

Waipahu Sub-Grantee
21st Century Community Learning Centers Project

Waipahu Complex Area, Leeward District, O'ahu

Year 4
Evaluation Report

Reporting Period: June 2013 – May 2014

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Submitted: November 17, 2014

Executive Summary

The Waipahu Sub-Grantee is comprised of seven complex area sites at Department of Education schools. There are four elementary schools (Kindergarten-Grade 6), an intermediate school (Grades 7-8) and a high school (Grades 9-12). This grantee was notified of their project award in August 2010 and received Year 1 funding in September 2010. This report covers Year 4 of funding with data comparisons between the baseline data collected in Year 1 and subsequent collected data from Years 2-4.

Sites collected attendance and demographic data on all enrolled students. Demographic data included gender, grade level, ethnicity, and participation in special programs as determined by the federal government (Free/reduced lunch program, English Language Learners, and Special Education). Sites tracked student attendance. Those attending thirty days or more were designated as “Regular Attendees.” For regular attendees, sites collected report card grades, Hawaii State Assessment scores, and distributed an academic behavioral survey to their reading/Language Arts/English or math teacher. These indicators compared to Year 1 benchmarks and national objectives to measure program impact.

The following list highlights recommendations based on information and data collected for this report:

- Sites should continue working toward increasing the number of Regular attendees (students attending 30-days or more) as this grant data shows students attending 30-days or more show greater behavioral and academic improvements than those not attending as consistently.
- Sites must include and encourage greater participation by adult family members of student participants beyond initial program orientation and culminating events.
- Sites must ensure all activities meet the Hawaii State Department goals of College and Career Readiness with STEM/STEAM-based curriculum to align with the grant proposal.
- Sites should maintain survey results in the final year with a goal of 75% of all regular attendees improved in all behavioral categories identified by the Teacher Survey. Notify staff of Year 4 results and Year 3 goals.
- Sites must working at improving report card grades in Language Arts/English and Math. Notify staff of Year 4 results and Year 5 goals.

Program Description

This project was established to meet identified needs Waipahu students and their families by (1) providing opportunities for academic enrichment, particularly for students in low-performing schools, to meet State of Hawaii achievement standards in core academic subjects – during non-school hours; (2) offering enrichment and recreation activities to reinforce and complement the regular academic program of participating students; (3) providing families of students served by community learning centers, opportunities for literacy and related educational development; and (4) building sustainability by engaging parents and community through partnerships.

All seven sites offered programs to the Waipahu school community, servicing over 2,600 students from Kindergarten through Grade 12. Summer programs (June-July 2013) were conducted at August Ahrens Elementary School, Honowai Elementary School, and Waipahu Intermediate School. Programs for adult family members during Year 4 included occasional parent orientation sessions and one-time culminating activities for various classes at sites.

Year 4: Number of Students Serviced by 21st CCLC Programs During the 2013-14 School Year

Site	Program Start Dates†	Number of Student Attendees	Number of Regular Attendees*
August Ahrens Elementary	August 12, 2013	595	207
Honowai Elementary	September 10, 2013	483	170
Kaleiopuu Elementary	October 17, 2013	169	99
Waikele Elementary	September 9, 2013	336	112
Waipahu Elementary	September 9, 2013	393	125
Waipahu Intermediate	September 3, 2013	488	92
Waipahu High	August 29, 2013	219	116
TOTALS		921	2683

*Attending 30 days or more designates regular Attendees.

†Does not include summer program dates.

Goals of the Program

The goals and objectives of the program were established in the grant proposal. At the end of the school year (June 2013), Site Coordinators evaluated project objectives in a table discussion moderated by the Project Director/Internal Evaluator. Participants used the evaluation designations of *Met objective*, *Progressed toward objective*, and *Objective not met*. Comments to support the designation were compiled and provided in the table below.

Goal 1: Provide academic opportunities, improving achievement standards in core academic subjects during non-school hours.			
1.1	Establish science instruction at all sites.	Progressed toward objective	<p>All sites provide integrated instruction/activity through summer, school year, or intersession programs.</p> <p>Five (5) sites, Ahrens Elementary, Kalei'opu'u Elementary, Waikele Elementary, Waipahu Elementary, and Waipahu Intermediate Schools provided a specific course or courses in science or STEM.</p> <p>This increased from four sites in Year 3.</p>
1.2	Provide math literacy tutoring at all sites.	Met objective	All sites provide math tutoring through summer, school year, or intersession programs.
1.3	Offer before school, after school, Saturday, and/or summer study help classes for students in grades 7-12 who are failing in core academic subjects	Met objective	Waipahu High School and Waipahu Intermediate sites offered after school activities for failing students, grades 7-12. The high school site provided Saturday tutoring.

Goal 2: Offer enrichment and recreation activities to reinforce and complement the regular academic program of participating students.			
2.1	Enlist community partnerships to provide fine arts, performance arts, recreational, and health and wellness programs.	Met objective	<p>A Memorandum of Agreement (MOA) with the City and County of Honolulu, Parks & Recreation program to establish a community partnership was initiated.</p> <p>Additionally, partnerships with the community organizations provided volunteers to assist with site activities and curriculum resources ('Olelo, Kunia Shopping Center, Foster Grandparents).</p>

Goal 2: Offer enrichment and recreation activities to reinforce and complement the regular academic program of participating students.			
2.2	Integrate the General Learner Outcomes (GLOs) and Core Values (respect, responsibility, honesty, and caring) in programs to promote high expectations for student learning and behavior.	Met objective	All program sites trained staff on GLOs and Core Values. One site uses a GLO Report Card to share quarterly student achievements with parents. One site uses GLO ratings as a formative evaluation tool.
2.3	Sites will integrate literacy and technology to develop project-based learning.	Met objective	All sites integrate technology into program offerings. In Year 4, five of seven sites developed project-based courses involving STEM, STEAM, Art, Video Production, and performing arts activities during both summer and school year programs.
2.4	Sites may provide homework assistance centers before school, and/or after-school hours.	Met objective	Homework assistance centers were established at Waikele Elementary, Waipahu Elementary and Waipahu Intermediate and Waipahu High school sites.

Goal 3: Provide opportunities for literacy, technology, and other related educational development for families of students served by community learning centers.			
3.1	Provide opportunities for adult literacy programs to support English language acquisition.	Not met	Attempts to provide adult literacy programs were planned, however, never conducted due to lack of participation or ability for enrollees to commit to term.
3.2	Provide parenting classes, encouraging positive behavior, practical approaches to positive parenting, and dealing with dynamic changes of child/teen development.	Progressed toward objective	Kalei'opu'u Elementary and Waipahu High School were the only sites to provide recurring opportunities for adult family members of participants to enroll.
3.3	Conduct parent meetings for program orientation and students support.	Met	All programs conducted parent orientation meetings at the start of their programs.

Goal 4: Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity.			
4.1	Increase and maintain complex-wide collaboration through networking and publicity of programs and achievements.	Met	Site Coordinators met quarterly to collaborate, share resources and network.
4.3	Supplement and sustain identified program components to build capacity that will last beyond the funded grant period.	Progress toward objective	Sites are sustaining program activities through school-day budgets: <ul style="list-style-type: none"> • Robotics programs • Intersession programs • Summer programs • English Language Learner program collaboration

Services, Resources and Materials

Sites offered a variety of academic, recreational, and technology based programs expanding on school-based curriculum and supplementing school-day programs.

Of the programs provided during the summer (June 2013):

- Sixty-four percent (64%) were classified as Academic Enrichment classes;
- Twenty-nine percent (29%) were Recreation based classes; and
- Seven percent (7%) included a variety of health, sports, art, and youth leadership focused activities.

Of the programs offered during the school year (August 2013-May 2014):

- Forty-seven percent (47%) were classified as Academic Enrichment activities;
- Fifteen percent (15%) as Tutoring activities;
- Twenty-one percent (21%) as Homework Help;
- Eleven percent (11%) as Recreation; and
- Seven percent (7%) as Other which included health, sports, art, entrepreneurial, and youth leadership focused activities.

Sites complemented and supplemented regular school-day initiatives and programs, using resources including curriculum (i-Ready, Achieve 3000, Moby Math, Accelerated Reading, Accelerated Math, technology (computers, video production equipment), and recreational equipment (athletic equipment, band instruments, cooking utensils and appliances).

