

PEARL CITY COMPLEX SUB-GRANTEE

Year 3 Evaluation Report

Reporting Period: June 4, 2017 – May 31, 2018

Prepared by: Christina M. Smith, Internal Evaluator

Submitted: December 15, 2018

1. General Information

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	12/15/2018
Grantee Name	Pearl City Complex 21st Century Community Learning Centers
Program Director Name	Christina M. Smith
Program Director Email	Christina_Smith@notes.k12.hi.us
Evaluator Name	Christina M. Smith
Evaluator Email	Christina_Smith@notes.k12.hi.us
Year of Grant	June 4, 2017 – May 31, 2018

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Lehua Elementary School	K-6
Center 2	Pearl City Elementary School	K-6
Center 3	Waiau Elementary School	K-6

2. Executive Summary

The Pearl City Complex 21st Century Community Learning Centers grant is comprised of three complex area centers at Department of Education schools. This grantee was notified of their project award in March 2015 and received Year 1 funding in April 2015. This report covers Year 3. This was the second full year of funding.

Evaluation was conducted to assess the implementation of programming and impact of enrolled students' attendance, student behavior, and student achievement. The 21st CCLC Teacher Survey was used to measure improvement in student learning behavior, classroom achievement, and student participation.

- The grant successfully delivered programming for 508 students from Kindergarten through sixth grade, and 305 adult family members, during Year 3. This exceeded the sub-grantee participation targets.
 - *Recommendation: Maintain the current levels of enrollment. Work to increase the number of Regular Attendees (attending 30 days or more) at every center.*
- Students participating in programs (1) showed improvements on behavioral measures and classroom performance, and (2) demonstrated academic improvement in math and/or language arts as reported by their originating schools and school day teachers. Data results were gathered from an end-of-the year teacher survey.
 - *Recommendation: The project should use additional sources of data to measure academic improvement, including iReady scores, standardized test scores, and/or report card marks.*
 - *Recommendation: The project should use additional sources of data to measure behavior improvement, including school-day attendance and/or referrals.*
- **Advisory Council/Sustainability Plans**
 - *Recommendation: Reestablish the Advisory Council to provide support for the project and promote sustainability by increasing partnerships and seeking continued funding for effective, engaging programs.*
- **Program staffing/administration/support**
 - *Recommendation: Maintain compliant records for program volunteers (including background checks, training, and hours worked).*
 - *Recommendation: Ensure all staff is familiar with center specific Emergency Action Plans; Student Safety and Discipline Plans, and training is documented.*

3. Program Description

3.A. PROGRAM DESCRIPTION

The *Pearl City Complex: 21st Century Community Learning Centers Project* was established and is implemented by the Pearl City Complex to meet the community and student academic needs by providing after-school academic and enrichment activities at identified sites. Site programs address three identified needs. The first is a lack of after-school programming. The second is persistent achievement gaps in its eligible schools. The third is student transience.

In 2015, three complex schools were eligible to apply for the 21st CCLC grant, Lehua Elementary (LEL), Pearl City Elementary (PCEL), and Waiiau Elementary (WEL), have increased their Strive HI index scores to well above 320. While the complex is proud of these accomplishments, the observed academic improvement has not been equitably distributed throughout the schools' student populations. The most recent achievement gap rate between high-needs¹ and non-high-needs students at these schools can be seen in the following table.

Achievement gap rates, 2013-14

School	Achievement gap rate
Lehua Elementary	25%
Pearl City Elementary	26%
Waiiau Elementary	34%

Furthermore, the average achievement gap rate of these three schools, 28.3%, is higher than the average achievement gap rate of the remaining elementary schools in the complex, 25.8%. With this project, the complex addresses not only the achievement gaps at these three schools, but the “gap in gaps” between the achievement gaps at these three schools and other complex schools.

This report covers Year 3 of the grant award for the Pearl City Complex. This is the first 21st CCLC project for the complex and it was awarded in the Spring of 2015. This reporting period is only the second full year of project implementation.

