able to visit Lanikuhonua and engage in some very meaningful cultural activities, since it's not very accessible to the public.
- I feel the event was well paced. Enough time to enjoy each activity. Not rushed and not bored. The event appeared to be well organized and cohesive. Staff/volunteers were friendly and helpful. Was nice to see different schools and community members working together.
- Ohana time learning our culture

PLEASE ADD ANY OTHER COMMENTS OR SUGGESTIONS.

- Great day for all!
- Awesome staff and volunteers
- Hard to hear presenters at times. We had a great time. Thank you very much!
- Should do this more often.
- Mahalo nui loa to all our Kupuna and Makua for sharing their mana'o and for everyone involved in organizing this day! What an amazing blessing for our ohana!!
- I hope that there will be more opportunities such as this.
- The Ulu maika could have been closer for the smaller kids.
- Mahalo nui loa to all volunteers and sponsors of this event. Very much appreciated. Possibly add more storytelling by Kupuna. Loved it! 😊
- My child had a wonderful time are grateful for this opportunity. 😊
- Awesome experience, glad my son and I were a part of this! Mahalo!!
- We had a great time! Mahalo nui loa!
- Best program!

- Snacks, activities for coloring
- Designate a leader for each group so that they can make sure the group stays together and knows where to go.
- Demonstration poi making, hawaiian food, taro or talk about
- Would love to do this again!!!
- Color organization could be a little better. When oli, make sure everyone can see presenter.
- If teaching Hawaiian, please pronounce or even read the words correctly!
- Mele ipu needs shades, it's HOT!
- Awesome cultural day.
- Thanks!
- My son and I loved ❤️ every minute of this awesome experience. I hope to be able to bring my other 6 kids someday.
- I've lived in Honokai Hale since 1966 - never set foot in Lanikuhonua until today! Wish we could include more community involvement . . . not just schools.
- As a disabled senior, it a great day. Can be helpful to have an electric cart to and from train. Much mahalo 😊
- Please have more events like this that include another siblings 😊
- The train speaker volume can be louder.
- Perfect!!!
- Continue this in the future.
- This has been the best field trip! Staff is amazing, volunteers too.
- More family games events
- Mahalo for having us. I wish (school's name has been omitted) explained more. You needed a response letter to come. We thought we were good to come. So, mahalo for letting us join!
- Good timing, great organization with great people
- Thank you!
- Awesome
- You guys should do this all the time.
- Jenn, our guide, was really helpful.
- Thank you for this experience!
- Mahalo for giving back
- Open it up to more students, giving more opportunity
- Thank you for this. We should have more family days like these.
- Continue with this kind of family activity in the future. Thank you all to those who took part coordinating and helping make this event possible!
- Great for the 1st
- The length of the activities were just right for the most part. Ulu maika activity seemed a bit long, so maybe it could be split into 2 games to make the time go by quicker. Thank you so much for a great day!!

Kapolei Complex's Family Discovery Night Parent Survey

Thursday, March 29, 2018, 4:30 - 8:00 p.m.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The Family Discovery Night activities were engaging and provided “hands-on” learning.	83%	17%	-	-	-
The activities at the Family Discovery Night provided my child with new learning experiences.	81%	17%	2%	-	-
My child(ren) and I enjoyed spending time and working together.	85%	14%	1%	-	-
I would like to have more family engagement types of school events in the future.	87%	10%	1%	1%	1%
I would recommend this Family Discovery Night to my family and friends.	83%	14%	2%	-	1%

126 surveys returned

WHAT DID YOU LIKE BEST ABOUT THE FAMILY DISCOVERY NIGHT?

- Fun family night together, trying new STEM activities
- Everything (7)
- The Squishy Polymers (4)
- Hands-on (19), being able to take home projects(16)
- Activities for entire family (4), families can work together and enjoy.
- Cool experiences
- I loved the parent/child interaction (14), working together to create new work.
- The amount of activities to choose from, and for FREE!
- Even though it was hot and squishy, we didn’t need to walk from building to building - conveniently all around cafe.
- Marbled paper and fidget spinners(3)
- He loved so many of the activities. Wanted to do the Ice Cream, but they ran out. But being exposed to it here, we can try at home. I liked the Lava Lamp (3).
- Scribble Bot (5)
- Robot with battery and Hand Paint
- Lots of activities. Educational and inspiring STEM lessons, and flyers regarding activities
- Variety of activities/stations (21)
- Everything, but the heat
- Educational, but so much fun! (2)
- Being able to try new things and expose her to new things
- Coding and Programming (4), various STEM
- All the different centers, the amount of time (2)
- Rocket (2), launch rockets
- Ozo bots (6), great interaction with activity facilitators