Year 4: August Ahrens Elementary School Site Activities

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
English Language Enrichment Students in grades 1-6 participate in online based language program (Imagine Learning) and/or Achieve3000 Reading program	Academic Enrichment Learning Program; Tutoring	Reading/Literacy; Technology	26 weeks, 4 days per week, 1 hour per day
Intramural Sports Boys & Girls inter-school athletic intramurals (1 st and 2 nd semester)	Recreational	Health/nutrition	25 weeks, 2 days per week, 1 hour per day
Math Enrichment & Tutoring The “language” of math and math workshops to promote and improve math literacy skills	Academic Enrichment Learning Program; Tutoring	Mathematics	26 weeks, 2 days per week, 1 hour per day
Math Through Music Innovative program intertwining culture, music and math focusing on number fluency.	Supplemental Educational Services; Academic Enrichment Learning Program	Arts and Music, Mathematics; Cultural Activities or Social Studies	25 weeks, 2 days per week, 2 hours per day
Music Ensemble Afterschool music enrichment—chorus and music education	Supplemental Educational Services; Mentoring	Arts and Music; Cultural Activities or Social Studies	30 weeks; 2 days per week; 1 hour per day
Summer Language Arts Ramp-Up Reading and writing enrichment review for summer intercession attendees	Academic Enrichment Learning Program; Tutoring	Reading/Literacy; Technology	4 weeks, 4 days per week, 4 hours per day
<i>Summer Math Ramp-Up Math enrichment and review for summer intercession attendees</i>	<i>Academic Enrichment Learning Program; Tutoring</i>	<i>Reading/Literacy; Mathematics; Technology</i>	<i>4 weeks, 4 days per week, 4 hours per day</i>
<i>Summer Mad Science STEM based, hands-on activities for summer intercession attendees</i>	<i>Academic Enrichment Learning Program</i>	<i>Science; Technology</i>	<i>4 weeks, 4 days per week, 4 hours per day</i>

Year 4: Honowai Elementary School Site Activities

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
I-Ready Tutoring On-line reading & math tutorial.	Tutoring	Reading/literacy, Mathematics	20 weeks, 5 days per week, 1 hour per day
<i>Performing Arts Summer School</i> <i>A Language Arts Showcase included Reader's Theatre, choral reading, and oral presentations of selection written by published authors. Students presented original compositions from various genres. Study Island computer based program assessed each student the unassigned lessons based on individual needs.</i> <i>Every morning, all students participated in Mrs. Obama's "Let's Move" program to fight childhood obesity, which meant students were led in a dance routine to stimulate the mind-body connection.</i> <i>Our culminating activity was a live performance for parents by all students.</i>	<i>Academic Enrichment Learning Program;</i> <i>Activity to Promote Youth Leadership</i>	<i>Reading</i> <i>Mathematics</i> <i>Science</i> <i>Arts and music</i> <i>Technology</i>	<i>4 weeks,</i> <i>5 days per week,</i> <i>4 hours per day</i>

Year 4: Kalei'opu'u Elementary School Site Activities

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
Grade 3, 4, 5, 6 Math Program Online and teacher tutoring to learn and reinforce math concepts taught in math classes.	Academic Enrichment Learning Program	Mathematics	27 weeks, 4 days per week, 2 hours per day
Grade 3, 4, 5, 6 Science Reading Program Achieve3000 online program science articles to learn and practice reading strategies and science concepts.	Academic Enrichment Learning Program; Tutoring	Reading/Literacy, Science	27 weeks, 4 days per week, 2 hours per day
SPED Tutoring For SPED students taught by qualified SPED teachers	Tutoring	Reading/Literacy, Mathematics	27 weeks, 4 day per week, 2 hours per day

Year 4: Waikele Elementary School Site Activities

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
Afterschool Tutoring Round 1 Students receive assistance with homework and achieving current grade level standards in math.	Homework Help; Tutoring	Mathematics	11 weeks, 4 days per week, 1 hour per day
After School Tutoring Round 2 Students receive assistance with homework and achieving current grade level standards in math and reading.	Homework Help; Tutoring	Mathematics, Reading/Literacy	9 weeks, 4 days per week, 1 hour per day
Homework Center Offers students an opportunity to get homework assistance, complete unfinished homework assignments, and/or complete online assignments before school.	Homework Help; Tutoring	Reading/Literacy; Mathematics; Science; Arts/Music; Cultural Activities or Social Studies; Health/Nutrition	31 weeks, 5 days per week, .75 hours per day
STEM Camp Activities involving problem and challenge based learning. Written and electronic documentation of student learning process is incorporated.	Academic Enrichment Learning Program	Reading/literacy, Mathematics, Science, Technology	28 weeks, 2 days per week, 1 hour per day

Year 4: Waipahu Elementary School Site Activities

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
Aquaponics	Academic Enrichment Learning Program; Recreational Activity	Reading/Literacy; Mathematics; Science; Arts/Music; Cultural Activities or Social Studies; Technology; Entrepreneurial Education	13 weeks, 4 days per week, 1 hour per day
Design Thinking/Project Based Learning	Academic Enrichment Learning Program; Tutoring	Reading/Literacy; Mathematics; Science; Arts/Music; Cultural Activities or Social Studies; Technology; Entrepreneurial Education	19 weeks, 4 days per week, 1 hour per day
Afterschool Tutoring	Tutoring; Homework Help	Reading/Literacy; Mathematics; Science; Arts/Music; Cultural Activities or Social Studies; Technology; Entrepreneurial Education	25 weeks, 4 days per week, 1 hour per day
Sports and Recreational Activities	Academic Enrichment Learning Program, Recreational Activity	Reading/Literacy; Mathematics; Science; Arts/Music; Cultural Activities or Social Studies; Technology; Entrepreneurial Education	25 weeks, 4 days per week, 1 hour per day
Arts and Crafts	Academic Enrichment Learning Program; Recreational Activity	Reading/Literacy; Mathematics; Science; Arts/Music; Cultural Activities or Social Studies; Technology; Entrepreneurial Education	25 weeks, 4 days per week, 1 hour per day
Yearbook Program Provides students with the experience of leadership to develop a school yearbook using photography, literacy and technology skills.	Recreational Activity; Activity to promote youth leadership	Reading/literacy, Arts and Music, Technology, Entrepreneurial Education; Cultural Activities or Social Studies	30 weeks, 4 days per week, 1.5 hours per day
Morning Homework Centers Provides a place for all students to get extra help and support with homework they were unable to complete at home.	Homework Help; Tutoring	Reading/Literacy; Mathematics	25 weeks, 4 days per week, .75 hours per day

Year 4: Waipahu Intermediate School Site Activities

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
8 th Grade Boys Flag Football Provides involvement in active recreation with the opportunity for higher level competition and skill development. Students compete with other intermediate schools in the Leeward District, as well as community and island wide invitational tournaments.	Recreational Activity; Activity to promote youth leadership	Health/Nutrition	14 weeks 2 days per week 2 hours per day
8 th Grade Boys Basketball Provides involvement in active recreation with the opportunity for higher level competition and skill development. Students compete with other intermediate schools in the Leeward District as well as community and island wide invitational tournaments.	Recreational Activity; Activity to promote youth leadership	Health/Nutrition	6 weeks, 2 days per week 2 hours per day
Band Offered to students interested in a rigorous curriculum, along with tutorial sessions. Community resource people are brought in to enhance learning, providing opportunities for an array of teaching styles and techniques. The band performs at various community events in the Waipahu area.	Academic Enrichment Program; Tutoring	Reading/Literacy; Mathematics; Arts and Music; Cultural Activities	33 weeks, 3 days per week; 2 hours per day
WIS Kids Production Provides students with multi-media rigor to learning video production. Student work and achievements are seen on Olelo, Hiki'No, STEM, HMSA, Youth Media Exchange, Internet Safety Awards, and Farmers Insurance.	Academic Enrichment Learning Program; Other	Reading/Literacy; Mathematics; Science; Arts and Music; Technology; Cultural Activities; Health/Nutrition	35 weeks, 3 days per week, 2 hours per day
<i>Aerobic Fitness/Weight Lifting</i> <i>Various 10-minute aerobic workouts to develop fitness. Strength training for beginners and athletes, with the use of a universal weight system.</i>	<i>Recreational Activity;</i> <i>Activity to promote youth leadership</i>	<i>Health/Nutrition</i>	<i>4 weeks;</i> <i>5 days per week;</i> <i>2 hours per day</i>
<i>Cooking/Baking</i> <i>Learn the importance of kitchen safety and sanitation, following a simple recipe, proper measurements of ingredients, and the art of cooking and baking.</i>	<i>Academic Enrichment Program;</i> <i>Career or job training for youth</i>	<i>Reading/Literacy;</i> <i>Mathematics;</i> <i>Science;</i> <i>Health/Nutrition</i>	<i>4 weeks;</i> <i>5 days per week;</i> <i>4 hours per day</i>
<i>Digital Photography</i> <i>Learn how to operate a DSLR camera and acquire knowledge on how to use different photo settings as they apply it through hands-on photo opportunities.</i>	<i>Academic Enrichment Program;</i> <i>Career or job training for youth</i>	<i>Technology</i>	<i>4 weeks;</i> <i>5 days per week;</i> <i>2 hours per day</i>
<i>Hip Hop Dance</i> <i>Are you interested in learning the most recent dance moves? Enjoy some fun and fitness through dance.</i>	<i>Recreational Activity;</i> <i>Activity to promote youth leadership</i>	<i>Arts and Music;</i> <i>Health or nutrition</i>	<i>4 weeks;</i> <i>5 days per week;</i> <i>2 hours per day</i>

