

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	12/12/2018
Grantee Name	Nanakuli Complex
Program Director Name	Keoni Incioq
Program Director Email	kinciong@nwcomplex.k12.hi.us
Evaluator Name	M. Betsy Bounds
Evaluator Email	Blb22@aol.com
Year of Grant	4

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Nanaikapono Elementary	K,1,2,3,4,5,6
Center 2	Nanakuli Elementary	Pre-k, k,1,2,3,4,5,6
Center 3	Nanakuli Intermediate	7,8

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

2. Executive Summary

The Nanakuli Complex applied on behalf of three schools on the Leeward coast of Hawaii, a largely rural area. The area is characterized by high unemployment, high poverty and low academic achievement. The median income is well below the state average and the percent of students eligible for free/reduced lunch is above 72% at all three schools (73% at Nanakuli High and Intermediate; 77% at Nanakuli Elementary; and 95% at Nanaikapono Elementary. The grades served at Nanaikapono were grades 4,5,6. At Nanakuli Elementary, the school served K-5 and at Nanakuli High and Intermediate (NHIS), grades 7 and 8 were served. The majority of students were Native Hawaiian or Asian/Pacific Islander.

NHIS had 10 partners and extensive family participation (605-suplicated count). All three schools offered STEM activities and arts and music enrichment activities. Nanaikapono and NHIS offered literacy, tutoring, and homework help. NHIS offered physical activities, service learning, drug prevention and youth leadership activities.

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. 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. The outcome evaluation addresses academic achievement gains and classroom behavior which will be determined with teacher reports and/or teacher survey, grades in reading and math and iResults data.

Complex aggregate results indicate fewer chronic absences for all CCLC students compared to non-CCLC students (even those that attended for fewer than 30 days) with those attending over 50 days having 0% chronic absences. Results are similar in the number of behavior incidents with all CCLC students lower than non-CCLC students in the number of behavior infractions. CCLC has a higher percent of students proficient on the SBAC in reading and math. Results were similar at the elementary schools but at NHIS CCLC students had the same percent proficient on the math test and a lower percent on the ELA SBAC test for CCLC students compared to non-CCLC students.

Teacher, parent and student surveys were distributed to the sites. Unfortunately, schools did not administer all surveys needed for the evaluation. This limits the information available to determine program success. The results for those surveys that were provided show the following:

NHI Student Survey:

- 95.1% of students feel safe in the NHIS afterschool program.
- 95.1% of students feel the NHIS afterschool tutoring/homework assistance session have helped to make them a better student.
- 85.4% of students feel their grades have improved and they have become a better student because of their participation in the NHIS afterschool program.
- 95.1% agree they enjoy the after school program.

Nanakuli Elementary Parent Survey

- 100% of parents agree or slightly agree that CCLC is of great benefit to their child.
- 58.3% of parents agree or slightly agree that the CCLC staff communicates with them about their child's progress.
- 100% of parents agree or slightly agree that their child is safe at CCLC.
- 100% of parents agree or slightly agree that their child learns more by participating in the CCLC.
- 92.3% of parents agree or slightly agree that their child is more interested in school as a result of their CCLC participation.

Conclusions: There is general satisfaction on the part of parents and students in CCLC for the sites that returned surveys. Survey returns were limited or not completed which limits conclusions based on them. There were some areas of significant difference between CCLC and non-CCLC students in chronic absences and behavior incidents with lower rates for CCLC students. NHIS was particularly successful in family engagement and obtaining partners to expand services. At NHIS, SBAC results were not significantly better for CCLC than non-CCLC students which may be an area to focus on in the coming year. CCLC students at Nanakuli Elementary and Nanaikapono had a higher percentage of proficiency than non-CCLC students in both reading and math.

Based on the results, the following recommendations are made:

1. Ensure that NHIS is targeting academic instruction to address students' needs. This could help to improve academic outcomes.
2. Work to distribute and obtain the surveys from all schools with a CCLC program (teacher, parent, student). This will help give a fuller picture of the program's success and needs.
3. Elementary schools need to provide opportunities for family participation and work to add partners that could help with sustaining the programming in the future.
4. A sustainability plan should be developed in order to continue afterschool and summer programming.
5. CCLC staff should work with classroom teachers to determine what the student needs to improve their grades and target instruction to those areas during tutoring and homework help.
6. Encourage students to attend for 60 days or longer where possible as those students have more positive outcomes.
7. Work to recruit more high-risk students to participate in CCLC.

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?

The Nanakuli Complex applied on behalf of three schools on the Leeward coast of Hawaii, a largely rural area. This is year 4 of the grant. A project director, Keoni Incioq oversees the administration of the grant. At NHIS, a subcontract with After School All Stars (ASAS) provides the services at NHIS. At the elementary schools, a site coordinator provides onsite coordination.

The Nanakuli Complex area is characterized by high unemployment, high poverty and low academic achievement. The median income is well below the state average and the percent of students eligible for free/reduced lunch is above 72% at all three schools (73% at Nanakuli High and Intermediate; 77% at Nanakuli Elementary; and 95% at Nanaikapono Elementary.

