Hawaiʻi 21CCLC Evaluation Report
BGCM – SY2019-20 Cohort 12 - Revision = Jan 29, 2021

To assist subgrantees with meeting state evaluation requirements the HIDOE has created a standardized template for evaluations of the 21CCLC programs. Cohort 12 subgrantees are required to complete this template with SY2019-20 information. The checklist below serves as a list of required elements and provides a tracking tool for completion. **Due December 15, 2020.**

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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	12-11-2020
Grantee Name	Boys & Girls Clubs of Maui
Program Director Name	Annie Provencher
Program Director Email	Anniep@bgcmaui.org
Evaluator Name	Stephen Bennett
Evaluator Email	Stephenb@bgcmaui.org

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kihei Elementary School	1-5
Center 2	Lokelani Intermediate School	6-8
Center 3	Click here to enter full name of Center 3.	Click here to enter Grade Levels Served.
Center 4	Click here to enter full name of Center 4.	Click here to enter Grade Levels Served
Center 5	Click here to enter full name of Center 5.	Click here to enter Grade Levels Served
Center 6	Click here to enter full name of Center 6.	Click here to enter Grade Levels Served.
Center 7	Click here to enter full name of Center 7.	Click here to enter Grade Levels Served
Center 8	Click here to enter full name of Center 8.	Click here to enter Grade Levels Served
Center 9	Click here to enter full name of Center 9.	Click here to enter Grade Levels Served

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

2.   Executive Summary

This section of the report is a brief overview of the evaluation, explaining why it was conducted and listing its major conclusions and specific recommendations. Although the executive summary is placed first, it is typically the section that you write *last*.

Include a **brief summary (no more than 2 pages, 12 pt.)** of the key points from each section of the report:

1. Program description
2. Evaluation Design
3. Evaluation Results
4. Conclusions and Recommendations

Boys & Girls Clubs of Maui, Inc. (BGCM), is a non-profit 501(c)(3) organization founded in 2000 operating drop-in service facilities providing a safe, supportive, non-judgmental, nurturing, and supervised environment where youth ages 9 to 17 years old can be themselves, experience positive role models, and learn values and skills that promote success.

BGCM's mission is to inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible, and caring citizens.

The clubs offer young people what they need and want most: adults who respect and listen to them; a safe environment where they can have fun and be themselves; and interesting, constructive activities that channel youthful energy into challenging pursuits.

BGCM operates with an internal program evaluation team which consists of executive staff members outside of the program staff and one BGCM board director. This team is focused on reviewing the programs, progress, and member participation per school year. Monthly Project Director reports, staff interviews, end of year data story information, and KidTrax database reports are used to determine the effectiveness of the program. The monthly Project Director reports highlight all of the great programs being done at the clubhouse level. Evaluation team members interviewed staff to ask questions based on the impressions formed from the monthly reports. The end of year data story provided by the 21stCCLC team is very helpful in seeing the complete data regarding behavior incidents, grading, and attendance. Our KidTrax database helps identify the interest and participation of members in the programs provided. With all of these tools, the evaluation team completes an internal evaluation rubric that advises the project director and program staff on recommendations overall for the two clubhouses.

This evaluation team has provided feedback to program staff on how best to implement changes needed and continue the good work already in place. Some changes which were recommended include the implementation of internal tracking data from report cards, grades, and test scores; incorporation of BGCA nationally recognized programs; and deeper connection with the hyper-local community of Kihei.

Overall recommendations for the Kihei clubhouses are to continue the great work already being done and to work more closely with the school administrators. The end of year data story shows improvement in daily attendance at both sites. We can see more active engagement in programs being run and offered and the participants show more interest. We are proud to have the Kihei clubhouses as part of the BGCM 'ohana.

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, 2, 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?

For this evaluation report, the BGCM 21CCLC clubhouses are in Year 2 (June 2019-May 2020) of the three-year grant cycle.