- Loved the robots!! (4)
- Robotics (6), Kapolei Robotics Team, robotics for younger children
- Snow (4)
- Experiments
- Everyone was busy, engaged in activities (2)
- Activities for all ages and gender
- Watching my daughter learn
- Glue Art
- Activities were thoughtful, and food truck was great (1)!
- Lots of fun things (5)
- No school tomorrow
- Fun and learning environment (2)
- Kids were excited to play and engage in the different stations.
- Watching the children eager to learn new things
- Friendliness/helpfulness of volunteers (2)
- Wooden bead sculptures
- Ice Cream (3)
- Engaging projects
- The Aloha spirit
- Activities were easy to participate and learn.
- Flyer
- Wind tunnel
- Light Brite
- Creative
- How organized everything was!
- Magna Tiles

PLEASE ADD ANY OTHER COMMENTS OR SUGGESTIONS.

- Space, but I know it was the biggest venue in Kapolei. Maybe if able, set tents up on grassy area to spread out activities to make less crowded.
- This was excellent. Would be great outside, more space.
- Maybe better flow of movement.
- The volunteer students were great.
- Have registration be sooner to activities. Also, the food trucks were VERY expensive, especially for a full family, more notice of their prices.
- Great job staff
- Having more fun activities with family and friends
- It was fun, engaging, time well spent with my children. You should do that every year - Thank you.
- Children loved the activities, especially being able to take it home.
- Water to purchase at various places, more trash receptacles
- Air conditioner 😊 (3)
- Have people reinforce no cutting allowed when waiting for an activity. Placing activity stations in the classrooms, not as crowded (3).

- Do a passport system to ensure that all kids have a chance to do activity.
- Play music in background, speakers outside, entertainment outside.
- Thank you. Mahalo nui 💖 (7)
- Amazing evening.
- My child really enjoyed himself, and was very engaged.
- Awesome fun for the family! (5)
- Thank you for all your hard work!
- All of the staff was super nice. We had a great time.
- I couldn't tell where the stage was, or who was speaking. Can you make it more visible?
- Excellent! (3)
- Overall, enjoyed ourselves as a family. (2)
- Hope to do it again soon. (2)
- My kids are in elementary and learning to share and that station was not helpful with that.
- Your sound system needs help. Could not hear near the food trucks.
- Some stations had a longer wait time.
- Remind food trucks to bring more drinks.
- Wish we had more time to explore and do all activities. (2)
- More family events, longer activity time (2), maybe do on a weekend?
- Great event. Well organized. Thanks to all the volunteers. (2)
- Recycling bin - lots of 5¢ bottles thrown away.
- It was a fun filled night - dinner and activities!!
- I noticed that when signing up for the activity, that it was for school-aged children only. I wish the school-age children only policy was better enforced. Maneuvering around in the cafe was made more difficult with all the strollers/wagons. Maybe use wristbands next time. 😊
- Pleased to see the variety of hands-on booths that engaged a wide age range of people, not just children, but parents, too!
- All good! Awesome!(5)
- Good learning opportunity.
- Thumbs up.
- Food trucks - great idea (3)
- Food trucks were slow with orders, perhaps a few fast food options. Pizza sellers were good option.
- We love STEM and school activities.

Mauka Lani's family engagement Survey Question:

"What did you like best about the Family Discovery Night?"

"You get to see your child's creativity and how they get through trial and error."

"Love it! Perfect to increase love of learning for kids and families."

"Everything...the bonding...especially the discovery of things we can use everyday! It's science!! Loved it!"

"It was a great way to interact and do things that I as an adult never did before."

"It's the thought of bringing families together, getting to know our kids' friends and their parents. The kids loved the kinetic sand and the balloon racer cars. AWESOME ACTIVITY for families!"

"Very entertaining for the kids. Required them to use their mind and imagination."

"Being able to do the activities with our children and watching the kids' faces light up when the things they made worked. I think that this event was a success. :-)"

"The activities allowed for both child and parent interaction. The volunteers were excellent!"

"Coming together with other community families for a family night. Positive environment with discovery. Thank you again for a fabulous night."

"The beauty of this (event) is that kids who don't normally speak to each other in school are interacting with each other." (PTO member)

"Nothing but positives tonight!" (Mauka Lani teacher)

"Can we have this every month?" (Mauka Lani student)

"I think the parents are having more fun!" (Mauka Lani grandparent)

"I got to make a "llama"(lava) lamp." (preschool student)

"This was the best night of my life!" (vendor's child)

"My son is in special education. And yet these activities are perfect for everyone!"

4.C.4 Pictures

Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress.