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
<p>Homework Assistance/Tutorial Provides after school tutoring to help students master benchmark concepts, acquire and use appropriate terminology, and construct high quality written responses in all subject areas. Students are provided with a quiet workplace and the use library resources and computers. Individual, small group and computerized instruction is offered.</p>	<p>Homework Help; Tutoring</p>	<p>Reading/Literacy; Mathematics; Science; Arts/Music; Technology; Cultural Activities; Health/Nutrition</p>	<p>36 weeks, 4 days per week, 1.5 hours per day</p>
<p><i>Hula Dancing</i> <i>Learn the basic skills of dancing the hula</i></p>	<p><i>Recreational Activity;</i> <i>Activity to promote youth leadership</i></p>	<p><i>Arts/Music;</i> <i>Health/Nutrition</i></p>	<p><i>4 weeks;</i> <i>5 days per week;</i> <i>2 hours per day</i></p>
<p><i>Living History</i> <i>Gain historical knowledge and skills in research, writing, critical thinking, and communication. Class will help students understand why the past is important, how things happen and how things change, and the difference it makes in today's world.</i></p>	<p><i>Academic Enrichment Learning Program; Career or job training for youth</i></p>	<p><i>Reading/Literacy;</i> <i>Technology;</i> <i>Entrepreneurial Education; Cultural activities</i></p>	<p><i>4 weeks;</i> <i>5 days per week;</i> <i>4 hours per day</i></p>
<p><i>Math Skill Building</i> <i>Emphasis on basic math skills and problem solving strategies, with the use of manipulatives and hands on experiences. Real world practical math application will be the the focus.</i></p>	<p><i>Academic Enrichment Learning Program; Supplemental Educational Services</i></p>	<p><i>Reading/Literacy;</i> <i>Mathematics</i></p>	<p><i>4 weeks;</i> <i>5 days per week;</i> <i>2 hours per day</i></p>
<p><i>Media Technology</i> <i>Learn the basic skills needed for audio and video productions</i></p>	<p><i>Academic Enrichment Learning Program; Community Service or Service Learning</i></p>	<p><i>Reading/Literacy;</i> <i>Mathematics;</i> <i>Arts/Music; Cultural Activities</i></p>	<p><i>4 weeks;</i> <i>5 days per week;</i> <i>2 hours per day</i></p>
<p><i>Sports and Games</i> <i>Emphasis on skill development in both team and individual sports, while developing sportsmanship and teamwork.</i></p>	<p><i>Recreational Activity;</i> <i>Activity to promote youth leadership</i></p>	<p><i>Reading/Literacy;</i> <i>Health/Nutrition</i></p>	<p><i>4 weeks;</i> <i>5 days per week;</i> <i>2 hours per day</i></p>

Year 4: Waipahu High School Site Activities

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
<p>SAM – Saturday Attendance Make-up Program targets students who in their regular classes will get a failing mark due to absences. Students in SAM are required to attend Saturday school and make up missing assignments to receive credits in their regular classes.</p>	Tutoring	Reading/Literacy	6 weeks, 1 day per week, 5 hours per day
<p>WHS Extended Learning Program- Language Arts Language Arts classes targeting students to previously failed. Students are given the opportunity to work on requirements and standards that were not met in regular class. Provides students quality time in a less crowded environment, thereby increasing chances of meeting grade level standards in Language Arts.</p>	Academic Enrichment Learning Program; Tutoring	Reading/Literacy; Technology	26 weeks, 3 days per week; 3 hours per day
<p>WHS Extended Learning Program—Music and Video Production Provides students the opportunity for enrichment and to seek assistance for their class projects that require audio or video editing technologies. Students will have access to programs such as Garageband, iMovie, Reason and Final-Cut.</p>	Recreational Activity; Tutoring	Arts and Music	26 weeks, 2 days per week, 3 hours per day
<p>WHS Extended Learning Program—US and World History Social Studies classes targeting students who previously failed. Students are given an opportunity to work on requirements and standards that were not met in regular classes. Provides students quality time in a less crowded environment, thereby increasing chances of meeting grade level standards in Social Studies.</p>	Academic Enrichment Learning Program; Tutoring	Reading/Literacy; Cultural Activities or Social Studies; Technology	26 weeks, 3 days per week, 3 hours per day
<p>Math and English Tutoring Program targets all students who are struggling in either Math or English classes.</p>	Academic Enrichment Learning Program; Tutoring	Reading/Literacy; Mathematics	26 weeks, 2 days per week, 1 hour per day

Program Clients

Student participants are enrolled at Waipahu complex area schools: August Ahrens Elementary (AES), Kalei'opu'u Elementary (KES), Waikele Elementary (WaikES), Waipahu Elementary (WES), Waipahu Intermediate (WIS), and Waipahu High (WHS).

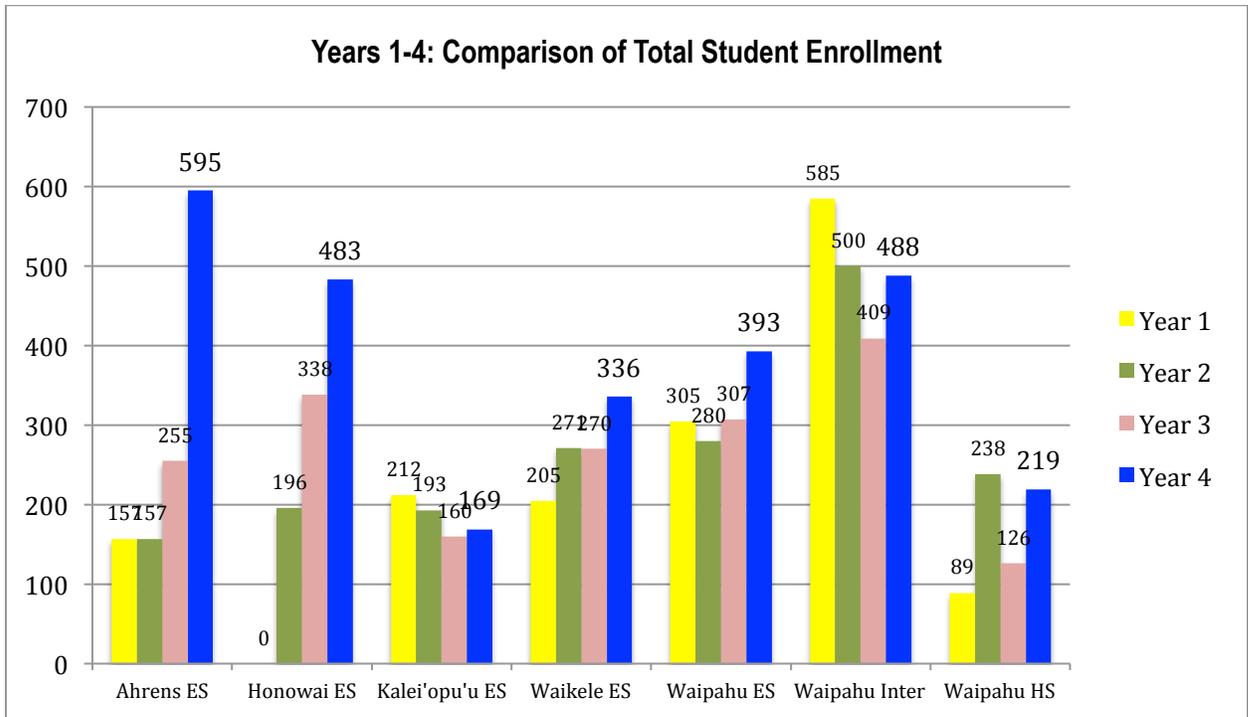
Year 4: Total Number of Student Participants by Grade Level and Site