BGCM has been operating, on island, for two decades and is chartered by Boys & Girls Clubs of America national organization. Prior to COVID, we served over 7,000 youth members in person and thru outreach programs. At BGCM, we focus on increasing graduation rates and improving academic success for each member. We provide award-winning, evidence-based afterschool and summer programs in the areas of:

·   Education and Career Development

·   Character and Leadership Development

·   Health and Life Skills

·   The Arts

·   Sports, Fitness and Recreation

The clubs are staffed by youth development professionals who exemplify our values of excellence, fun, flexibility, 'ohana, respect, teamwork, and safety. Not just after-school hangouts, Clubhouses are safe and positive places where young people come to have fun, learn, do homework, develop social skills, express themselves creatively, and participate in sports. Members develop a sense of belonging and connection to the Club and make connections with trusted adults. Continual learning is celebrated and reinforced in every interaction, activity, and area of the Club.

The BGCM Kihei Elementary Dolphins Clubhouse and Lokelani Intermediate Waveriders Clubhouse are located in central Kihei, which is on the south side of Maui. The schools are adjacent to one another, and Kihei Elementary is one of two feeder schools to Lokelani Intermediate. Kihei Elementary has a student body of over 700 students and Lokelani

Intermediate a student body of over 600 students. Currently, BGCM 21CCLC clubhouses serve almost 13% of the total student population. Of the total student body that is served by BGCM programming, 60% is identified as being socio-economically disadvantaged.

According to the US Census Bureau 2018 data, Kihei Hawaii census data shows a poverty rate of 7.7% overall. Poverty among children is higher at 11.7%. Please note, this data is pre-COVID. On the ground, we see higher numbers of need due to the ongoing shutdown of our visitor/service industry. The South Maui district relies heavily on visitor/service industry jobs which many of our parents (local workforce) rely on. This is evident in the census bureau data reflecting education amongst our local population: 94% have a high school diploma, only 28% hold a bachelor's degree or higher.

Before the 21st CCLC grant, BGCM did not operate an afterschool clubhouse in the Kihei community. The 2018-2019 school year was the first year that BGCM & 21st CCLC provided afterschool programming in the Kihei area. In addition to the two on-campus Kihei clubhouses, BGCM operates six, independent clubhouses on island: Central, Haiku, Kahekili Terrace, Lahaina, Makawao, and Paukukalo.

3.B.   PROGRAM GOALS AND OBJECTIVES

The Hawaiʻi 21CCLC grant programs are accountable to the Measures of Effectiveness as included in the 21CCLC Request for Proposal – see Section 4B: Evaluation Results. Objective 4 in RFP D18-084 states "Participants in 21st Century Learning Centers will demonstrate progress toward individually identified program goals." Thus, subgrantees articulated their own program-specific goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve.
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.
- **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

3.B.1. Goals
What are the overall goals of your particular program? Please number each major goal. See example in grey. It is not necessary to have five goals, but space is provided in case you do.

1.	SAMPLE: Improve academic achievement in math
1.	Improvement in academics, including HIDOE assessment in ELA, Math, Science, and class test scores.
2.	Improved attendance in school and at program.
3.	Improved behaviors in school and at program.
4.	Improved assessment scores for all schools.
5.	Click here to enter fifth goal, if applicable.

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.	*SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21CCLC program will improve their course marks in math from fall to spring.*	*Course Marks*
	SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.	*Smarter Balanced Assessment*
1.	Progression to next grade level for 100% of BGCM members, Kihei sites specifically.	Based on student self-reporting, we can show that members in our program progress to the next grade level on time.
	Click here to enter second objective for Goal 1.	Click here to enter measure.
	Click here to enter third objective for Goal 1.	Click here to enter measure.
	Click here to enter fourth objective for Goal 1.	Click here to enter measure.
2.	Attendance on school days increases for BGCM members.	Data Design reports show semester attendance of each program and reflecting lower chronic absenteeism among BGCM participants by 6%.
	Click here to enter second objective for Goal 2.	Click here to enter measure.
	Click here to enter third objective for Goal 2.	Click here to enter measure.
	Click here to enter fourth objective for Goal 2.	Click here to enter measure.
3.	Behavioral referrals and incidents decrease with positive participation in BGCM programming.	Data Design report shows behavioral incidents for school-wide population vs. BGCM program participants. We can show that BGCM participants have a lower overall percentage of behavioral incidents.
	Click here to enter second objective for Goal 3.	Click here to enter measure.
	Click here to enter third objective for Goal 3.	Click here to enter measure.
	Click here to enter fourth objective for Goal 3.	Click here to enter measure.
4.	Improved assessment scores.	No grades were gathered due to COVID-19. Feedback from member participants and parents suggests improved test scores.
	Click here to enter second objective for Goal 4.	Click here to enter measure.
	Click here to enter third objective for Goal 4.	Click here to enter measure.
	Click here to enter fourth objective for Goal 4.	Click here to enter measure.
5.	Click here to enter first objective for Goal 5.	Click here to enter measure.
	Click here to enter second objective for Goal 5.	Click here to enter measure.
	Click here to enter third objective for Goal 5.	Click here to enter measure.