There was a previous CCLC grant that began in 2011-12 school year to serve the same schools with afterschool programming.

3.B. PROGRAM GOALS AND OBJECTIVES

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. | The overarching project goal: The Nanakuli 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. |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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.	50% of regular program participants achieve teacher-reported improvement in: turning in homework on time	Teacher survey
	50% of regular program participants achieve teacher-reported improvement in classroom behavior	Teacher survey
	50% of regular program participants achieve teacher-reported improvement in attending class regularly	Teacher survey
	5 50% of regular program participants achieve teacher-reported improvement in classroom participation and homework completion	Teacher survey
	50% of regular program participants students will demonstrate improvements in reading and literacy as reported by teacher	Student grade reports
	50% of regular program participants will demonstrate improvement in math as reported by teachers	Student grade reports
	100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Activities schedule
	100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Activities schedule
	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	Partnership list
	More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Parent participation records
	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.	Center schedule
	100% of centers are located in high-poverty	Free/reduced lunch enrollment

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
Nanaikapono	62	22	k-6
Nanakuli Elementary	57	0	k-6
Nanakuli Intermediate	155	85	7-8
Subgrantee Total	274	107	

* Regular attendees are those who have attended the program for 30 or more days.

Attendance Discussion

The total number served at the three schools was 381 with 39.1% being regular program participants. At Nanakuli Elementary, there were no regular attendees. At Nanaikapono, 35.5% were regular attendees and at NHIS, 54.9% attended for 30 days or more.

3.C.2 Participant Characteristics

Exhibit 4: Characteristics of Students Served

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Nanaikapono	58	93.5%	6	9.7%	1	16%	30	48.4%	32	51.6%
Nanakuli El.	55	96.5%	4	7.3%	1	1.8%	31	56.4%	26	45.6%
Nanakuli Intermediate	87	56.1%	26	16.8%	2	1.3%	86	55.5%	69	44.5%
Subgrantee Total	200	73%	36	13.1%	4	1.5%	147	53.6%	127	46.4%

Exhibit 5: Race/Ethnicity of Students Served

Center	#	%	#	%	#	%	#	%	#	%	#	%
	AI/AN	AI/AN	Asian	Asian	NH/PI	NH/PI	Black	Black	Latino	Latino	White	White
Nanaikapono	0	0%	5	8.1%	52	83.9%	1	1.6%	0	0%	4	6.4%
Nanakuli El.	0	0%	0	0%	54	94.7%	3	5.3%	0	0%	0	0%
Nanakuli Intermediate	0	0%	4	2.6%	141	91%	1	0.6%	0	0%	1	0.6%
Subgrantee Total	0	0%	9	3.3%	247	90.1%	5	1.8%	0	0%	5	1.8%

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander.

3.D SUMMER AND INTERSESSION PROGRAMMING

Activities included STEAM activities-Engineering is Elementary Technology program

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
Nanaikapono	71	K-5
Nanakuli Elementary	52	K-6
Subgrantee Total	123	

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)?

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, Aquaponics to teach/reinforce STEM skills, the IMUA Academy aimed at 6th grade students to interest them in college and provide skill training. Some of the materials used were those used during the school day to help students with their homework.

3.E.2 Resources

Schools made available classrooms at the site, use of computer lab when needed, and use of the sports field at Nanakuli Intermediate. ASAS brought some of their resources to contribute to materials available at the intermediate school.

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.

Keoni Incioq is the Project Director for the Nanakuli Complex CCLC grant at no cost to the grant. At the elementary schools, each site has designated a coordinator to provide site supervision at the site, to schedule activities, ensure data are collected, and provide resources for the project. At Nanakuli High and Intermediate, After School All Stars provides the student services at the school along with their partners. In addition to paid staff, there are volunteers that assist the teachers/project staff in provision of services.

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
Nanaikapono	0	0	0	0	0	0	0	0	0	0	6	0	0	0	1	0	0	0
Nanakuli El.	0	1	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
Nanakuli Int	1	0	1	0	6	4	0	6	0	0	1	0	0	0	0	0	0	0
Subgrantee Total	1	1	1	0	6	4	0	6	0	0	10	0	0	0	0	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
Nanaikapono						8			
Nanakuli El						8			
Nanakuli HIS	15	5	5	2		10			
Subgrantee Total	0	0	0	0	0	0	0	0	0

3.G. PARTNERSHIPS

Partnership Data

Exhibit 9: Partners

Partner Contributions	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	
Raise funds		
Provide programming/activity related services	1	10
Provide goods		
Provide volunteer staffing		
Provide Paid Staffing	1	
Other		
Subgrantee Total	0	0

Partnership Description

Provide a brief description of successes with partnerships.

ASAS is a contracted partnership at NHIS. In addition, there are 10 additional partners. Partners have provided opportunities for field trips, resources, instruction and activities.

Provide a brief description of challenges with partnerships.

While NHIS has multiple partnerships, the elementary schools have not reported any partnerships which could help them to sustain services.

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.