¹ Defined as students who qualify for free/reduced priced lunch, are English Language Learners, or are classified as Special Education learners

3.B. PROGRAM GOALS AND OBJECTIVES

3.B.1. Goals

Goal 1	Provide academic opportunities, improving achievement standards in core academic subjects during non-school hours.
Goal 2	Offer enrichment and recreation activities to reinforce and complement the regular academic program of participating students to improve positive behavior changes.
Goal 3	Provide opportunities for the educational development of adult families of students served by community learning centers.
Goal 4	Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity.

3.B.2. Objectives

Goal	Objective	Measure
Goal 1	Establish a Math Academy at each site to provide math literacy instruction, tutoring, and enrichment to increase understanding of concepts, acquire appropriate terminology, and construct high quality written responses.	Weekly Schedules; Activity Forms; Program Observations
	Establish reading and science enrichment activities at all sites providing learning activities focusing on providing highly engaging content that fosters an excitement in learning.	Weekly Schedules; Activity Forms; Program Observations
	Demonstrate and document student academic and behavioral improvements. Students regularly participating in the program will show improvement in achievement through measures including teacher surveys, Strive HI individual scores and/or quarterly report card marks.	Strive HI scores; report card marks; teacher surveys
Goal 2	Provide enrichment programs such as fine arts, performance arts, recreational, and health and wellness programs.	Weekly Schedules; Activity Forms; Program Observations
	Integrate the General Learner Outcomes (GLOs) to provide high expectations for students' learning and behavior.	Program Observations
	Provide homework assistance centers.	Weekly Schedules; Activity Forms; Program Observations
Goal 3	Provide educational opportunities for adult family members of 21st CCLC student participants including parent meetings for program orientations and student support.	Family Engagement Reports; Attendance of adult family members
Goal 4	Increase and maintain collaboration with stakeholders. An Advisory Council will be formed to monitor program progress, determine areas of need, and provide resources to the program.	Agenda, sign-in, meeting minutes
	Supplement and sustain identified program components through partnerships and networking.	Updated sustainability plan; Semester reports of partners

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
Lehua Elementary School	177	51	K-6
Pearl City Elementary School	156	66	K-6
Waiiau Elementary School	175	83	K-6
Subgrantee Total	508	200	

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

Attendance Discussion

Students are recruited in a variety of ways at individual sites.

At Lehua Elementary School, teacher nomination with priority to students who qualify for Free/Reduced Lunch and students who indicated a limited access to technology at home are invited to attend out-of-school time classes. This site additionally runs Interest Based classes including Choir, Student Leadership, Basketball, and Math Olympiad. Any interested student may enroll if the class is available in their grade level.

At Pearl City Elementary School, applications are sent to all students. Enrollment is based on student interest. Continued participation is monitored and students must keep up with school day classwork and classroom teachers, counselor, and/or administration report any behavioral concerns that may help or hinder.

At Waiiau Elementary School, invitations are sent to identified students based on a) RTI level, b) teacher recommendation, c) counselor/administration recommendation, and d) parent request (if space available). Students may come from the A-Plus Afterschool program for a class and then return.

All sites met their Targeted Participation goals.

Site	Targeted Student Participation	2017-18 Student Participation
Lehua Elementary School	105	177
Pearl City Elementary School	150	156
Waiiau Elementary School	150	175

3.C.2 Participant Characteristics

Exhibit 4: Characteristics of Students Served

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Lehua Elementary School	102	58%	16	9%	25	14%	89	50%	88	50%
Pearl City Elementary School	76	49%	8	5%	20	13%	77	49%	79	51%
Waiiau Elementary School	125	71%	8	5%	6	3%	99	57%	76	43%
Subgrantee Total/Average/Percentage	303	59%	32	6%	51	10%	265	52%	243	48%

Exhibit 5: Race/Ethnicity of Students Served

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	% White	% White	# Multiple	% Multiple
Lehua Elementary School	0	0%	21	12%	42	24	6	3%	36	20%	34	19%	38	21%
Pearl City Elementary School	0	0%	44	28%	33	22%	6	4%	25	16%	17	11%	31	20%
Waiiau Elementary School	0	0%	26	15%	61	34%	0	0%	42	24%	0	0%	46	26%
Subgrantee Total	0	0%	91	18%	136	27%	12	2%	103	20%	51	10%	115	23%

