

**Nānākuli Complex Subgrantee
CCLC External Evaluation
2016-17 School Year**

Period Covered: 6-5-16 to 5-26-17

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by:

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EXECUTIVE SUMMARY

The Nānākuli Complex CCLC grant was submitted on behalf of three schools: Nānākuli Intermediate, Nānākuli Elementary School Nānaikāpono Elementary School. The two elementary schools serve students in grades K-6 and Nānākuli Intermediate serves students in 7-8. At Nānākuli High and Intermediate (NHIS), After School All Stars (ASAS) provides the after school services. The target population is disadvantaged students (eligible for free/reduced lunch) with those in need of additional academic support.

The overarching project goal is: The Nānākuli Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-12, who are enrolled in three high-poverty and low performing schools. In addition to the federal performance indicators, project objectives include:

- 50% of regular program participants in ASAS & STEM Clubs achieve teacher-reported improvement in: turning in homework on time; classroom participation; attending class regularly and student classroom behavior and
- 60% of participants will have improvement in reading and math.

Services provided included STEM, literacy, arts and physical activities. Some of the findings are:

- 278 total students participated
- There were 663 incidents of family participation
- 56% of the students served are eligible for free/reduced lunch
- Each site had 3 or more partners
- Of all regular attendees that needed to improve their math grade 68% did improve

Based on the evaluation results, the following recommendations are made:

1. Ensure that all data are collected on the student data form (Form E). It might be helpful for the coordinator to sit down with each site and ensure that they follow the instructions provided with the form.
2. Ensure that all schools with regular attendees distribute and collect teacher surveys.
3. Work to have more students participate for 30 days or more.
4. Communicate with classroom teachers regularly to determine student needs and target instruction to help students improve their grades in reading/ELA and math.
5. Encourage increased parent participation at the elementary schools.
6. It would be useful to incorporate some instruction in reading/language arts into STEM activities.

PROGRAM DESCRIPTION

Origin of the Program

The Nānākuli Complex CCLC grant was submitted on behalf of three schools: Nānākuli High and Intermediate, Nānākuli Elementary School and Nānaikāpono Elementary School. The Nānākuli complex schools are located on the Leeward coast of Oahu, a largely rural area about 35 miles west of Honolulu. The area experiences high poverty, high unemployment, high numbers of homeless individuals and families and low academic achievement.

The Leeward Coast has the highest concentration of Native Hawaiians of any community in the world. The majority of students are of Native Hawaiian ancestry with many that are of Asian and Pacific Islander descent. The two elementary schools serve students in grades K-6 and Nānākuli High and Intermediate is serving students in grades 7-8. The target population is disadvantaged students (eligible for free/reduced lunch) with those in need of additional academic support.

Project components include:

After School All Stars (ASAS) Hawaii, a comprehensive after school program for middle school students to help them achieve in school and life in grades 7-8;

STEM programs, after school programs that cultivate love to learning and improve proficiency in math and science skills in grade K-6; and

DimensionU, an interactive educational gaming tool that will improve students' attitude toward school and academic proficiency for all students, grades 2-10.

STEM classes engage students with hands-on activities that encourage students to think critically and creatively. They include environmental service learning projects and annual Robotics competition. STEM activities are intended to supplement and complement classroom instruction.

Goals of the Program

The overarching project goal is: The Nānākuli Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-12, who are enrolled in three high-poverty and low performing schools. In addition to the federal performance indicators, project objectives include:

- 50% of regular program participants in ASAS and STEM Clubs achieve teacher-reported improvement in: turning in homework on time; classroom participation; attending class regularly and student classroom behavior and
- 60% of participants will have improvement in reading and math.

Clients involved in the program

The following provides demographic information on project participants.