At NHIS, family involvement has been very good. They actively encourage family participation and invite parents to come visit, volunteer, and/or participate in student athletic activities, performances or showcases. The elementary schools have not been very successful in involving parents in CCLC.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

Provide a one-paragraph brief overview of the evaluation design.

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 designed to provide an objective evaluation of objective attainment and program outcomes. 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.

The outcome evaluation addresses intended outcomes such as improved academic achievement, improvement in grades from first to fourth quarter, improvement in classroom behaviors such as completing homework, participating in class, attendance, and getting along with others. The number of participants including students, families and partners is determined. A comparison between CCLC regular attendees and non-CCLC regular attendees is also completed.

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?

What implementation questions are being answered?	<ul style="list-style-type: none"> • 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?
What data collection methods are being used (e.g. interviews, observations)?	Surveys and interviews with project participants and staff as well as documentation of services provided.
What is the timing of data collection?	Surveys are provided in the Spring session. Interviews occur at least twice a year to determine implementation and progress.

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?	<p>-How many regular participants have demonstrated improved academic achievement?</p> <p>-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?</p> <p>-Have student grades in ELA and math improved from first to fourth quarter</p>
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	<p>Academic achievement on the SBAC ELA and Math tests are determined through iResults for CCLC and non-CCLC students for comparison. Teacher surveys are used to determine improvement in classroom behaviors</p> <p>Grade reports are collected from first and fourth quarter in ELA and Math and changes noted.</p>
What is the timing of data collection?	<p>SBAC results were recently provided by iResults and will also be used in the future when provided.</p> <p>Teacher surveys are sent out toward the end of the 4th quarter. Grades are collected at the end of first and fourth quarter.</p>

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.

Each school has provided services to students at a school with high needs. At NHIS services were provided for 15 hours a week during the school year. At Nanaikapono, services were provided 12 hours a week during the school year and 15 hours in the summer. At Nanakuli Elementary, services were provided twice a week for 2 hours a week and 15 hours/week in the summer.

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

Table with 2 columns: Center, Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation. Rows include Nanikapono (NA), Nanakuli El (37.5%), and Nanakuli HIS (49.1%).

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

Table with 2 columns: Center, Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior. Rows include Nanikapono (NA), Nanakuli El (37.5%), and Nanakuli HIS (31%).

KPI Objective 1 Discussion

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

More than 30% had improved grades in classroom behavior and more than 37% had improved in homework and classroom participation. One would hope that the CCLC has

had some impact on these behaviors. Homework help was provided at the two schools that provided teacher survey.

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

The challenge in determining results with the teacher survey is that so few teachers return the surveys to be analyzed. (8 at Nanaikapono and 59 at NHIS).

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.

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)
Nanaikapono	x	x	x	
Nanakuli El.	x	x	x	
Nanakuli HIS	x	x	x	

Core Educational Services Discussion

Provide a brief description of evidence that these services are of high quality.

Each site has provided services in core academic areas. CCLC works to coordinate with the classroom teachers so that academic instruction is tied to the school curriculum and the core academic standards. Efforts are made to hire staff with expertise and training in the academic areas that they address.

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)
Nanakaipono	x				x	
Nanakuli El.	x					
Nanakuli HIS	x	x	x	x	x	

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.
Nanaika[ono		There was no specific outreach to parents to participate though they were informed about the program and invited to visit.
Nanakuli El		There was no specific outreach to parents to participate though they were informed about the program and invited to visit.
Nanakuli HIS	605	Family members participated in student showcases, sports, arts and music and other activities. They were invited to visit classes and broad efforts were made to engage them.

Parent/Family Services Discussion

NHIS was very successful in getting 605 family members to participate (some duplication) but designing events for families to come and be a part of, inviting them to visit and attend specific student activities. The elementary schools told families they were welcome but didn't have specific programs or document family participation.

The challenge at the elementary schools appears to be in determining how they might engage parents. It is hoped more efforts will be made in this area.

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
Nanaikapono	12	15
Nanakuli El.	8	15
Nanakuli HIS	15	0

[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 21st 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
Nanaikapono	Grades were only provided for 6 students. Two needed to improve and one did (50%)	x		
Nanakuli Elem.	67%	x		
Nanakuli HIS	30.3%	x		

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

Objective 4.2: Participants in 21st 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
Nanaikapono El.	40%	x		
Nanakuli Elem	17%	x		
Nanakuli HIS	50%	x		

KPI Objective 4 Discussion

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

The grades analyzed were for students that attended for 30 days or more. At NHIS and Nanakuli Elementary, grades were provided for all students. In Nanikapono, grades were only provided for a few students so results may not be reflective of changes. NHIS had 50% of the CCLC regular attendees improve their math grade and at Nanakuli Elementary, 17% improved. In ELA, 67% of students at Nanakuli Elementary improved and at NHIS, 30.3% improved their grades. It is a challenge to get schools to provide grade reports and would be helpful to have iResults provide them.