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

3.D SUMMER AND INTERSESSION PROGRAMMING

Summer and Intersession programming provided activities and classes to meet the grant goals and objectives. Classes included STEM, Reading, and Math enrichment and tutoring for grades Kindergarten through 6. Enrichment programs were offered in fine arts, performance arts, recreational, and health and wellness programs. Sites provided adult family members the opportunity to work and celebrate student learning.

Exhibit 6: Students Served During Summer

Center	Summer Enrollment – Total	Grade Levels
Lehua Elementary School	45	Kindergarten
Pearl City Elementary School	88	Kindergarten-6
Waiiau Elementary School	111	Kindergarten-6
Subgrantee Total	244	

3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

Programming at each center complemented and supplemented regular school-day initiatives, using resources including curriculum (i-Ready), technology (computers, mobile devices), site recreational equipment and spaces (athletic equipment, band instruments), and physical facilities (classrooms).

3.E.2 Resources

The activities utilized grant funds, the physical facilities at each school site, collaborated with in-kind personnel (administrator, custodians, school-day teachers and staff), and worked with community partnerships who provided various supplies and incentive items.

3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM

Site Coordinators administrated programming at the site level. School-Day staff were hired as teachers and activity leaders, non-teaching school staff were hired or volunteered as support, to monitor computer labs, assist in homework helps centers or as classroom cleaners.

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
Lehua Elementary School	1	0	0	0	0	0	0	0	0	0	13	0	4	9	0	0	0	0
Pearl City Elementary School	1	0	0	0	0	0	3	0	0	0	4	0	8	0	0	0	0	0
Waiau Elementary School	2	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	0	0
Subgrantee Total	4	0	0	0	0	0	3	0	0	0	28	0	12	9	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
Lehua Elementary School	10	0	0	0	0	4	8	0	0
Pearl City Elementary School	19	0	0	15	0	8	8	0	0
Waiiau Elementary School	15	0	0	0	0	3	0	0	0
Subgrantee Average	15	0	0	15	0	5	9.5	0	0

3.G. PARTNERSHIPS

Exhibit 9: Partners

Partner Contributions Contribution Type	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services	0	5
Provide goods	0	0
Provide volunteer staffing	0	3
Provide Paid Staffing	0	0
Other	0	5
*Subgrantee Total	0	23

**Some partners are counted for multiple types*

Partnership Description

We have a strong partnership with site schools. Site Coordinators work closely with school-day administration and teaching staff to identify programs and activities to support each school's Academic Plan and school level educational and enrichment initiatives.

Community partnerships include coordination with school A-Plus Afterschool programs as students may leave and return to these programs during the out-of-school time hours. This relationship is established and maintained successfully by the Site Coordinators.

Local businesses are sources of miscellaneous supplies used for student incentives. Some also provide time for field trips during summer and intersession programs involving student leadership and character development.

A challenge of establishing and maintaining community partnerships are the resources become valuable to the school and then used primarily during the school day to benefit and affect more students.

3.H. PARENT/FAMILY INVOLVEMENT

Sites provided a variety of activities for adult family members throughout the grant year. These activities ranged from performances to Child/Parent classes to encourage a variety of engagement from family members.

Lehua Elementary Center provided the following Family Engagement Activities:
Online Educational Programs, Camping Under the Hawaiian Stars, GLO Family Board Game Night

Pearl City Elementary Center provided the following Family Engagement Activities:
Meet N Greet, Building Gingerbread Houses, Career Night, Space Fest, Health Fair, Tour of the World

Waiiau Elementary Center provided the following Family Engagement Activities:
Family Sharing Day, Freaky Fall Fun Showcase, Parent/Child Math Night, Po Heluhelu: Reading Night, Art Enrichment, Pocketful of Dream Production

Common challenges for centers in providing services to parents and other family members include offering new and engaging activities for the families who always attend. Having activities conflict with dinner is a challenge we are working to alleviate by partnering with other groups and programs to provide meals.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

Evaluation was conducted to assess the implementation and impact of the Pearl City Complex 21st Community Learning Centers (21st CCLC) programs on student attendance, student behavior, and student achievement. The 21st CCLC Teacher Survey was used to measure improvement in student learning behavior, classroom achievement, and student participation.