	Click here to enter fourth objective for Goal 5.	Click here to enter measure.

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2019

Center	Summer 2019 Enrollment – Total	Grade Levels
Kihei	46	1-5
Lokelani	16	6-8
Click here to enter Center name.	#	Grade levels served.
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served.
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Subgrantee Total	62	

Exhibit 4: Students Served in School Year 2019-20 (fall and spring combined)

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Kihei Elementary	113	75	1-5
Lokelani Intermediate	104	51	6-8
Click here to enter Center name.	#	#	Grade levels served.
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served.
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Subgrantee Total	217	126	

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

Exhibit 5: Total Students Served in 2019-20 (full year combined and unduplicated)

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	
Kihei Elementary	129	75	58%
Lokelani Intermediate	136	51	38%
Click here to enter Center name.	#	#	%
Click here to enter Center name.	#	#	%
Click here to enter Center name.	#	#	%
Click here to enter Center name.	#	#	%
Click here to enter Center name.	#	#	%
Click here to enter Center name.	#	#	%
Click here to enter Center name.	#	#	%
Subgrantee Total	265	126	48%

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

Exhibit 6: Number of Program Hours Per Week Scheduled (e.g. programming was provided 20 hours per week in summer and 14 hours per week in the school year)

Center	2019 Summer Program Hours	2019 -20 School Year Program Hours
Kihei Elementary	40	17.5
Lokelani Intermediate	40	15.5
Click here to enter Center name.	#	#
Click here to enter Center name.	#	#
Click here to enter Center name.	#	#
Click here to enter Center name.	#	#
Click here to enter Center name.	#	#
Click here to enter Center name.	#	#
Click here to enter Center name.	#	#

Exhibit 7: Percent of Students Served in 2019-20 (combined and unduplicated)

Note: This data is reported by <u>school</u> as presented in the original application.

School	2019-20 Total Student Body (TSB)	25% of TSB if Elementary or Middle School 15% of TSB if High School	2019-20 21CCLC Enrollment Total (exhibit 5, column 2)	2019-20 21CCLC Enrollment Percent of TSB
Kihei Elementary	768	191	129	17%

Lokelani Intermediate	591	148	136	23%
	#	%	#	%
	#	%	#	%
	#	%	#	%
	#	%	#	%
	#	%	#	%
	#	%	#	%
	#	%	#	%
Subgrantee Total	1359	339	265	20%

3.C.2 Participant Characteristics

What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including:

- F/R Lunch
- Special Needs
- English Language Learners
- Gender
- Race/ethnicity

Exhibit 8: Characteristics of Students Served (19/20 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Kihei Elementary	73	57%	8	7%	12	11%	60	47%	67	52%
Lokelani Intermediate	67	49%	16	12%	4	4%	65	48%	70	52%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Subgrantee Total	140	106	24	19	16	15	125	95	137	104

Note: These data should match data reported in Exhibit 5.

Exhibit 9: Race/Ethnicity of Students Served (19/20 combined and unduplicated)

Center	# AI/AN		# Asian		# NH/PI		# Black		# Latino		# White		# 2 +	
		% AI/AN		% Asian		% NH/PI		% Black		% Latino		% White		% 2 +

Click here to enter Center name.	0	0%	31	24%	21	16%	0	0%	32	25%	28	22%	15	12%
Click here to enter Center name.	0	0%	38	28%	23	17%	0	0%	24	18%	31	23%	18	13%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Subgrantee Total	0	0	50	46	32	30	0	0	53	49	49	46	30	29

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; 2+ refers to two or more races. Note: These data should match data reported in Exhibit 5.