4.B.5 Achievement of Program-Specific Objectives

Exhibit 18: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
50% of regular program participants achieve teacher-reported improvement in: turning in homework on time	Teacher Survey	45.7% at NHIS 0% at Nanakuli Elem.	Not Met
50% of regular program participants achieve teacher-reported improvement in attending class regularly	Teacher Survey	30.6% at NHIS 25% at Nankuli Elem	Not Met
50% of regular program participants achieve teacher-reported improvement in classroom behavior	Teacher survey	31% at NHIS, 37.5% at Nanakuli Elem.	Not Met
50% of regular program participants achieve teacher-reported improvement in classroom participation and homework completion	Teacher survey	49.1% at NHIS 0% at Nanakuli Elem.	Not met
50% of regular program participants students will demonstrate improvements in reading and literacy as reported by teacher	Grade Reports	50% at Nanaikapono (only 1 of 2 students) 67% at Nanakuli El 303% at NHIS	Partially met
50% of regular program participants will demonstrate improvement in math as reported by teachers	Grade reports	Nanaikapono 40% Nanakuli El. 17% 50% NHIS	Partially met
100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Activities form and program summary	All sites offer core academic instruction incl. tutoring/ homework help supervised or taught by experienced and trained teachers	Met
100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Activities form and program summary	All three sites offered enrichment activities	Met
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	Partnership Form	Partnerships are in place at NHIS. The elementary schools did not report partnerships	Partially Met
More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Family participation sign-in logs	NHIS had a lot of family participation (605), but the other schools did not have specific activities for parents.	Partially met
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.	Activities Form and schedule	NHIS 15 hours during the school year Elementary schools 15 hours in summer, less during the school year	Partially met
100% of centers are located in high-poverty	Free/reduced lunch records	All three schools have more than 50% eligible for free/reduced lunch	Met

Achievement of Program-Specific Objectives Discussion

Describe whether objectives have changed since last year and particular success and challenges in meeting program-specific objectives.

While some schools offered less than 15 hours a week, it was because it was difficult to find enough teachers willing to work more hours. Nevertheless, all centers did offer academic core instruction and enrichment activities. Although surveys were provided, not all schools distributed them and return on some was limited. Much of what is being measured is based on CCLC indicators. The availability of iResults data provides more valuable information that contributes to determining project effectiveness.

Some of the information obtained with iResults data includes:

- At the complex level, Students in Nanakuli Complex who attended CCLC 60 days or more had fewer chronic absences than those who attended 30 day or less or not at all.
- CCLC students had fewer behavior incidents than non-CCLC students
- CCLC students in Nanakuli complex had a higher percent proficiency on SBAC in English/Language Arts by 5%.
- CCLC students in Nanakuli complex had a higher percent proficiency on SBAC in math by 6%.

At NHIS

- CCLC students at NHIS had a lower percentage of chronic absences than non-CCLC students by 3%.
- At NHIS, 1% of English Language Learners, 51% of socioeconomically deficient students, and 14% of special education students were enrolled in CCLC.
- CCLC students at NHIS did not have higher proficiency in English/Language Arts than non-CCLC students.
- CCLC students at NHIS had the same proficiency in math as non-CCLC students.

At Nanakuli Elementary:

- CCLC students at Nanakuli Elementary had a lower percentage of chronic absences than non-CCLC students by 17%.
- At Nanakuli Elementary, 0% of English Language Learners, 43% of socioeconomically deficient students, and 12% of special education students were enrolled in CCLC.
- CCLC students at Nanakuli Elementary did have higher proficiency in English/Language Arts than non-CCLC students by 30%.
- CCLC students at Nanakuli Elementary had a higher proficiency in math than non-CCLC students by 26%.

At Nanaikapono Elementary

- CCLC students at Nanaikapono Elementary did not have a lower percentage of chronic absences than non-CCLC students.
- At Nanaikapono Elementary, 0% of English Language Learners, 45% of socioeconomically deficient students, and 18% of special education students were enrolled in CCLC.
- CCLC students at Nanaikapono Elementary did had higher proficiency in

English/Language Arts than non-CCLC students by 5%.

- CCLC students at Nanaikapono Elementary had a higher proficiency in math than non-CCLC students by 21%.

At all schools there is an achievement gap between high risk students and non-high risk students.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

There are some areas of success such as lower chronic absences, lower behavior incidents and some higher areas of proficiency on the SBAC between CCLC and non-CCLC students. Each site operated for 15 hours a day either in the school year or summer and offered academic support. The partner and family participation at NHIS was high.

4.C.2 Best Practices

NHIS were effective in involving family members and had significant family participation. NHIS also had a lot of partners that contributed to having a variety of activities available. With CCLC, Nanaikapono met with NHIS as an orientation to the intermediate school.

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.]*

There were very limited survey returns but results are as follows:

Nanakuli High and Intermediate Afterschool Program

95.1% of students feel safe in the NHIS afterschool program.

95.1% of students feel the NHIS afterschool tutoring/homework assistance session have helped to make them a better student.

85.4% of students feel their grades have improved and they have become a better student because of their participation in the NHIS afterschool program.

Nanakuli Elementary Parent Survey

100% of parents agree or slightly agree that CCLC is of great benefit to their child.