Nanakuli Demographics

	Number of Students		
	Nānākuli El.	Nānaikāpono	Nānākuli HIS
Kinder	9		
1 st grade	7	1	
2 nd grade	6	2	
3 rd grade	13	2	
4 th grade	26	1	
5 th grade	24	1	
6 th grade	17		
7 th grade			85
8 th grade			83
9 th grade			1
Race			
American Indian or Alaskan Native			
Asian			10
Black or African American	2		4
Hispanic or Latino			
Native Hawaiian or Pacific Islander	100		149
White			2
Two or More Races			
Data not provided		7	4
Gender			
Male	50		75
Female	52		94
Data not provided		7	
Population Specifics			
Students with limited English Language Proficiency			7
Students eligible for free/reduced lunch	Not provided	Not provided	95
Students with special needs			30
Family members	6		655

At NHIS, 56% of the students served are eligible for free/reduced lunch. The two elementary schools did not provide free/reduced lunch data and did not report any students with special needs or limited English proficiency. The total number of students served was 169 at NHIS; 7 at Nanakaipono; and 102 at Nānākuli Elementary for a total of 278 student participants .

Attendance Where possible, the intent of CCLC is that students attend for at least 30 days. The following provides the attendance figures by number of days and school:

Number of Days Students Attended by School

	Nānākuli El.	Nānaikāpono	Nānākuli Int.
Attended less than 30 days	77	7	55
Attended 30-59 days	25		39
Attended 60-89 days			30
Attended 90+days			45

Both Nanakuli Elementary and Nanakuli High and Intermediate had students that were regular attendees (attended more than 30 days). At NHIS, 67.5% attended for 30 days or more and at Nanakuli Elementary, 24.5% attended for 30 days or more.

Characteristics of the program materials and resources

The CCLC at each site offered a variety of activities that included academic instruction and support. At Nānākuli Intermediate, activities included a variety of sports such as basketball, soccer, volleyball and softball. In addition arts and music activities were provided at all three sites.

The materials used included the classroom materials used during the school day for homework help and tutoring, DimensionU math video game program to teach/reinforce math skills and Aquaponics to teach/reinforce STEM skills. Schools made available classrooms at the site, use of computer lab when needed, and use of the sports field at Nānākuli Intermediate. ASAS brought some of their resources to contribute to materials available at the intermediate school.

Activities Schedule Each school developed an activities schedule and hired staff to provide the services. The following tables provide the activities schedule for each of the schools:

Nānākuli Intermediate School Activities Schedule

Activity	# of days per week	# hours per Day	Average # participants	College and Career Readiness?
STEM	4-5	1	30+	yes
Literacy	1-2	1	30+	yes
Tutoring	1-2	1-2		
Homework Help	5	1-2	30+	yes
Physical Activity/Sports	5	1-2	30+	no
Entrepreneurship	1	<1	30+	yes
Arts and Music	5	<1	30+	yes
Community Service	Once/week	1-2	30+	yes
Drug Prevention	Once/term	1	30+	yes
Youth Leadership	Once/term	1-2	30+	yes

Nānākuli Elementary School Activities Schedule

Activity	# of days per week	# hours per Day	Average # participants	College and Career Readiness?
STEM (Aquaponics, gardening)	3	1-2	30+	yes
Music	2	1-2	20	no

Nanaikapono Elementary School Activities Schedule

Activity	# of days per week	# hours per Day	Average # participants	College and Career Readiness?
STEM	2	1	30+	yes
Literacy	2	1	30+	yes
Arts and Music	2	<1	30+	yes

Attendance data provided did not necessarily match the intended number of participants at Nanaikapono.

Family Engagement. Schools are expected to provide family engagement activities. NHIS had extensive parent participation reporting 655 which includes the total times of participation by a

parent and at Nānākuli Elementary, 8 parents participated. The elementary schools should design some activities to increase family participation.

Procedures. The project coordinator provides each site with a notebook that has all of the grant requirements, HDOE requirements and evaluation instruments to be used. She meets with the site staff regularly to provide additional information, answer questions or troubleshoot any challenges that arise. She provides the data collected to the evaluator quarterly. The evaluator provides a folder with the evaluation instruments, instructions and timelines.

Each site follows school procedures with attention to student safety at all times. Students have to sign in and sign out before leaving under staff supervision. Each coordinator is given emergency procedures and the administration contact information. Any emergency medical data is kept by the site coordinator and parents are asked to provide any medical information that the staff may need to be aware of. Parents are given the schedule with pickup times and provided with contact numbers.