Grade Level	AES	HES	KES	WaikES	WES	WIS	WHS	Total
Kindergarten	8	46	4	17	39			114
Grade 1	113	93	1	36	37			280
Grade 2	84	76	8	48	44			260
Grade 3	87	89	38	58	40			312
Grade 4	107	77	22	60	73			339
Grade 5	107	63	51	57	58			336
Grade 6	89	39	45	60	102			335
Grade 7						286		286
Grade 8						202		202
Grade 9							40	40
Grade 10							39	39
Grade 11							70	70
Grade 12							70	70
TOTAL	595	483	169	336	393	488	219	2,683

Changes across Year 1 to Year 4 attendance at seven sites are reflected in the chart below. Highlights of increased enrollment from Year 3 to Year 4 at all sites is reflected below:

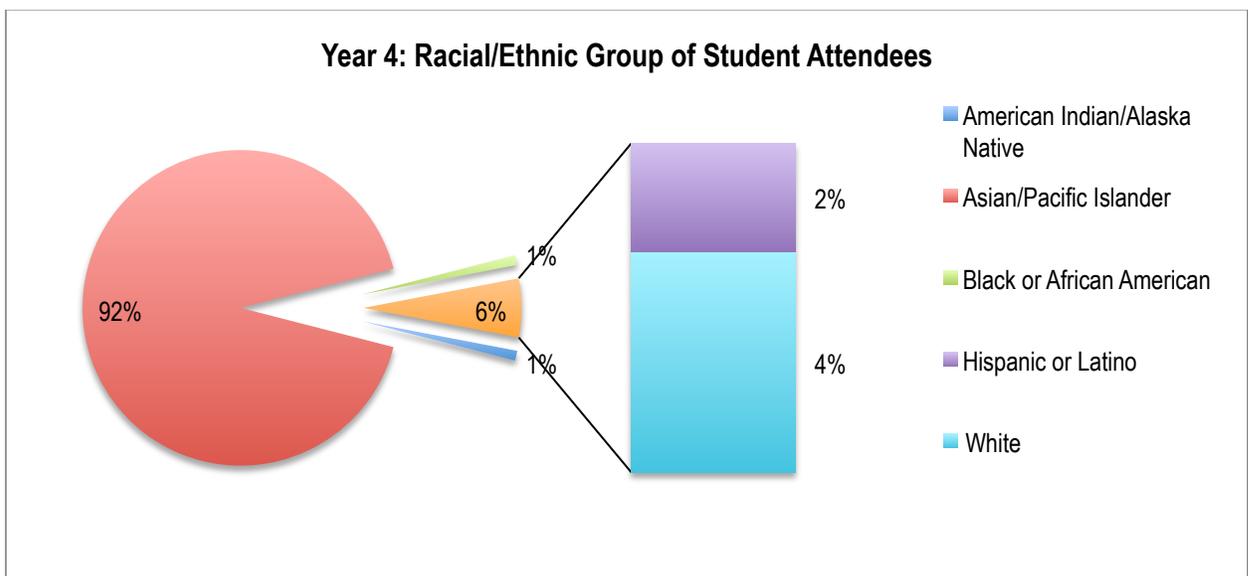
- AES increased enrollment by 57%.
- HES increased enrollment by 30%.
- KES increased enrollment by 5%.
- WaikES increased enrollment by 20%.
- WES increased enrollment by 22%.
- WIS increased enrollment by 16%.
- WHS increased enrollment by 43%.

All seven sites increased enrollment of attendees. The overall total number of enrolled attendees increased from 1,933 students in Year 3 to 2,683 students in Year 4 for a 30% increase.



Additional client characteristic data collected by this project includes (1) Racial/Ethnic Group, (2) Gender, and (3) Enrollment in Special Services or Programs (Limited English proficiency, free or reduced-price lunch, special needs or disabilities).

Participants in the Waipahu Sub-Grantee 21st CCLC Programs were predominantly from the Asian/Pacific Islander racial/ethnic group – 92% identified themselves in this sub-group. The remaining sub-groups were all below 5%.



Again, in Year 4, as in Years 1 through 3, there were overall, more male attendees than female attendees.

Years 1-4: Percentage of All Student Participants by Gender

School	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
Ahrens Elementary	43%	57%	52%	48%	45%	55%	50%	50%
Honowai Elementary	0	0	44%	56%	56%	44%	54%	46%
Kalei'opu'u Elementary	61%	39%	60%	40%	62%	38%	62%	38%
Waikele Elementary	49%	51%	51%	49%	56%	44%	51%	49%
Waipahu Elementary	45%	55%	48%	52%	43%	57%	47%	53%
Waipahu Intermediate	53%	47%	54%	46%	82%	65%	50%	50%
Waipahu High	52%	48%	57%	43%	25%	21%	53%	47%
TOTAL COMPLEX-WIDE	51%	49%	52%	48%	52%	48%	51%	49%

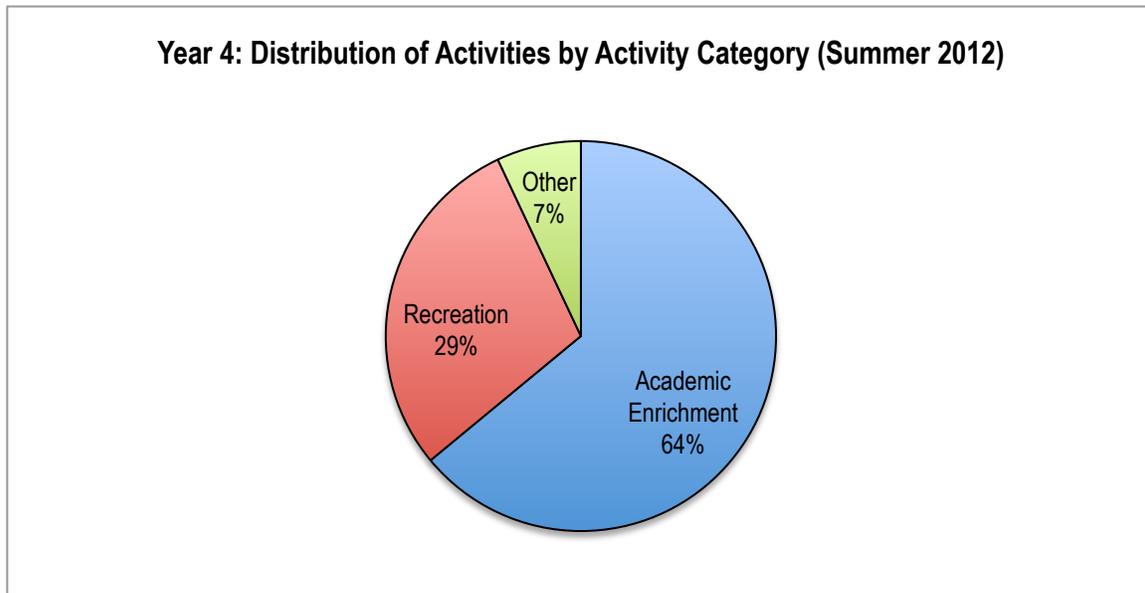
More than half (58%) of all student participants, complex-wide, qualified for the free/reduced-price lunch program. 24% of all student participants received English Language Learner services during the school day. The students identified as receiving Special Education services during the school day decreased to 5%.