58.3% of parents agree or slightly agree that the CCLC staff communicates with them about their child's progress.

100% of parents agree or slightly agree that their child is safe at CCLC.

100% of parents agree or slightly agree that their child learns more by participating in the CCLC.

92.3% of parents agree or slightly agree that their child is more interested in school as a result of their CCLC participation.

4.C.4 Pictures

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



After-School All-Stars was part of the 6th grade orientation visit for Nanaikapono Elementary students who will be joining the Nanakuli Golden Hawk ohana in the next school year. Staff ran fun activities and helped with the campus tours to get the 6th graders ready to join the Intermediate ranks.



In the DIY Gift class, students show their appreciation for people in their life by creating something to share with them. The best part, that they make projects in pairs, so they get to keep one of the items they make

In a partnership with Gee Yung Martial Arts Dragon and Lion Dance, students learn how to dance with flair in the Chinese tradition. Not only do they learn how to “play” as a lion, but also how to accompany the dances with drumming and music.



5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

The sustainability plan called for participation in the Hawaii Afterschool Alliance to network and build partnerships to build sustainable funding for CCLC.

5.B UPDATED SUSTAINABILITY PLAN

Describe how programming levels will be sustained after the grant ends, including:

- What changes were made from the original sustainability plan?
- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

There have not been changes to the original plan. ASAS in working with NHIS has added partners and none have dropped out. The other schools have not yet added partners.

6. Conclusions and Recommendations

6.A CONCLUSIONS

NHIS has a CCLC program that operates for 15 hours a week during the school year while the two elementary schools operate for fewer hours due to difficulty in finding staff but they do have a 15 hour/week summer program. Each CCLC site has core academic instruction and academic enrichment programs for students. NHIS has 10 partners and excellent family involvement (605-duplicated count). The other sites did not report any parent involvement or partnerships though parents were always welcome.

CCLC students that attended for 50 days or more had lower chronic absenteeism and lower number of behavior incidents than non-CCLC students or those that attended less. This can demonstrate a benefit of participation in CCLC for 60 days or more. The academic benefit was mixed. Both elementary schools' CCLC students had a higher percent of proficiency in ELA and Math while at NHIS, CCLC students were lower in ELA and equal to non-CCLC in math. NHIS may benefit from having more focus on academic skills in order to see higher positive changes in academics.

A small percent of the total eligible high-risk students are being served in CCLC. Recruiting more of them and providing some intensive services is likely to positively impact total school results on the SBAC.

There is general satisfaction with the program by students and their parents with both seeing some improvement in how they are doing in school, reading and math. Many students and parents believed the student was getting better grades as well.

One of the concerns in terms of completing a comprehensive evaluation was the difficulty in getting the schools to distribute the surveys requested and get a good response rate. With the teacher surveys, it was difficult to get a good number of responses. It would be beneficial to pay more attention to this need and get a better rate of return.

6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

1. Ensure that NHIS is targeting academic instruction to address students' needs. This could help to improve academic outcomes.
2. Work to distribute and obtain the surveys from all schools with a CCLC program (teacher, parent, student). This will help give a fuller picture of the program's success and needs.
3. Elementary schools need to provide opportunities for family participation and work to add partners that could help with sustaining the programming in the future.
4. A sustainability plan should be developed in order to continue afterschool and summer programming.
5. CCLC staff should work with classroom teachers to determine what the student needs to improve their grades and target instruction to those areas during tutoring and homework help.
6. Encourage students to attend for 60 days or longer where possible as those students have more positive outcomes.
7. Work to recruit more high-risk students to participate in CCLC.

6.C EVALUATION DISSEMINATION

A copy of the evaluation results is provided to the project director for dissemination to the sites. Sites will either post the evaluation results on their website, share it at parent and staff meetings, or provide a copy to stakeholders.

Attachment

CCLC Survey Instruments (After School All Stars had their own survey forms)

**21st Century Learning Center (CCLC)
Parent Survey 2017-18**

Dear Parent or Family Member,

Your child has been participating in the CCLC after-school or summer program and your opinion is important to us. We would like to find out how satisfied you are with the services that your child has received. We also appreciate any comments or suggestions you might want to give us. Please take a few minutes to answer the following questions by indicating how you feel about it. Either check "agree", "slightly agree", "slightly disagree" or "disagree". When you finish you can return it to the CCLC Coordinator.

Student's Name _____
School _____

Indicate your level of agreement with the following statements:

	Disagree	Slightly Disagree	Slightly Agree	Agree
1. The 21 st CCLC is of great benefit to my child				
2. The CCLC staff communicates with me about my child's progress.				
3. My child is safe at the CCLC				
4. My child learns more by participating in the CCLC				
5. My child is more interested in school as a result of CCLC participation.				

We would also like to know what activities you have participated in, if any, at the CCLC. Check all that apply to you.