Administration. The project is administered complex wide by Keoni Inciong, the project director. He makes regular site visits and meets with project staff to review progress and needs. Honey Dung serves as the project coordinator, working with all three sites to ensure that procedures are followed, data are collected and the program resources are available. Each site has a designated site coordinator that oversees the daily CCLC activities. ASAS administers the subcontract for Nanakuli Intermediate School and works with the project director and evaluator to make sure all procedures are followed and data are available. Site administrator(s) provides the site general oversight to work with the site coordinator should any site concerns arise.

Partners. Each site has some established partners. Nānaikāpono partners with Kamemeha Schools, the Boys and Girls Club of Hawaii and Safe and Civil Schools. Nānākuli Elementary works with Nānākuli Homestead Association, Schofield Military group, Hope Chapel, the Waianae and Kapolei Rotary Clubs, Hawaiian Electric, Big Brothers and sisters, INPEACE, Keiki Steps, Koolina Golf Club. After School All Stars is a subcontracted partner at Nānākuli Intermediate. The other school partners are METS, PAL, WCCHC, Girl Scouts and ASAS has existing partnerships that they bring with them to the sites they serve as appropriate. Those include: Active Hawaii, American Lung Association, Be a Jerk (tackling underage drinking), Department of Health Public School Nurses, HMSA, Hawaiian Humane Society, Ke Ola Mamo, Ma'o Farms, Makahiki Club, Parents for Public Schools, SOHI, and Waianae Coast Community Association. Partners may provide services, materials or advice for the CCLC program.

Staff and others involved in the program. Each site has a designated coordinator and staff including teaching and non-teaching staff. At Nānākuli Elementary, staff included six teaching staff and a coordinator provided as a match. At Nānaikāpono Elementary, staff included an administrator and three school day teachers. At Nānākuli Intermediate, services are subcontracted through ASAS and staff included a coordinator on site, six paid college students, and some volunteers (6 high school and 11 college students).

Time devoted by staff depended on their assignment. For staff providing CCLC services, they spent from 1-3 hours a day. Some activities were offered only twice a week while others were daily.

Project Monitoring. The project director conducts a quarterly walk through at each site to see the program as implemented and review site plans and interim reports. The Coordinator meets with project staff 2-3 times a month to review project documents, address any concerns, provide forms, provide training and ensure that data are collected when needed. The evaluator provides a data review to ensure that all data have been obtained and reflect services provided.

EVALUATION DESIGN AND RESULTS

Purpose. The purpose of the evaluation is to answer evaluation questions, determine if program is implemented as intended, determine objective progress, and provide any recommendations for program improvement. The evaluation is intended to provide an objective evaluation of objective attainment and program outcomes.

Evaluation Plan

Implementation Evaluation Plan. The evaluation plan was designed to collect data on student academic performance, fidelity in implementation of the grant, participation and participant satisfaction. The implementation evaluation plan addresses whether the activities were implemented on time, if project services were implemented as intended, if partnerships were in place, and if family engagement activities were provided. It is also designed to determine any challenges or barriers encountered and whether they have been resolved.

Outcome Evaluation Plan. The outcome evaluation addresses intended outcomes including academic achievement gains which will be determined with teacher reports and/or teacher survey, grades in reading and math and utilize any results obtained on the programs utilized such as the DimensionU. Other skills assessed include improvement in classroom behavior, homework completion, attendance, and volunteering in class which will be addressed by obtaining classroom teacher reports and utilizing a teacher survey.

In addition to determining project outcomes based on the project objective, data are collected on the number of regular attendees (30 days or more), total number of student participants, number of family participants and number of community partners. Each of the project participants (students and family members) will be asked to complete a survey that includes a rating scale on satisfaction with the variety of services offered, the usefulness of the services, perceptions of safety at the site, and open-ended questions where participants can add comments and recommendations for program changes.

The evaluation is designed to collect data on a quarterly basis where possible. There are quarterly meetings to discuss the data, identify strengths and any recommendations for improvement so that adjustments can be made in a timely manner. Feedback to the project director will occur at meetings and more formally in written reports. A yearly written evaluation report will be

provided to the project director and HIDEOE as well as be made available to principals, CAS and interested parties.