3.D PROGRAMMING

Describe activities offered during summer 2019.

During Summer 2019 programming, the two BGCM 21CCLC sites met from 8:00 am – 5:30 pm, Monday-Friday, except for a Hawaiian state holiday in June and Independence Day on the 4th of July. Lokelani Intermediate Clubhouse started accepting students in June 2019. Due to small initial enrollment numbers, the two staff teams (Kihei Elementary & Lokelani Intermediate) worked together to provide out of school time programming and summer brain-gain resources.

Breakfast, lunch, and an afternoon snack were provided to members, free of charge, as part of the overall program. Member programs fell under BGCM's core programming areas of Health and Wellness, Sports and Recreation, Arts, and Character and Leadership. Multiple programs would run simultaneously, so club members had a choice of activities throughout the day. Examples of some of the summer programs include: swimming, playing basketball, dodge ball,

and capture the flag; art such as painting, bracelet making, and recyclable art; and board and card games.

Incorporating programs that focus on character and leadership development is one of the core elements of all Boys & Girls Club programming. Since the Intermediate Clubhouse started during the summer and was initially combined with the Elementary Clubhouse, we gave some of our regular middle school attendants' informal leadership/mentorship jobs throughout the day. They would help troubleshoot technology issues, pass out snacks, and lead daily cleaning at the close of each club day. It was another way that members of the two separate programs were able to connect and fostered immediate ownership to the members.

The Boys & Girls Club partnership with MEDB STEMworks also began during our summer program. This partnership gave both elementary and middle schoolers the chance to participate in Robotics. This program focuses on designing and building remote-controlled robots that have to complete obstacle courses, accomplishing specific tasks in a certain amount of time. Club members that participated were able to learn about computer programming and the engineering of building functioning robots. Middle schoolers were able to participate four days a week, and elementary schoolers were able to participate one day a week, program was run all day and members would participate during this time. The program was very popular with both age groups and drew a majority of female participants, which was great to see as well.

BGCM hires tutors year-round to provide academic help where needed and participants have the option to take advantage of this. Summer is the opportune time to offer high yield learning activities. BGCM provided the nationally recognized BGCA Summer Brain Gain program during the summer 2019 session. Summer Brain Gain consists of one-week modules with fun, themed activities for elementary school, middle school, and high school students that are aligned with common core anchor standards. As a result, kids develop higher-order thinking skills through the Summer Brain Gain modules while staying on track for the coming school year.

Describe activities offered during school year 2019-20.

During the school year, each club met from the time the school day ended (2:00pm at Kihei Elementary and 2:30pm at Lokelani Intermediate) until 5:30pm Monday, Tuesday, Thursday, and Friday. On Wednesdays, each program started thirty minutes earlier to accommodate a shorter school day schedule.

Both clubs started afternoon activities with a snack, followed by an hour of required homework help, tutoring, or academic enrichment. These fall under the BGC curricula of Power Hour and Project Learn. Each clubhouse had two tutors that provided tutoring and planned programming related to English Language Arts, Math, and STEM subjects. The tutors are typically current academic school teachers and substitutes in the DOE system.

After the initial sixty minutes of Power Hour and Project Learn, each clubhouse ran a variety of age-appropriate programming for the duration of the afternoon. Two to three programs would run simultaneously, and club members had a variety of activities to choose from that fell under BGCM's core programming areas of Health and Wellness, Education, Sports and Recreation, Art, and Character and Leadership.

Once a week, each clubhouse would have an 'ohana (family) all-club meeting and staff would take time to make announcements related to upcoming activities, and recognize the Club Member of the Month and recognize members' birthdays. These "down-time" moments allow for positive reinforcement of members participating in club activities, it provided a more welcoming environment to encourage members to try new things, and encouraged comradery amongst the members.

Club members were also divided into "houses," which helped them connect with other club members they might not usually get to know. There were ongoing house competitions throughout the year and club members could earn points for their house through participating in programs. This fostered a sense of healthy competition and helped members meet other members outside their grade or usual friend set. Members would belong to the same house their entire time in the program, potentially giving members the chance to be in their house for eight years! This program encouraged members to participate and succeed, and also created mentorship opportunities from middle school members to elementary members.