- Using Compass Learning software program
- Attending a parent meeting or workshop
- Volunteering at school
- Attending an informational meeting
- Visiting while my child is working
- Attending a student performance or activity

Finally, please add any comments or suggestions that you would like to share with us. (Use the back of this page if you need to)

**Thanks so much and please return this to the CCLC coordinator, _____
at your child's school by _____**

(Date)
CCLC Elementary School
Student Survey CCLC 2017-18

	NO	SOMETIMES	YES
1. I feel safe at CCLC			
2. I am learning something new at CCLC			
3. I like what I do at CCLC			
4. I'm getting good grades at school since coming to CCLC			

5. What do you like the most at CCLC?

**Intermediate/ Middle School
Student Data**

Kaimuki/McKinley Complex CCLC Student Survey 2010-2011
Elementary School

	NO	SOMETIMES	YES
1. I feel safe at CCLC			
2. I am learning something new at CCLC			
3. I like what I do at CCLC			
4. I'm getting good grades at school since coming to CCLC			
5. I like the activities at CCLC			
6. I'm satisfied with the variety of activities at CCLC			

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into one primary group: (1) **Acceptable Level of Functioning Not Demonstrated Early in School Year–Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated **Significant Improvement, Moderate Improvement**, or one of the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

Name of Student: _____

Grade and School: _____

Subject taught (if middle or high school): _____

30–59 Days

60–89 Days

90+ Days

To what extent has your student changed their behavior in terms of:	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted						
	Students in grades Pre K – 5						
	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Improvement in homework completion AND class participation							
Improvement in behavior							
Turning in homework on time							
Attending class regularly							
Coming to school motivated to learn							
Getting along well with other students							

Did the student improve their grade in ELA? _____

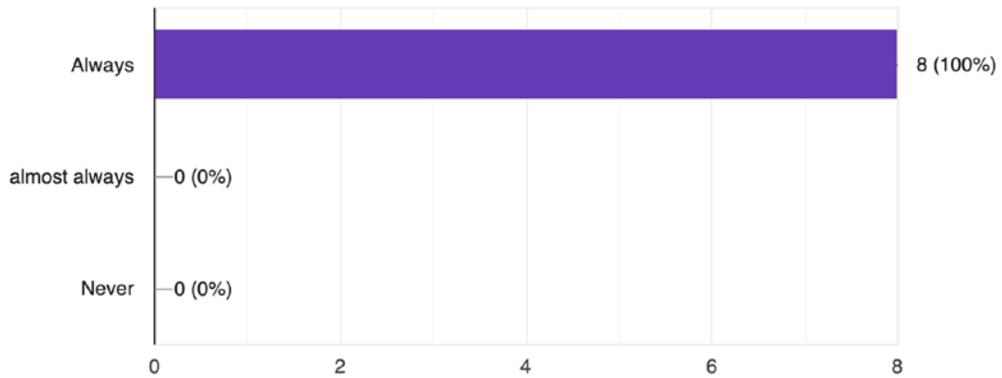
Did the student improve their grade in Math? _____

Survey Results

Nanaikapono Elementary Student Survey Results (8 responses)