4.A.2. Implementation Evaluation

<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>	<p>Activity Leaders collect data on attendance and monitor academic progress using formative and summative assessments.</p> <p>Site Coordinators gather enrollment data, compile attendance data, secure access to school-level data (iReady, Achieve 3000, lexile levels, etc), complete Program Observations, and report on programming and family engagement activities.</p> <p>The Project Director collects and compiles attendance/demographic data on enrolled students and staffing; makes site visitations to observe programming implementation, conducts interviews, and collect fiscal data as requested by state.</p>
<p>What is the timing of data collection?</p>	<p>Data is collected regularly, by semester. The reporting periods for the 2017-18 grant year were:</p> <p>Summer: June 4, 2017 – July 27, 2017 Fall: August 6, 2017 – January 4, 2018 Spring: January 8, 2018 – May 31, 2018</p>

4.A.3. Outcomes Evaluation

<p>What outcomes questions are being answered?</p>	<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?
<p>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</p>	<p>Attendance data is measured against the program target enrollment figures.</p> <p>Student academic and behavioral improvement is measured using the 21st CCLC Teacher Survey. The target is to see 70% or more showing improvement in the grant year, after attending thirty days or more of programming.</p> <p>Site Coordinators meet to report on how site activities contribute to meeting the program objectives.</p>
<p>What is the timing of data collection?</p>	<p>Attendance data is collected by semester (summer, fall, and spring). This cumulative data is used to measure outcomes.</p> <p>The Teacher Survey is completed at the end of the grant year by regular, school-day teachers of identified Regular Attendees (attending 30 days or more).</p> <p>Semester Reports by Site Coordinators document how their site programs are meeting the program objectives, identifying factors contributing to program success. This information is used to adjust program activities for the next semester/year.</p>

4.B. EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

- Has the program been implemented as planned in the grant application?
 - Yes
- 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. As a complex, we have brainstormed on tapping pools of qualified people as potential staff. These pools include substitute teachers, student teachers, and high school students who are alumnus of the elementary schools.
 - Partnerships – A previously established partnership with the military (STEM/Math classes) was lost due to their funding cuts and a new commanding officer. This also affected staffing. The centers are working to find community interest groups/clubs who might take over the programming the military had provided.
- 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, parent organizations, afterschool care providers, and community businesses.
 - The complex is actively seeing to re-establish or replace the military partnership.
- Are program activities interesting and valuable to students, teachers, administrators, and community partners?
 - Students particularly enjoy the interest-based activities as enrollment and attendance prove.
 - Teachers are reporting seeing increases in academic and behavioral achievement of enrolled students.
 - Site Coordinators are engaging community members for family activities (Career Night, Internet Safety workshop, etc) and to complete Program Observations. These interactions have produced positive comments from community members.
- What are the plans to ensure effective program implementation next year?
 - We plan to continue implementation of programming by meeting the participation targets for students and adult family members.
 - Centers will provide appropriate programming to meet proposal goals and objectives.
 - All necessary data will be collected to submit for state and federal compliance.

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 1.1: 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)
Lehua Elementary School	80%
Pearl City Elementary School	100%
Waiiau Elementary School	86%

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
Lehua Elementary School	71%
Pearl City Elementary School	97%
Waiiau Elementary School	86%

KPI Objective 1 Discussion

Centers provided homework help at the start of each session. All center program emphasis the General Learning Outcomes (GLOs) to especially encourage being a Quality Producer and an Effective Communicator.

Centers provided Character Education within activities, emphasizing the General Learner Outcomes to improve behavior in and out of the classroom.