Describe activities offered during Spring 2020 during COVID-19 school closure.

All BGCM clubhouses started hosting Virtual Clubhouse Time (VCT) via Zoom on April 2, 2020. Both Kihei Elementary and Lokelani Intermediate full-time staff ran out-of-school-time programming for club members via Zoom from 2:00pm or 2:30pm to 5:30pm Monday-Friday. Each clubhouse had a specific Zoom room open for use and there were two adults present at all times with club members who signed in to participate. Each clubhouse had between two and five staff members working at any given time throughout the week, facilitating programming.

Staff members were trained to use internet safety practices and we ensured that our members were safe on Zoom by only giving the login codes to parents once their children had signed up. Members were also required to use their school email address to log in for identification purposes. Additionally, there were always two staff members present in each Zoom room at all times so that a student was never alone with a single staff member, per BGCM standard safety protocol.

Each clubhouse continued to create a weekly and daily program schedule that was posted online and via social media for club members to see the programs and activities that were going to be led throughout the week. We continued to conduct programs related to character and leadership, health and wellness, arts, sports and recreation, and education. We began each day

with time for tutoring and homework help, just like when we met in person. After that, we had an academic-related activity, such as a word search, brain game, crossword puzzle, or riddle.

After the initial academic enrichment programming, virtual programs included activities such as arts and drawing, STEM-related experiments with basic kitchen items, physical activity via YouTube videos, watching and listening to books followed by discussion, virtual field trips to museums and zoos, and educational computer games. Additionally, each clubhouse would have a weekly theme in their programming and would incorporate specific topics, such as ecology, outer space, or film.

We found it effective to have shorter programming slots, so most virtual programs only ran 20-30 minutes, but physical activities and games would run longer. We also had "screen breaks" built-in on the hour, so kids could have a break to stretch, get a snack, or use the bathroom. This kept everyone engaged.

Additionally, while the staff was present for all activities, we realized that students were more apt to vocally participate if fewer adults talked. We created a system where only two staff members actively participated per program, even if there were more present. The rest of the staff would save their comments or encouragement until the end of the program.

Club members that attended VCT usually stayed on and participated the whole time, and often came every day through April and May until the end of the school year.

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)?

During the school year, traditional art supplies and sports equipment were used by both clubs. This included, but was not limited to: paint, markers, crayons, paintbrushes and canvases, jewelry kit, resin, balls, hula hoops, frisbees, and spike ball sets. Both clubs also utilized dance programs and videos for a fun form of physical engagement. The intermediate program had two laptops available for club members who needed to work on school-related projects or homework online, and both clubs utilized books for reading programs that were donated by local community members.

Club members also got to try programming OzoBots, which are miniature robots that teach kids about coding. The OzoBots were very popular with the middle school club members and they enjoyed programming them and then "driving" them with remote controls, based on the codes they built. Both clubhouses used OzoBots and Robotics equipment and materials for the Robotics program that met four days a week at the intermediate clubhouse and one day a week at the elementary clubhouse. The Robotics program focused on designing and building

remote-controlled robots that have to complete obstacle courses, accomplishing specific tasks in a certain amount of time. Club members that participated were able to learn about computer programming and the engineering of building functioning robots.   Related equipment included but was not limited to: relay courses, robot "brains," remote controls, battery packs, and all of the pieces and parts (gears, wheels, etc.) necessary to assemble the robots.

The Lokelani Intermediate clubhouse utilized a BGCA curriculum called Smart Girls. The SMART Girls program is a BGCA nationally recognized program designed to meet the developmental needs of girls in three age groups ranging from 12-17. Through dynamic, small-group sessions, Club girls explore their own and societal attitudes and values as they build skills for eating right, staying physically fit, learning about good health care, and developing positive relationships with adult women through mentorship opportunities and community resources.

3.E.2   Resources
What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?

The physical facilities of each clubhouse site are located on-campus at the elementary school and intermediate school. Along with the internal space which each club uses as their home base/clubhouses, the elementary clubhouse had access to a playground and basketball courts, and the intermediate clubhouse had access to basketball courts and a soccer/football field.