The following evaluation questions were provided to guide the evaluation and address performance indicators:

- How many regular participants have demonstrated improved academic achievement?
- Which core academic areas have been addressed in CCLC?
- What community partnerships have been developed and what does participation consist of?
- What services have been offered to parents and other family members and how many have participated in each service?
- For how many hours per week have the services been offered and for how many weeks in the summer and school year?
- How many regular participants have demonstrated improved behaviors in the areas of turning homework in on time, participating in class, attending class regularly, and in student classroom behavior?
- How many of the participants are eligible for free/reduced lunch?

Evaluation Schedule. The evaluation schedule indicates the data to be collected, method, timeline and responsibility. The following table provides this information:

Evaluation Schedule for CCLC

Data Collected	Method	Responsibility/Timeline
Student Achievement	Teacher Survey Teacher Reports	Evaluator/Spring yearly Coordinators/yearly
Student Behavior	Teacher Survey	Evaluator/Spring yearly
Satisfaction/Quality	Parent, student, partner surveys Observation rubric	Evaluator/Spring yearly Coordinator/each
Skill Acquisition	Program Reports	Coordinator/quarterly
Student Participation	Enrollment/attendance information	Coordinator/weekly
Family Participation	Sign-in logs	Coordinator/as occurs
Community Partner participation	List of partners and activities provided.	Evaluator/Spring yearly

Results of implementation. Through interviews and discussion with the project director and coordinator it was determined that each of the sites had implemented a CCLC at their site. The number of classes and number of participants at one elementary school was very limited according to data provided. It is hoped that this school is able to increase the number of participants in the 2017-18 school year

Results of youth and program outcomes. To determine student academic and behavioral improvement, a teacher survey was distributed and grades for 1st and 4th quarter in math and ELA were requested for regular attendees. The only school that provided the data was Nānākuli High and Intermediate. The following shows the results of the data provided.

Teacher reported Improvement (88 respondents)

Performance Indicator	Results
50% of regular program students will improve in classroom participation and homework completion	37.5% of students improved (increase of 7.2% over previous year)
50% of students will demonstrate improved behavior	31.8% improved (an increase of 9.1% over previous year.)

There was some improvement in each of these areas but still, it is below 38% improvement. Continued emphasis on homework completion would be useful.

Performance Indicator	Results
50% of regular program students will submit homework on time	27.3% improved (a decrease of 1.9% over previous year)
50% of regular attendees will attend class regularly	13.7% improved in attending class regularly. (increase of 4.5% over previous year.
50% of regular attendees will come to school motivated to learn	40.9% improved (a decrease of 23.5% over the previous year.
50% of regular attendees will improve getting along with others	26.1% improved (an increase of 13.8% over the previous year.

More students improved in general behavior than in getting along with others. It could be useful to focus on how to appreciate one another and get along with other students. None of these indicators were met but progress was made in all areas but 2. The greatest decrease was in coming to school motivated to learn. This is another area that could benefit from attention. It is also important that teachers of all regular attendees be given the survey to complete in order to get a more accurate picture of the areas that have improved.

Objective 2. 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

Indicator	Results
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.	Each of the centers is providing services in more than one core academic area.
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.	Each center offers enrichment and support in one or more area.
Community involvement: More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining	Each school has several partnerships that support CCLC
Services to parents and other family members: More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Two of the three schools reported family offerings and participation
Extended hours: More than 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 holidays.	Only one of the three schools offered CCLC services for 5 days a week for 3 hours resulting in 15 hours a week.

Each school has partnerships, provides services in more than one academic areas and enrichment and support in one or more area. The areas in need of attention are lengthening the time offered for CCLC and offering family activities.

Objective 3. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.

Indicator	Results
3.1 High-need communities: 100% of centers are located in high-poverty	Free Reduced Eligibility 2017: Nānākuli Intermediate: 73% Nānākuli Elementary: 75% Nānaikāpono Elementary: 98%

Each school has high poverty ranging from 73 to 98% of students eligible for free/reduced lunch.