Years 1- 4: Total Number of Student Participants Receiving Special Services or Programs During the Regular School Day

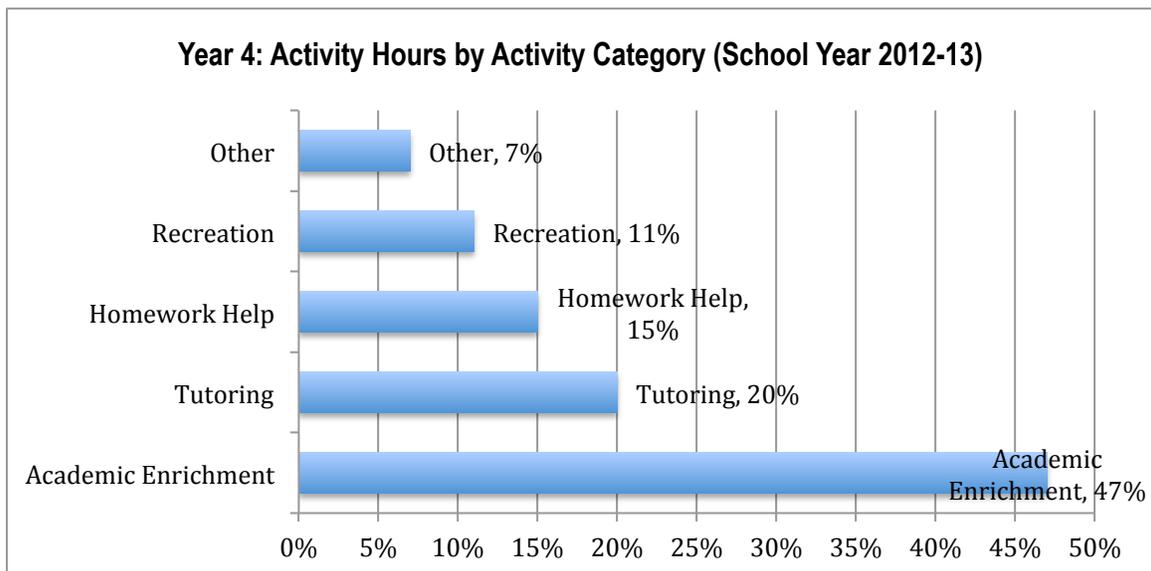
Service or Program	Total Attendees, Year 1	%	Total Attendees, Year 2	%	Total Attendees, Year 3	%	Total Attendees, Year 4	%
	Students with limited English proficiency	383	25%	379	21%	403	20%	640
Students eligible for free or reduced-price lunch	858	55%	881	48%	1139	58%	1543	58%
Students with special needs or disabilities	98	6%	109	6%	130	6%	127	5%

Individual Activities and Identified Core Subjects

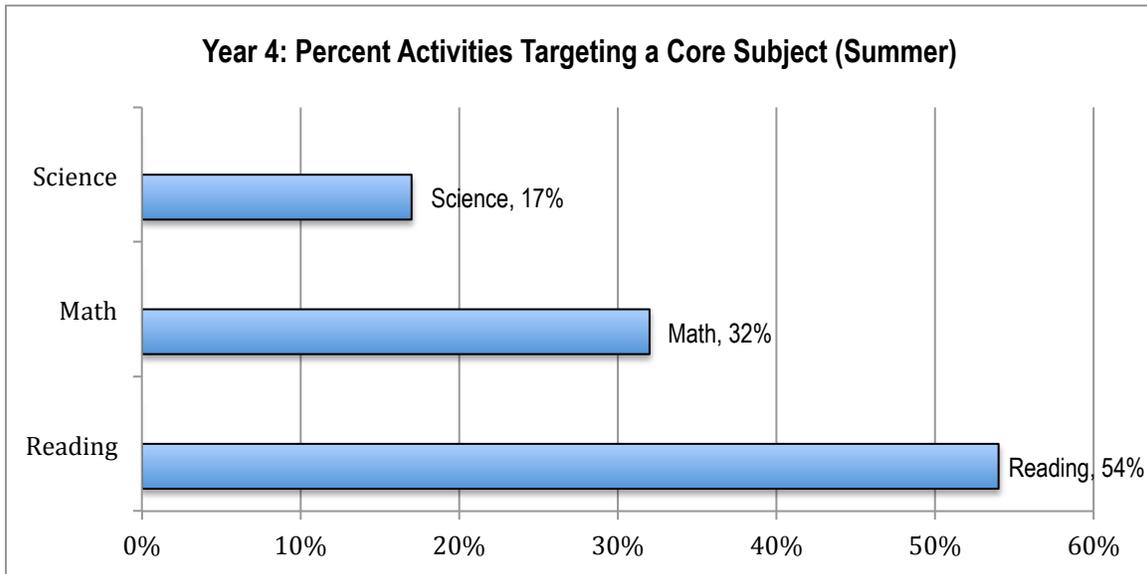
Three sites provided summer activities during June-July 2013 (Ahrens Elementary, Honowai Elementary, and Waikele Elementary). Of the programming provided 64% were categorized as Academic Enrichment activities, 29% Recreational activities, and 7% other activities.



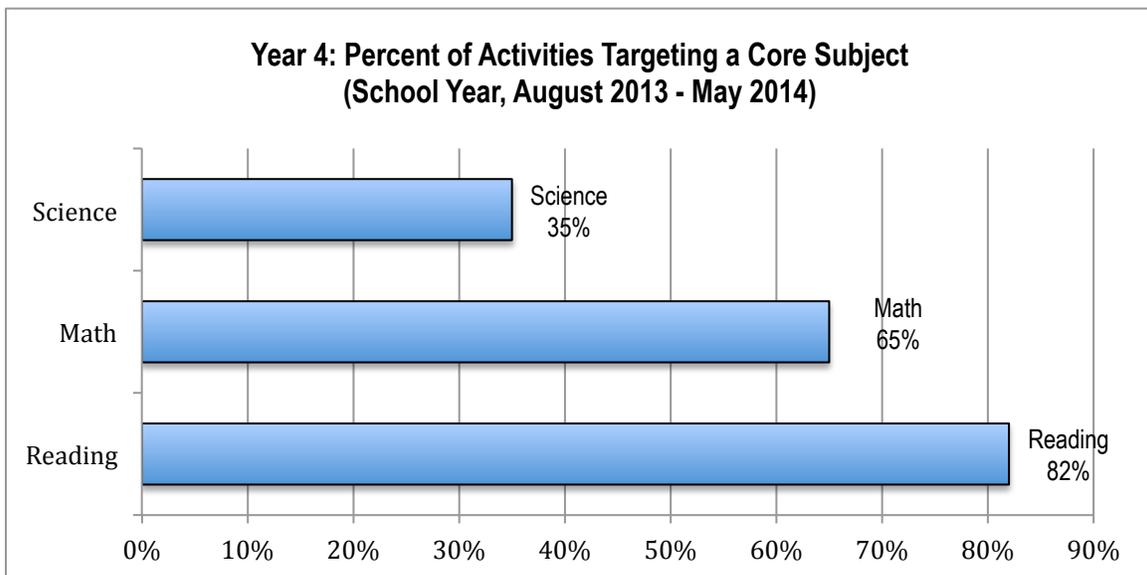
All seven sites provided school year activities during non-school hours, August 2013-May 2014. Of the programming offered across the entire complex, 47% were classified as Academic Enrichment activities, 20% Tutoring activities, 15% Homework Help, 11% Recreation activities, and 7% Other activities.