Congratulations to Mauka Lani for a successful Family Discovery Night event last Friday. The turnout was fabulous and many families attended despite the heavy Friday night traffic! It was such a wonderful event that brought everyone together and it was so gratifying to see students, parents, staff members and volunteers smiling, laughing, and having a great time! It was joyful learning at its best and a wonderful way to build happy memories by having families spend quality time together.







Way to go Mauka Lani! Mahalo to Principal Izumi and to his awesome staff for putting together this wonderful event!

Mahalo to Principal Shinkawa for your support! Special thanks to Colonel Seal and his Kapolei High Marine Corps JROTC cadets and to the Anime and Leo Club teachers and student volunteers for your time and for helping to make this event a success!



Nearly 30 families attended Barbers Point Elementary's Family Sharing Day on 12/7/17!

Students and families gathered around the Robotics Challenge field engaging in discussion and testing out the student-created robots to see which robots could collect the most points (colored rings). Students shared the Engineering Design Process and reflected on their robotics experiences with their families.



Robotics students working on the design step, Evaluate: Students had conversations about what could be improved about their robots. Here they are pictured making their selected modifications as a team.



K-2 art students presented their various art projects to their families in a small gallery in the classroom. Way to go Barbers Point Elementary!!!

5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

Sustainability is not discussed in the approved grant.
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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?
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- | |
|--|
| <ul style="list-style-type: none">•An Advisory Council was formed and the project will continue to move forward with their plans to offer family field trips to various business to hopefully spark students' interest in future careers. Makakilo offered their first family field trip to CPK in Kahala.•The Advisory Council will continue to help build community partnerships to support and further develop Kapolei 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 graciously offered (free of charge) the use of their facilities at Lanikuhonua Cultural Center to engage in cultural activities. Mauka Lani has expressed interest in having a "Mele by the Sea" family engagement event this year at Lanikuhonua Cultural Center. One of the kupuna from our complex schools has also expressed interest in taking the second grade students to Lanikuhonua for a field trip.•Pursue other funding sources before the grant expires. Campbell-Kapolei Complex Area has 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. Kapolei Complex schools can help fulfill that part of the DoDEA requirement by using Title I and WSF funds and continue to 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. |
|--|

- 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. (Plans were implemented last school year based on the sustainability plan that was proposed during the previous year.)
- The project has a great partnership with the JROTC program at Kapolei High. They 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. The project director has worked with other complex staff members who coordinate the DoDEA and Title I grants and CTE program to offer additional family engagement activities.
- The project director has worked with Kamehameha Schools' community engagement leads, Campbell Estates, CK's PCNCs, and Leeward District Hawaiian Studies programs to put together two complex-wide family engagement events. 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 the programs. It is anticipated that these types of family engagement activities will continue once the grant expires. (A total of three complex-wide family engagement events were offered and several grant schools offered their own family engagement activities last school year.)
- The CK complex area grant writer wrote a grant proposal to purchase band instruments to form an afterschool elementary school 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 and they're willing to help teach an after school band at the elementary school level.
- 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 after school 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 continued 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. (This plan was implemented last year. We had UH West O'ahu education majors teach enrichment classes at Makakilo Elem. school.)

- Kapolei High's robotics students have served as mentors for our robotics team from Kapolei Middle school.
- One of Leeward Community College's staff members came out to share his wooden gears or "drawing machines" (similar to Spirographs) at a tinkering station during Mauka Lani's Family Discovery Night.
- We've also been in touch with a professor (who used to work at Mauka Lani) 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.
- One of our Kapolei Complex's 21st CCLC robotics teams went to the national championships and we were able to combine 21st CCLC funds with other funding sources to help send our teams to the competition. We anticipate that our robotics programs (e.g. VEX, SeaPerch) will continue once the grant ends.

What community partners have been added?

- New partnerships have been formed with Kamehameha Schools, Dimension U, Kapolei 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, KUPU, and Center for Tomorrow's Leaders

6. Conclusions and Recommendations

6.A CONCLUSIONS

Students served by the Kapolei programs received multiple opportunities that may have led to improved behavior and academic improvement. With six of eight performance objectives demonstrating achievement, and one of the two remaining being 1% below the benchmark, it would appear that the program largely performed in accordance with the approved objectives, less the hours of operation.

As stated in the executive summary, the coordination between the program's effectiveness, time offered, programming and staffing are all significantly interrelated. With the program organized with the intent of affecting the behavioral and academic aspects of a child's life, aligned to the objectives set forth respectively from the FDE through the local program, the data would support that this program has been effective in their efforts as measured by the benchmarks set forth in the grant application and approved by the oversight component of the SDE.

6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

- Review the recommendations provided in the executive summary.
- Forming community partnerships with various organizations
- Working with the schools' PCNCs 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

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 21st 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 21st CCLC staff, the hard copy will be filed in the centers' 21st 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