- Self-directed Learner (The ability to be responsible for one's own learning)
- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and quality products)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

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.				
Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Lehua Elementary School	Yes	Yes	Yes	
Pearl City Elementary School	Yes	Yes	Yes	
Waiiau Elementary School	Yes	Yes	Yes	

Core Educational Services Discussion

All core educational offerings were taught by certificated classroom teachers. Curriculum referenced Common Core Standards and Hawaii State Content Performance Standards. Teachers taught and modeled General Learner Outcomes in all classes. Centers used a variety of school computer assisted, online programs to monitor student progress (iReady).

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)
Lehua Elementary School	Yes	Yes	Yes	Yes	Yes	Character Education
Pearl City Elementary School	Yes	Yes	Yes	Yes	Yes	Character Education
Waiiau Elementary School	Yes	Yes	Yes	Yes	Yes	Character Education

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.
Lehua Elementary School	71	Online Educational Programs, Camping Under the Hawaiian Stars, GLO Family Board Game Night
Pearl City Elementary School	140	Meet N Greet, Building Gingerbread Houses, Career Night, Space Fest, Health Fair, Tour of the World
Waiuu Elementary School	93	Family Sharing Day, Freaky Fall Fun Showcase, Parent/Child Math Nigh, Po Heluhelu: Reading Night, Art Enrichment, “Pocketful of Dreams” Production

Parent/Family Services Discussion

Centers provided educational opportunities for adult family members of 21st CCLC students participants including parent meetings for program orientations and student support.

Common challenges for centers in providing services to parents and other family members include offering new and engaging activities for the families who always attend. Having activities conflict with dinner is a challenge we are working to alleviate by partnering with other groups and programs to provide meals.

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

Objective 2.4: 70% of centers will offer services for 10-12 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
Lehua Elementary School	13.5	15
Pearl City Elementary School	22.5	20
Waiuu Elementary School	10	20

[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
Lehua Elementary School	75%	<input type="checkbox"/>	<input type="checkbox"/>	✓
Pearl City Elementary School	82%	<input type="checkbox"/>	<input type="checkbox"/>	✓
Waiiau Elementary School	78%	<input type="checkbox"/>	<input type="checkbox"/>	✓

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
Lehua Elementary School	74%	<input type="checkbox"/>	<input type="checkbox"/>	✓
Pearl City Elementary School	86%	<input type="checkbox"/>	<input type="checkbox"/>	✓
Waiiau Elementary School	80%	<input type="checkbox"/>	<input type="checkbox"/>	✓

KPI Objective 4 Discussion

At the end of Year 2, the state only required Teacher Surveys. We opted to utilize the survey as an opportunity to collect data on academic improvement in reading/language arts. Teachers reported on if the individual student demonstrated a level of improvement, showed no improvement, or indicated there was no need for improvement in core academic subjects: math and reading/language arts/English.

4.B.5 Achievement of Program-Specific Objectives

Exhibit 18: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
1.1 Establish a Math Academy at each site to provide math literacy instruction, tutoring, and enrichment to increase understanding of concepts, acquire appropriate terminology, and construct high quality written responses.	Weekly Schedules; Activity Forms; Program Observations	All sites provided classes in math literacy, instruction, and tutoring.	Met
1.2 Establish reading and science enrichment activities at all sites providing learning activities focusing on providing highly engaging content that fosters an excitement in learning.	Weekly Schedules; Activity Forms; Program Observations	All sites provided reading and STEM enrichment activities.	Met
1.3 Demonstrate and document student academic and behavioral improvements. Students regularly participating in the program will show improvement in achievement through measures including Strive HI individual scores and quarterly report card marks.	Strive HI scores; report card marks; teacher surveys	Teacher Survey results document a program-wide result 78% increase performance in Reading/Language Arts. Teacher Survey results document a program-wide result of 80% increase in math.	Met
2.1 Provide enrichment programs such as fine arts, performance arts, recreational, and health and wellness programs.	Weekly Schedules; Activity Forms; Program Observations	All sites provided enrichment programs.	Met
2.2 Integrate the General Learner Outcomes (GLOs) to provide high expectations for students' learning and behavior.	Program Observations	All sites integrated GLOs into lessons and discipline plans.	Met
2.3 Provide homework assistance centers.	Weekly Schedules; Activity Forms; Program Observations	All sites offer homework assistance.	Met