The County of Maui public use swimming pool is located directly across from both schools and clubhouses. This community offering was utilized during the Summer 2019 program, with the intent to continue use in the Summer 2020 program. Because of COVID-19, both clubs continued to operate virtual programming for Summer 2020.

The Maui Food Bank and both Kihei clubhouses have a positive, ongoing, partnership of providing afterschool snack options free of charge for students. Our staff was responsible for the pickup and distribution of these food items while the clubhouses were open for physical programming. Maui Food Bank provides free or reduced-cost food items. BGCM organization purchased and sponsored the food program at both clubhouses for the school year at no cost to participants.

During our Summer 2019 program, a local business owner (Piko Café) provided lunches to club members; BGCM purchased the lunches at cost and provided to members at no cost.

Over the summer, club members were also able to attend a beach volleyball clinic at a county park facility that was sponsored by the Association of Volleyball Players (AVP). Finally, during the summer program session, the Maui Ocean Center also waived their entrance fees for a field trip and all club members at both clubs were able to view the Center's educational film on humpback whales free of charge.

BGCM organization maintains a significant relationship with a local car dealership owner. In December of 2019, the dealership offered an annual bike-giveaway event in which our Kihei youth members were able to participate.

When clubs closed in March 2020 due to Covid-19, MEDB purchased STEM Kits for club members to use at home while participating in Virtual Clubhouse Time. The kits were prepackaged inventions, such as a speaker or pair of headphones, which club members could put together. It encouraged STEM learning amongst our members during county and statewide "stay-at-home" orders.

While running Virtual Club Time during July, BGCM sponsored an enrichment bag giveaway. A variety of local businesses donated financial resources, educational materials, activities, and healthy snacks. The BGCM staff assembled these into age/grade-related bags and had contactless pick-up points throughout the county. The Kihei Elementary and Lokelani Intermediate Clubs participated while utilizing our board member connection to St. Theresa Church to host the drive-thru pick-up point in South Maui. Many club members came to pick up their enrichment kit and, along with giving out the bags, it gave staff and club members a chance to wave and say hello to each other from a distance as the bags were put safely in the back seat or trunk of cars as they drove up.

Our Lokelani Intermediate clubhouse nominated two junior youth of the year participants for the local Maui competition, held in March 2020, before the shutdown. It is the intent that junior YOY candidates return to compete, when they are in high school, for the BGCM title and move on to the state-level competition. Since 1947, Youth of the Year (YOY) has been Boys & Girls Clubs of America's (BGCA) premier recognition program, celebrating the extraordinary achievements of Club members. Each year, one exceptional young person from a Boys & Girls Club rises to the role of National Youth of the Year. The National Youth of the Year serves as both an exemplary ambassador for Boys & Girls Club youth and as a strong voice for all of our nation's young people.

Finally, the staff of both clubhouses receives ongoing professional development training through BGCA's extensive online training resources. Additionally, the Project Director meets twice a month with other 21st CCLC recipients that are also a part of the Hawaii Afterschool Alliance – a network of out of school time programs throughout the state supporting students and schools in a variety of programming ways. These meetings provide ongoing opportunities to share success stories and troubleshoot ongoing challenges, especially as they relate to Covid-19.

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.

Both the Kihei Elementary and Lokelani Intermediate Clubhouses had the following staff:

Project Director – Full-time position. Acts as Club/Unit Director for two clubhouses, managing administrative duties, staff scheduling, and discipline issues with club members. Manages grant reporting and data reporting throughout the fiscal year. Acts as liaison between clubs and parents, school administrations and club staff/BGCM, and 21st CCLC team and BGCM. Conducts new-hire interviews and staff evaluations. Conducts programming and protocol-related training for staff. Hosts bi-yearly outreach events to member parents and community.

Site Director – Managed site administration, staff, and programming. Worked full-time, completing program planning and administration duties before the club began, and overseeing club programming during after school program hours.

Program Director – Worked with the Site Director to plan daily and weekly programs, quarterly special events, and thematic programming. A full-time position that planned programming before club began led programs, during club hours, and interacting with club members during club hours.

Youth Development Professionals – Part-time staff that worked during club hours, supporting Program Director in leading and participating in programs and managing club members.