Objective 4. Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

Only one school (NHIS) provided the results of student improvement in reading and math. The results are in the following:

Indicator	Results by Number of Days attended
50% of regular program participants with teacher-reported improvement in reading/language arts	30-59 days: 19% improved 60-89 days: 18.7%% improved 90+ days: 20.1 % improved
50% of regular program participants with teacher-reported improvement in math	30-59 80.9% improved 60-89 Math 68.2% improved 90+ Math 73.1% improved

Of all regular attendees that needed to improve their math grade 73.9% did improve. Only 19.7% of those needing to improve their reading/English skills did improve. Although there was an emphasis on math for CCLC, it would be useful to incorporate some instruction in reading/language arts into STEM activities. It is important that all schools with regular attendees report the grades so that improvement can be determined.

Whole School Results

While changes can not be directly tied to CCLC, it is possible for CCLC to have some impact on students skill proficiency. The following table shows the results for the whole school in math, English and Science proficiency compared to the baseline year (2014-15).

HI Statewide Smarter Balanced Assessment-%Proficient

School	Subject	2014-15	2015-16	2016-17
Nānākuli Elementary	Math	30%	37%	36%
	English	18%	26%	26%
	Science	12%	7%	41%
Nānākuli High and Int.	Math	10%	8%	12%
	English	21%	18%	25%
	Science	7%	20%	11%
Nānaikāpono Elementary	Math	17%	17%	16%
	English	23%	23%	21%
	Science	32%	27%	27%

At Nānākuli Elementary there were gains over the baseline in all areas though results compared to last year were about the same in all except Science where there was a significant gain (from 12 to 41%). The emphasis on STEM in CCLC may be one contributing factor. At NHIS, there is a small gain in math English and Science from the baseline although science is down from the previous year.

Participant Satisfaction

Only one school provided the parent survey and there were only 3 respondents. Results are in the following table:

Nānākuli Intermediate Parent Survey Results (3 respondents)

ASAS/CCLC:	Agree	Agree%	Disagree	Disagree%
Is a safe place for my child	3	100%	0	0%
keeps me well informed about after school activities	2	67%	1	33%
provides quality activities that meet my child’s interests and talents, such as sports, dance, art, etc.	3	100%	0	0%
invites me to hoike or other events	2	67%	0	0%
motivates my child to do better at school	2	67%	0	0%
has helped improve my child's general attitude about school	2	67%	0	0%
has helped improve my child’s grades	2	67%	1	33%
staff are respectful and helpful	3	100%	0	0%
staff care about my child	3	100%	0	0%
Overall, I am very satisfied with ASAS in providing my child with a safe and supportive after-school experience	3	100%	0	0%

Due to the small number of respondents, it is not possible to draw general conclusions on this.

CONCLUSIONS AND RECOMMENDATIONS

Two of the three schools had a comprehensive program serving over 100 students. Nānaikāpono only reported 7 students. One concern for the evaluation is that some data were not provided. Demographic data such as ethnicity, free/reduced lunch status, special ed. status and ELL status are needed. In addition, the teacher survey was not administered at Waianae Elementary School for 30-day attendees. In the coming year it is important that all data are provided when needed. There was extensive parent participation at NHIS. The elementary schools would benefit from reaching out to families to participate in CCLC events.

- 19.6% overall improvement in reading/literacy for those that attended 30 days or more (a decrease from the previous year of 17.4%)
- 278 total students participated
- There were 663 incidents of family participation
- 56% of the students served are eligible for free/reduced lunch
- Each site had 3 or more partners
- Of all regular attendees that needed to improve their math grade 68% did improve

Recommendations:

1. Ensure that all data are collected on the student data form (Form E). It might be helpful for the coordinator to sit down with each site and ensure that they follow the instructions provided with the form.
2. Ensure that all schools with regular attendees distribute and collect teacher surveys.
3. Work to have more students participate for 30 days or more.
4. Communicate with classroom teachers regularly to determine student needs and target instruction to help students improve their grades in reading/ELA and math.
5. Encourage increased parent participation at the elementary schools.
6. It would be useful to incorporate some instruction in reading/language arts into STEM activities

Results utilized: Results will be shared with the project director, site principals, coordinators and partners. The project director will review with site staff to address recommendations and make plans for any changes needed.

Dissemination: The report will be distributed to sites to post on their website/to be shared with family members and staff, and to partners.