Objective	Measure	Results	Met/Not Met
3.1 Provide educational opportunities for adult family members of 21st CCLC student participants including parent meetings for program orientations and student support.	Family Engagement Reports; Attendance of adult family members	All sites provided Family Engagement activities.	Met
4.1 Increase and maintain collaboration with stakeholders. An Advisory Council will be formed to monitor program progress, determine areas of need, and provide resources to the program.	Agenda, sign-in, meeting minutes	No formal Advisory Council meetings were held during this grant year.	Not Met
4.2 Supplement and sustain identified program components through partnerships and networking.	Updated sustainability plan; Semester reports of partners	In Years 1 and 2, an Advisory Council was formed to address sustainability. Principals and Site Coordinators work with schools to identify areas the school might fund with different funding sources.	Progress

Achievement of Program-Specific Objectives Discussion

Objectives have not changed since last year. There was a concerted effort to increase family engagement and adult participation attendance increase by 171% from Year 2 to Year 3. Centers coordinated efforts with school grade levels to identify activities, encourage attendance, and combine resources.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

This year, the Pearl City Complex 21st CCLC programs exceed the participation targets for both students and adult family members. Centers serviced a total of 508 students and 305 adult family members of enrolled 21st CCLC students.

The number of regular attendees (attending 30 days or more) increased by 6% in from Year 2 to Year 3.

4.C.2 Best Practices

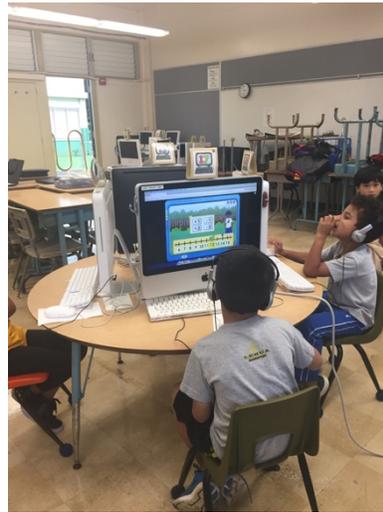
This year, centers worked to incorporate Student Voice into programming options. Surveys were sent to students to gain their perspectives and aspirations. Results were used to create interest-based classes during out-of-school time and strongly influenced the design of afterschool schedules.

4.C.3 Student, Teacher, Parent, Staff or Community Input

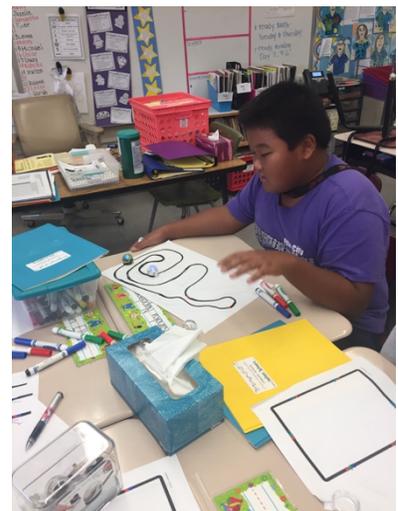
A variety of simple evaluations and surveys were administered at family engagement events. They are available upon request. Results were 93-100% favorable and always asked if they would recommend the event to other parents. Those results were all 100%.