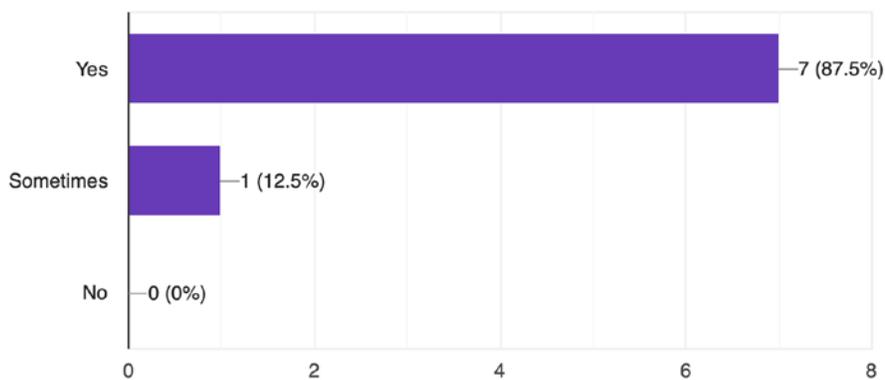
I feel safe at CCLC

8 responses



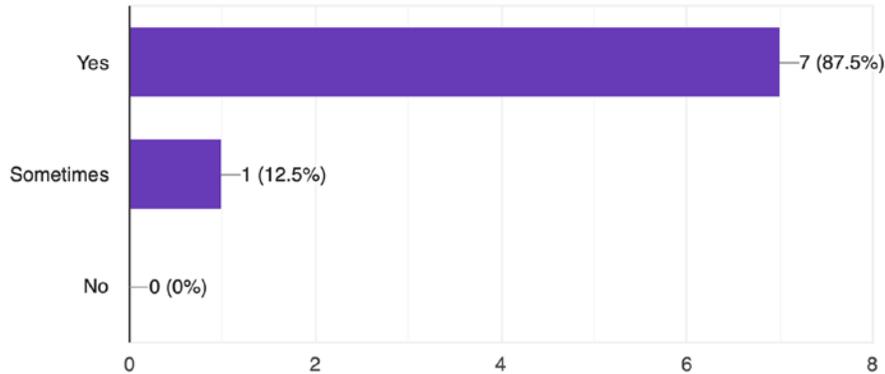
I am learning something new at CCLC

8 responses



I like what I do at CCLC

8 responses



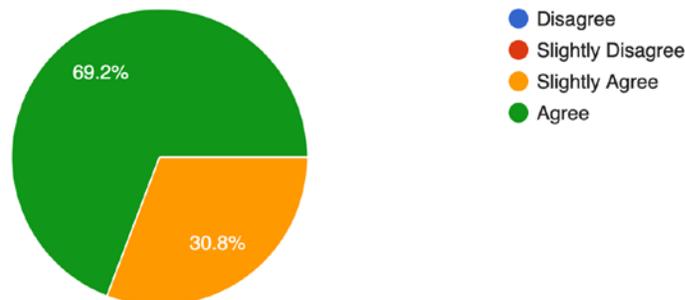
What do you like best about CCLC? 8 responses

- how Mrs.Jervis treats all of his drama club students.
- What is best about CCLC is I get to learn how to be a actor and meet new people.
- drawing the backdrop's
- I like painting and putting on the plays best.I also like best about practicing the play.
- i get to meet other people and i like being apart of a club
- I like how we always do plays when we know our part, and that the teachers there are really nice and kind like the other day Mrs.Torres, Jonahs mom bought me a drink.
- my friends and my teachers supporting me
- what i like beast is that m.r Jerviss tells us and teach's us new stuff

Nanakuli Elementary Parent Survey (13 responses)

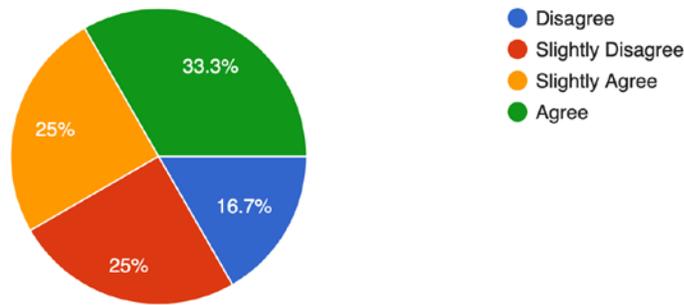
1. The 21st CCLC is of great benefit to my child.

13 responses



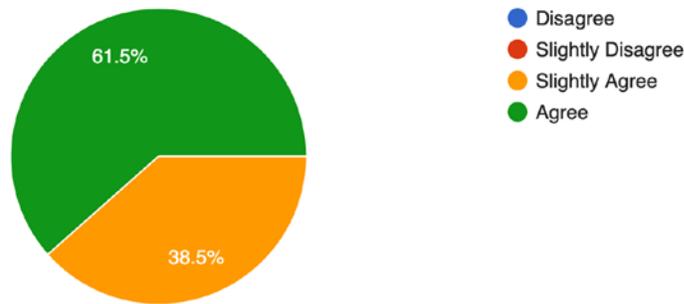
2. The CCLC staff communicates with me about my child's progress.

12 responses



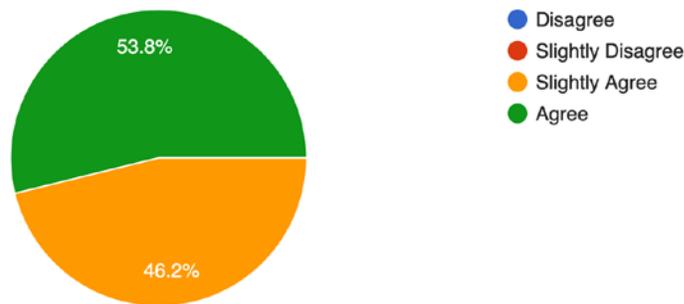
3. My child is safe at the CCLC.

13 responses



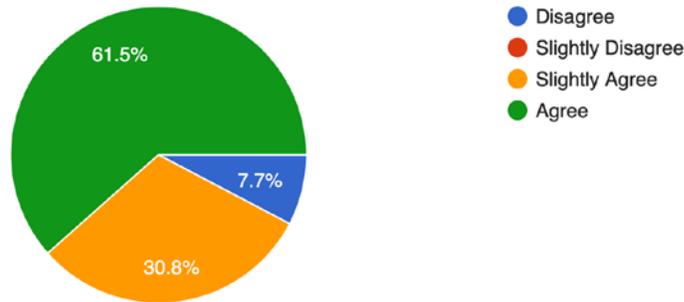
4. My child learns more by participating in the CCLC.