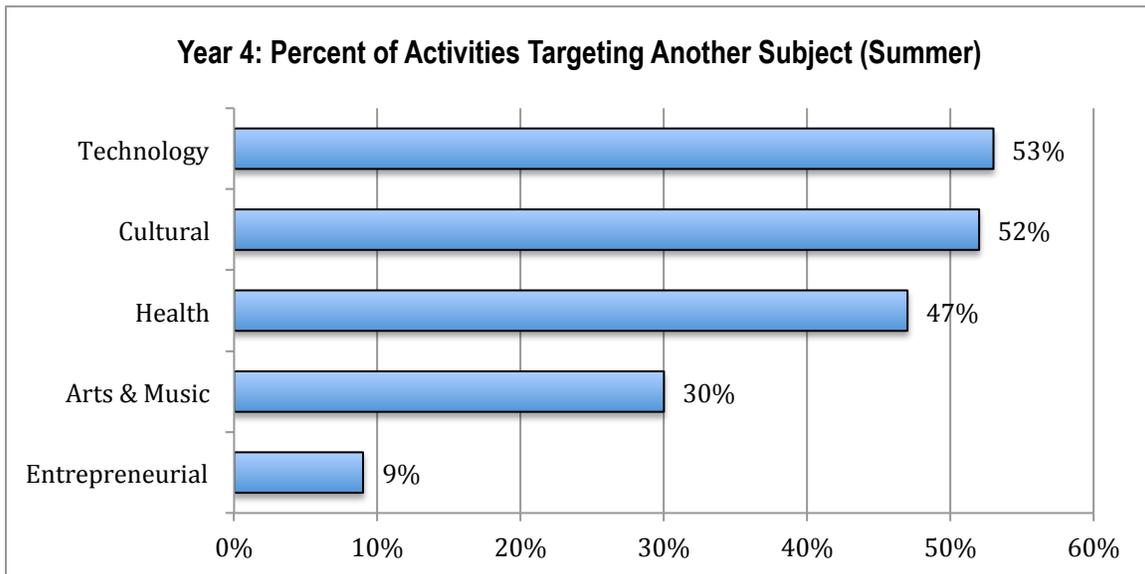
Activities are categorized by targeting a core subject. During the summer, 54% of activities prioritized Reading, 32% activities prioritized Math, and 17% prioritized Science. *(Note. A single activity can target multiple subjects. Percentages do not sum to 100%.)*



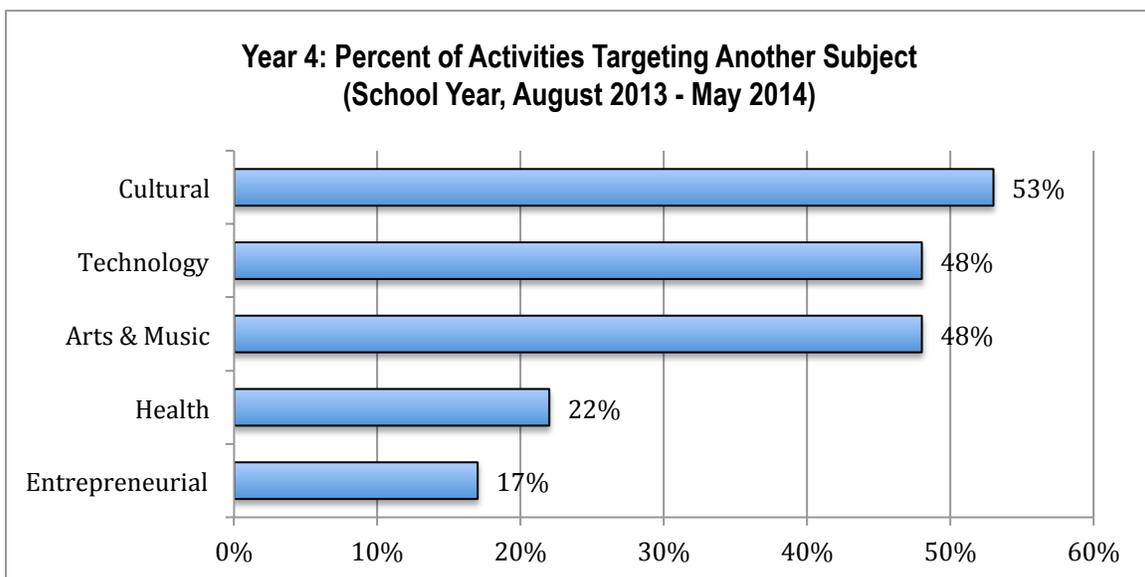
Activities are categorized by targeting a core subject. During the school year, 82% of activities prioritized Reading, 65% activities prioritized Math, and 35% prioritized Science. *(Note. A single activity can target multiple subjects. Percentages do not sum to 100%.)*



Activities provided to students may target a secondary subject. Of the four sites providing summer programs, 53% of the activities also integrated Technology, 52% were Cultural, 47% of activities included a Health and Nutrition component, 30% involved Arts and Music activities, and 9% of activities additionally included a Entrepreneurial focus.



During the school year, the secondary subjects targeted across the complex included Cultural activities – 53%, Technology integration – 48%, Arts and Music activities – 48%, Health and Nutrition activities – 22%, and Entrepreneurial components – 17%.



Staff and Others Involved in the Program

School administrators identified a Site Coordinator to implement and manage programs at their location. Site Coordinators participated in quarterly meetings to network, share, collaboration, and offer evaluation information conducted by the Project Director/Internal Evaluator (PD/IE).

The PD/IE conducted Site Visitations of each site, four times during the project year. Program activities were observed and found in alignment with project goals and objectives, as well as Quarterly Reports submitted by Site Coordinators. Site Handbooks were reviewed to disseminate required documentation information at each visit.

88% of school year staff are employed as school-day teachers. There was one volunteer site coordinator at Waipahu Elementary where the Vice Principal is not paid by the grant to coordinate and run programs at that site. The two volunteer community members assist with the band program at Waipahu Intermediate School.

Contracted partners from the Department of Parks and Recreation hired eight Youth Development workers and four College students to lead activities in recreation.

Year 1-4: Total Number and Type of Staffing at 21st CCLC Sites

Type of Staff Member	YEAR 1, Pd	YEAR 1, Not Pd	YEAR 2, Pd	YEAR 2, Not Pd	YEAR 3, Pd	YEAR 3, Not Pd	YEAR 4, Pd	YEAR 4, Not Pd
School-day teachers	93	0	132	0	97	0	87	2
Center administrators and coordinators	8	1	15	1	8	1	5	2
Youth development workers	1	0	0	0	3	0	8	0
Other non-teaching school staff	8	0	3	0	6	0	4	0
College students	0	1	0	0	0	0	4	1
Other community members	0	1	0	0	7	2	0	0
Other non-school day staff	0	0	0	0	6	0	3	10
Totals	110	3	150	1	127	3	111	15

Partners

Partnerships in Year 4 of this project allowed sites to provide additional recreational and enrichment programs to the students. Qualified staff in the various areas of expertise enabled the ensured the programs were high quality.

Year 4: Project Partners

Partner	Contracted (Y/N)	Activities Provided
Department of Education	N	School sites provided facilities and equipment; Waipahu High School partnered with Waipahu Elementary to establish an Aquaponics system at the elementary school, providing fish, equipment, and expertise.
Department of Parks and Recreation	Y	Contracted to provide enrichment and recreation activities including: <ul style="list-style-type: none"> • Art • Arts & Crafts • Cooking • Dance (hip hop, hula) • Health & Nutrition • Mentoring • 'Ukulele • Sports and Games • Table Tennis • Team Building
Filipino Community Association	N	Provided instruments for the Bamboo Band program at Ahrens Elementary School
Foster Grandparents Program	N	Provided volunteer tutors at Honowai Elementary and Kalei'opu'u Elementary
Olelo Community Media	N	Provided professional expertise and equipment for video production projects at Waipahu Intermediate and Waipahu High Schools
UH Office of Multicultural Students Services	N	Offered to conduct on-site literacy classes for adult family members of student participants in the Fall 2013 and Spring 2014. Class were cancelled due to lack of interest.

Evaluation Design and Results

The evaluation design had both summative and formative assessment components. Evaluation assessed participants using both qualitative and quantitative measures to determine the impact of the services provided to students. Assessment measurement and strategies included both performance-based and standardized approaches.

Evaluation Schedule

Site Coordinators gather and use data from a variety of school sources. This information was used to monitor student progress and assist program staff with curriculum design. Site level data was collected, evaluated, and reported quarterly and at the end of the school year. Evaluation findings for this report are based on attendance of all student participants. Additional evaluation findings for this report are based on teacher surveys, semester grades, and HSA scores as reported by sites for students attending thirty days or more, designated as Regular attendees.