4.C.4 Pictures

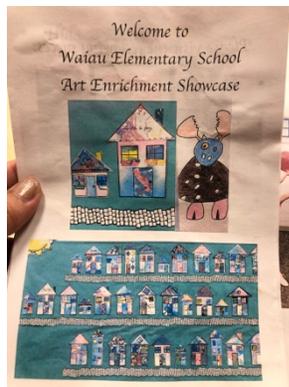
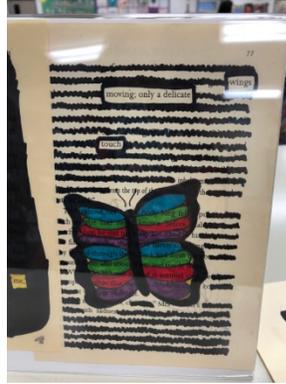
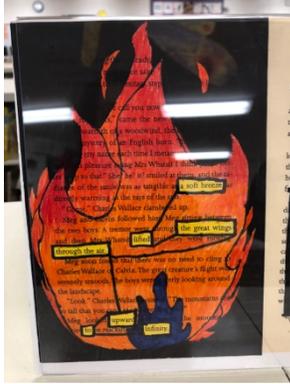
Lehua Elementary Learning Lab



Pearl City Elementary Chorus and STEM classes



Waiau Elementary Art Exhibition and Pocketful of Dreams production



5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

The Advisory Council will be tasked with developing a sustainability plan to strengthen community partners' buy-in and understanding of the efforts needed to sustain programming. Building collaboration is a key ingredient for sustainability. Pearl City Complex (PCC) community partners each possess unique resources to contribute to the program and expand its base of support. They will advocate for the program and identify alternate and supplemental funding sources. The key components for the sustainability of PCC's 21st CCLC project are:

- 1) Create a sustainability plan with the Advisory Council, in the initial stages of project implementation;
- 2) Pursue other funding sources before the grant expires;
- 3) Capitalize on program achievements in pursuing funding;
- 4) Engage the community partners on the Advisory Council to support and develop sustainability plans.

5.B UPDATED SUSTAINABILITY PLAN

- What changes were made from the original sustainability plan?
 - None
- What community partners have been added?
 - Pearl City Community Church
 - America Heart Association, Hawaii Food Bank
 - LDS Church, 2nd Ward
 - McDonald's Pearl City
- What community partners have dropped off?
 - Space and Navy Warfare Systems Center Pacific

6. Conclusions and Recommendations

6.A CONCLUSIONS

The Pearl City Complex 21st Century Community Learning Centers grant successfully delivered out-of-school time programming for 508 students from Kindergarten through sixth grade, and 305 adult family members, during Summer 2017 to May 2018.

Student participations enrolled in academic classes, homework assistance, and/or enrichment/recreational activities.

Students participating in programs

- (1) showed improvements on behavioral measures and classroom performance, and
- (2) demonstrated academic improvement in math and/or language arts as reported by their originating schools and school day teachers.

Families of participating students accessed educational and personal development opportunities through 21st CCLC at their local center.

6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Student enrollment and attendance

- Maintain the number of enrolled students.
- Increase the number of Regular Attendees at each center.

Program hours

- Work toward increasing number of hours offering services at Lehua and Waiau centers.

Family Engagement Activities

- Continue to provide engaging activities for adult family members of enrolled 21st CCLC students.

Advisory Council/Sustainability Plans

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

Program staffing

- Maintain program staffing levels and management processes to ensure compliance of state and federal requirements.

6.C EVALUATION DISSEMINATION

This report is submitted to the Community Engagement Office. A hard copy is filed in Tab 12 of the Project Handbook.

Each center (Lehua Elementary School, Pearl City Elementary School, and Waiiau Elementary School) will receive two hard copies of this **Evaluation Report** documenting the complex-wide performance of the 21st Century Community Learning Centers grant programs in Year 3 (June 4, 2017 – May 31, 2018). Center will also be given access to an electronic version of the Evaluation.

- One copy is filed in Tab 12 of the Site Handbook after sharing the results, conclusions, and recommendations with the 21st CCLC Staff.
- One copy is 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, parent group, and community partners.

Copies of this evaluation will be shared electronically with active, past, and prospective partners. Partners may request one hard copy.

Access to an electronic version of these evaluations will be shared within the Hawaii Department of Education. Individuals may request one hard copy.

- Pearl City/Waipahu Complex Area Superintendent, Keith Hui
- School Renewal Specialist, Kristy Nishimura
- Pearl City/Waipahu Complex Area Business Manager, Lawrence Suan