13 responses



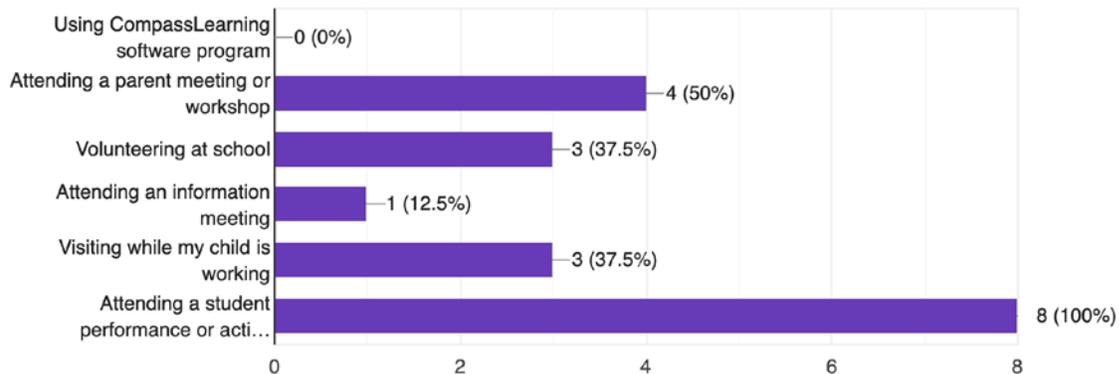
5. My child is more interested in school as a result of CCLC participation.

13 responses



We would also like to know what activities you have participated in, if any, at the CCLC.

8 responses



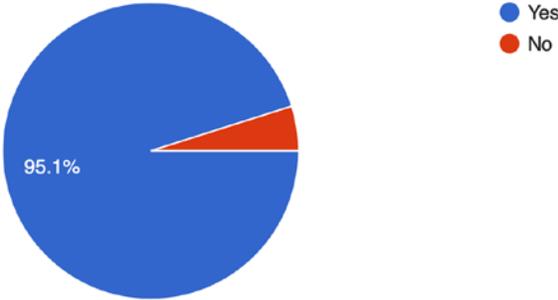
Finally, please add any comments or suggestions that you would like to share with us.

- I did not understand what to agree or disagree, due to I have not communicated or received notices to this letter.
- Do have hula class. She enjoy ukulele but need more help. Thank you.
- I believe this program is good for the children.
- Mahalo Sui for giving my Keiki the opportunity to learn and grow in a program such as this! This program has offered her a chance to build self-confidence, taught her responsibility and the skills to play an instrument. She looks forward to each practice!
- Leinee enjoys the after school programs and usually participates in 1 or more if possible. This year she had a hard time deciding what to participate in since they all fell on the same day and same time.

Nanakuli High and Intermediate Student Survey (Note, it is the UPLINK program)

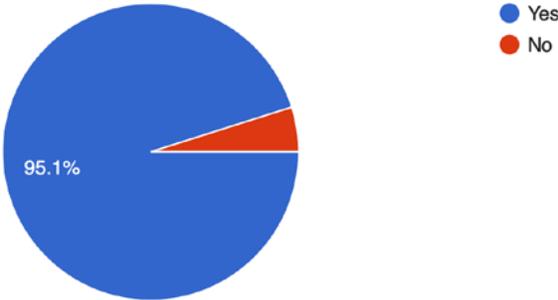
1. I look forward to the UPLINK after-school program.

41 responses



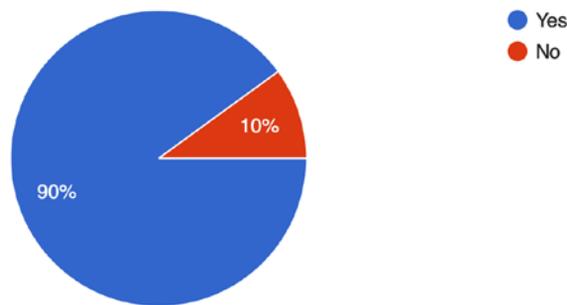
2. I feel safe in the UPLINK after-school program.

41 responses



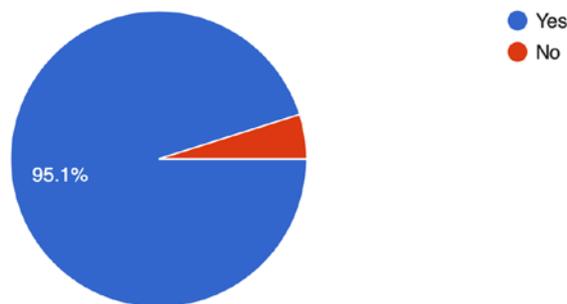
3. Participating in UPLINK has improved my overall attitude towards school.

40 responses



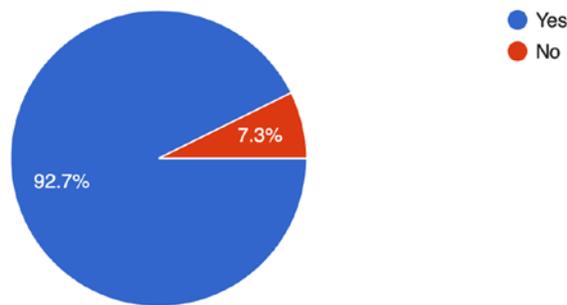
4. The UPLINK tutoring/homework assistance sessions have helped to make me a better student.

41 responses



5. I feel confident that if I need extra help with my school work, I can get that help through the UPLINK after-school program.

41 responses



6. My grades have improved and I have become a better student because of my participation in the UPLINK after-school program.

41 responses