Year 4: Evaluation Schedule and Source of Data

Obj	Program/Activity	Summative Assessment	Formative Assessment
1.1	Science inquiry tutoring	HSA scores, semester grades	Program progress reports, quarterly grades, self and peer assessment
1.2	Math literacy and computational fluency	NCLB and AYP reports, HSA scores, semester grades	Program progress reports, quarterly grades, self and peer assessment
1.3	Literacy and Technology integration	NCLB and AYP reports, HSA, Terra Nova, semester grades	Achieve 3000, i-Ready IXL, program progress reports, grades
1.4	Academic achievement/improvement	HSA test scores, Terra Nova test scores, semester grades	Achieve 3000, i-Ready, IXL, Aha! Math, Aha! Science, program progress reports, grades
2.1	Core area tutoring	HSA test scores, semester grades	Grades
2.2	Art and recreational activities	Attendance, participant survey, program reports	Self and peer assessment, project progress reports
2.3	Student behavior	Attendance, teacher survey, program reports	Self and peer assessments
2.4	Homework assistance	Semester grades, teacher survey	Attendance
3.1	Adult literacy programs	Program grades	Attendance
3.2	Adult parenting classes	Program certification, attendance	Attendance
3.3	Parent orientation	Attendance, participant survey	Attendance
4.1	Publicizing and networking	Attendance, program reports	Quarterly reports, updating information, record keeping
4.2	Building partner capacity	Program reports	Record keeping

**HSA scores, semester grade, and teacher surveys compiled by evaluator ONLY for Regular attendees (attending 30 days or more)*

Evaluation Results – Attendance

Of the 2,683 students enrolled in learning center programs, 34%, or 921 students were designated as Regular attendees, having attended 30 days or more. This is a 9% increase from Year 3.

Year 4: Total and Regular Attendees by Site

	AES	HES	KES	WaikES	WES	WIS	WHS	Totals
Total Attendees	595	483	169	336	393	488	219	2,683
Regular Attendees	207	170	99	112	125	92	116	921
<i>Percentage</i>	<i>35%</i>	<i>35%</i>	<i>59%</i>	<i>33%</i>	<i>32%</i>	<i>19%</i>	<i>53%</i>	<i>34%</i>

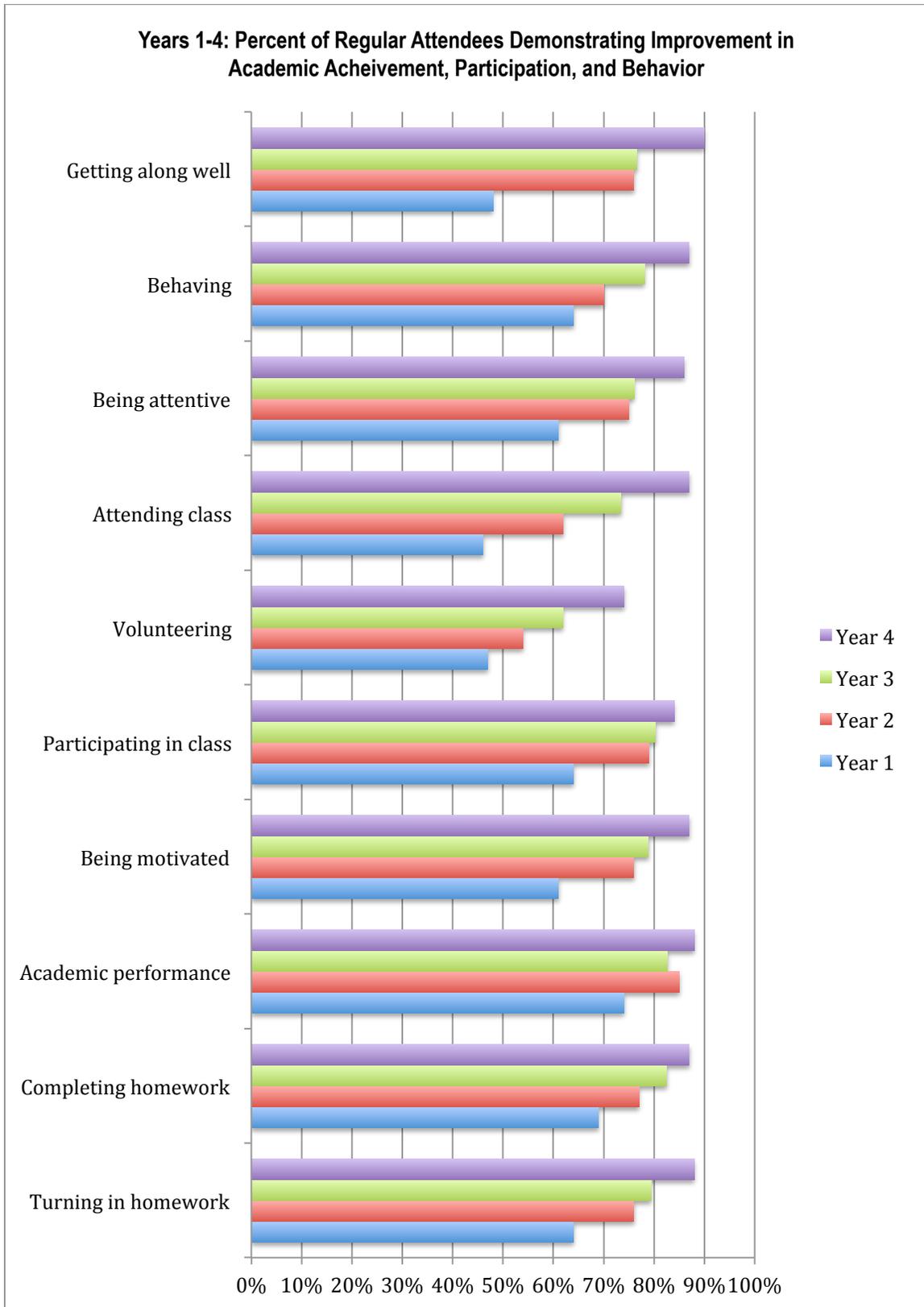
Evaluation Results – Teacher Surveys

The Teacher Survey was distributed asking school-day teacher to report on the extent to which certain behaviors exhibited by a site's Regular attendees improved or did not improve during the course of the school year. This measure is one that the U.S. Department of Education has identified as a means to report on the performance indicators associated with the 21st CCLC program.

The teacher survey was distributed to the primary, Language Arts, or math teachers of these students and asks teachers for a retrospective view of changes in the students' academic behavior over the school year. Teachers report the changes on a 7-point rating scale, ranging from "significant decline" to "significant improvement" with the mid-point being "no change." A rating of "did not need to improve" was also available. A standard goal of nationwide 21st CCLC programs is to set the benchmark at 75% of all regular attendees to show that the center's efforts had significant impact in improving academic behavior.

Of the 488 identified Regular attendees, Site Coordinators were able to collect completed surveys from 100% of the students (921 students).

This project met or exceeded the federal benchmark and demonstrated improvement in all of the ten indicators including academic achievement, participation, and behavior.



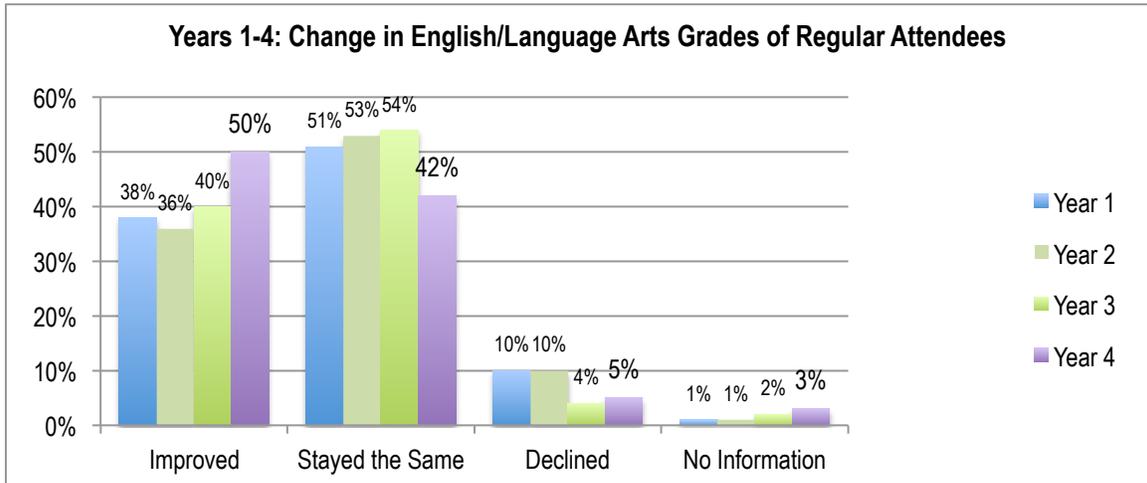
Federal benchmark is 75% of all regular attendees demonstrating improvement.

**Years 1-4: Percent of Regular Attendees
Demonstrating Improvement in Behavior**

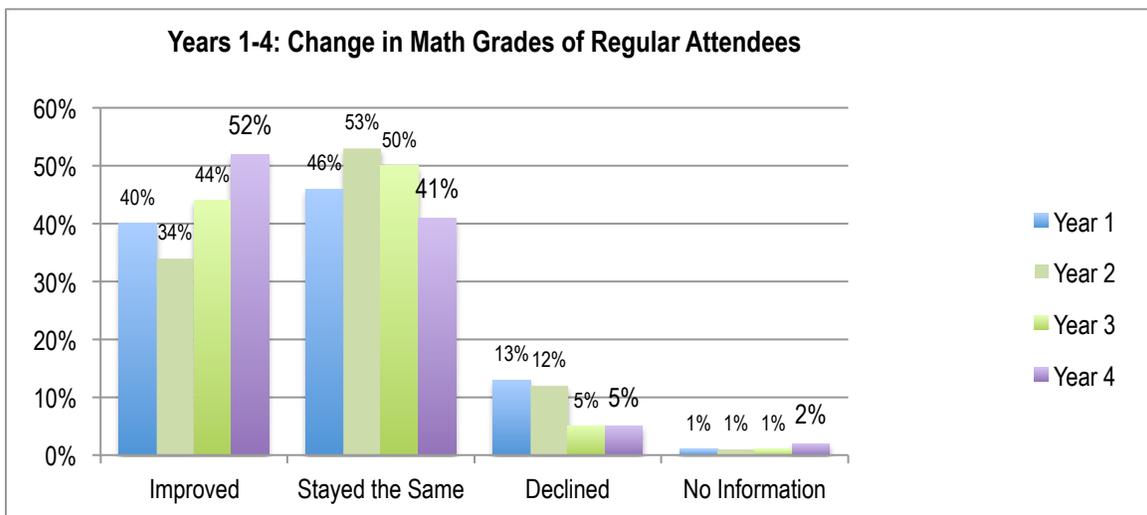
	Behavior Indicators	Year 1		Year 2		Year 3		Year 4	
Academic Achievement	Turning in homework on time	64%	Did not meet	76%	Met	79%	Met	88%	Met
	Completing home to teacher's satisfaction	69%	Did not meet	77%	Met	82%	Met	87%	Met
	Academic performance	74%	Did not meet	85%	Met	83%	Met	88%	Met
	Coming to school motivated to learn	61%	Did not meet	76%	Met	78%	Met	87%	Met
Participation	Participating in class	64%	Did not meet	79%	Met	80%	Met	84%	Met
	Volunteering	47%	Did not meet	54%	Did not meet	62%	Did not meet	84%	Met
	Attending class regularly	46%	Did not meet	62%	Did not meet	73%	Did not meet	87%	Met
	Being attentive in class	61%	Did not meet	75%	Met	76%	Met	86%	Met
Behavior	Behaving well in class	64%	Did not meet	70%	Did not meet	78%	Met	87%	Met
	Getting along well with other students	48%	Did not meet	76%	Met	77%	Met	90%	Met

Evaluation Results – English/Language Arts Semester Grades

Report card data for English/Language Arts was collected from 97% of regular attendees (897 student grades were reported for first and second semester). Data shows improvements in grades were made by 50% of project-wide regular attendees from first semester to second semester.



Report card data for Math was collected from 98% of regular attendees (899 student grades were reported for first and second semester). Data shows improvements in grades were made by 52% of project-wide regular attendees from first semester to second semester.



Evaluation Results – U.S. Department of Education Outcomes

Indicator	US DOE Desired Outcome	Waipahu Sub-Grantee Status
Core educational services	More than 100% of centers will offer high-quality services in at least one core academic areas, such as reading and literacy, mathematics, and science.	In Year 4, 100% of active centers offered high-quality services in at least one core academic area.
Enrichment and support activities	100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	In Year 4, 100% of active centers offered enrichment and support activities.
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, implementation, and sustaining programs.	In Year 4, 100% of centers, established a community partnership through a Memorandum of Agreement with the City & County of Honolulu, Department of Parks and Recreation.
Services to parents and other adult family members	More than 85% of centers will offer services to parents, and other adult family members.	<p>In Year 4, 100% of centers provided some type of parent orientation for their services.</p> <p>Two sites offered services for parents and/or other adult family members.</p> <p>One site offered services, however, due to lack of interest, did not conduct the activity.</p>
Extended hours	More than 75% of centers will offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays.	<p>In Year 4, two sites (Ahrens Elementary and Waipahu Intermediate), or 29% of centers were able to offer services at least 15 hours on average.</p> <p>In Year 4, three sites (Ahrens Elementary, Honowai Elementary, and Waipahu Intermediate) were able to provide services as a summer intersession. 100% of these sites offered services at least 15 hours on average during the intersession.</p>
High-need communities	100% of centers are located in high-poverty communities.	100% of centers are located in high-poverty communities of Waipahu, Hawaii.

Conclusions and Recommendations

Program Clients

Conclusion: The enrollment of complex area students in the 21st CCLC program increased from 1,936 in Year 3 to 2,683 in Year 4. This was an increase of 38%. The number of Regular Attendees (students participating for thirty-days or more) increased from 488 in Year 3 to 921 in Year 4. This was an increase of 88%.

- *Recommendation: Sites should work to maintain the number of Regular Attendees in the final year of this project rather than seeking higher overall enrollment, due to funding reductions as stipulated by the guidelines of the grant application.*
- *Recommendation: Sites must include and encourage greater participation by adult family members of student participants beyond the initial program orientation and culminating events.*

Program Activities

Conclusion: All sites provided activities and programs in accordance to the grant proposal goals and objectives.

- *Recommendation: Sites should continue to ensure all activities meet the Hawaii State Department goals of College and Career Readiness with STEM/STEAM-based curriculum to align with the grant proposal.*

Evaluation Results

Conclusion: All sites collected surveys, grades, and test scores of regular attendees. Student data that was unavailable is due to students transferring before the end of the grading period, testing window, or survey distribution.

- *Recommendation: Maintain the goal of 75% of all regular attendees improved in all behavioral categories identified by the Teacher Survey. Notify staff of these results and goals.*
- *Recommendation: Continue to impact students by working at increasing report card grades in Language Arts/English and Math. Notify staff of these results and goals.*

Dissemination of Evaluation Results

Each site 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 4 (Summer 2013-May 2014). The Internal Evaluator presented conclusions and recommendations of this evaluation at the beginning of Year 5 to all Site Coordinators, to ensure the results be used to refine, improve, and strengthen programs offered in the final year of this grant. Sites may request an electronic version of the Evaluation.

- One copy should be filed in Tab 10 of the Site Handbook after sharing the results, conclusions, and recommendations with the 21st CCLC Staff.
- One copy should be shared with the school administration with the intent to share with the broader school community including, but not limited to leadership team, school-day staff, parent group, and community partners.

Each site has received two hard-copies of their *site specific* Evaluation Report documenting the site/school performance of the 21st Century Community Learning Centers programs in Year 4 (Summer 2013-May 2014). The Internal Evaluator presented conclusions and recommendations this evaluation at the beginning of Year 5 to all Site Coordinators, to ensure the results be used to refine, improve, and strengthen programs offered in the final year of this grant. Sites may request an electronic version of the Evaluation.

- One copy should be filed in Tab 10 of the Site Handbook after sharing the results with the 21st CCLC Staff.
- One copy should be shared with the school administration with the intent to share with the broader school community including, but not limited to leadership team, school-day staff, parent group, and community partners.

Copies of these evaluations will be posted on the State's website, under the 21st Century Community Learning Centers program.

<http://www.hawaiipublicschools.org/ParentsAndStudents/SupportForStudents/21stCCLC/Pages/default.aspx>

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

- Filipino Community Center
- Foster Grandparetns Program
- Kunia Community Association

- Olelo Community Media
- Waipahu District Parks, Department of Parks and Recreation, City and County of Honolulu
- Waipahu Neighborhood Board
- UH Office of Multicultural Students Services

Copies of these evaluations will be shared electronically within the Hawaii Department of Education. Individuals may request one hard-copy.

- Special Programs Management Section Educational Specialist, Daniel Williams
- Pearl City/Waipahu Complex Area Superintendent, Rodney Luke
- Waipahu Complex School Renewal Specialist, Kristy Nishimura
- Waipahu Complex Area Business Manager, Lawrence Suan