Tutors – Part-time tutors oversaw Power Hour and Project Learn programming, facilitating homework help and tutoring, as well as planned academic enrichment activities.

Exhibit 10. Number of Staff by Position (19/20 combined and unduplicated)

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
Kihei Elementary	2	0	0	0	4	0	0	0	0	0	2	0	0	0	2	0	0	0
Lokelani Intermediate	2	0	0	0	3	1	0	0	0	0	2	0	0	0	2	0	0	0
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Subgrantee Total	4	0	0	0	7	1	0	0	0	0	4	0	0	0	4	0	0	0

Exhibit 11. 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
Kihei Elementary	40	0	15	0	0	10	0	3	0
Lokelani Intermediate	40	0	15	0	0	10	0	3	0
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Subgrantee Total	80	0	30	0	0	20	0	6	0

3.G. PARTNERSHIPS

Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below (note: partners do not include schools/centers).

Exhibit 12: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	**# Paid Partners**	**# Unpaid Partners**
Provide evaluation services	#	#
Raise funds	#	#
Provide programming/activity related services	1	2
Provide goods	2	1
Provide volunteer staffing	#	#
Provide Paid Staffing	#	#

Other	#	#
Subgrantee Total	3	3

Partnership Description

Provide a brief description of successes with partnerships.

We had six very successful partnerships during the 19-20 school year:

1 – The Maui Ocean Center provided a visit to all club members free of charge during the 2019 summer session. This also included viewing their film on humpback whales free of charge.

2 – The Maui foodbank provided healthy snacks every week to both clubhouses.

3 – A local car dealership included both clubhouses in their annual Christmas bike giveaway, providing bikes for over 40 of our members.

4 – MEDB STEMworks (Maui Economic Development Board) allowed us to transfer the balance of the contract that couldn't be utilized when schools were shut down due to Covid-19 and enabled us to apply it to purchasing STEM Kits for members to use from home.

5 - The Association of Volleyball Players (AVP) treated club members to a beach volleyball clinic where the members learned technic and played in fun round-robin tournaments.

6- Piko Cafe - provided lunches to club members; BGCM purchased the lunches at cost and provided to members at no cost.

Provide a brief description of challenges with partnerships.

The main challenge faced by the program was communication with one of the two host schools. The intermediate school administration was not consistent in their messaging or availability regarding various aspects of establishing and running the program. The program space was relocated twice before opening, which impacted when the program was able to start meeting on campus. When space was finally determined, we received differing messages throughout the school year regarding what was allowed and what was required of us to continue to use the space.

A pre-established Agriculture program was provided in conjunction with BGCM programming. Limited BGCM participation was attributed to poor communication with the outside coordinator.

3.H.   PARENT/FAMILY INVOLVEMENT

Parent/Family Involvement Data

Enter total number of family members of students who participated in activities sponsored by 21stCCLC funds. (e.g. parents, guardians, grandparents, aunts, uncles, siblings)

Exhibit 13: Parents/Family Members Served (19/20 combined)

Center	2019-20 Parent/Family Member – Total
Kihei Elementary	12
Lokelani Intermediate	1
Click here to enter Center name.	#
Click here to enter Center name.	#
Click here to enter Center name.	#
Click here to enter Center name.	#
Click here to enter Center name.	#
Click here to enter Center name.	#
Click here to enter Center name.	#
Subgrantee Total	13

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.

In the fall of 2019, both schools had an open house and we had a table with information on our programming set up to share with parents.

In the winter we had an "Under the Stars" movie night. We hosted it at our Kihei Elementary Clubhouse but it was open to families of club members at both clubhouses. We showed a movie on a screen outside and served refreshments for those that came.

For both events, we provided flyers for parents when they picked their kids up after school before the event.

Most of our club members are picked up by parents on their way home from work, so many parents are not free during club hours to participate in events during club time. It is also difficult to get parents and families to engage after hours during the week since it is approaching dinner time. Considering these hurdles, our parent turnout has been reasonable.

Describe how the activities and services promoted active and meaningful engagement of parents and families in their children's education and opportunities for literacy and related educational development.

Our daily programming provides tutoring and homework help for our members at both on-campus sites. BGCM hires tutors in addition to current program staff; the tutors are often current teachers or substitute teachers. When we host on-site parent events, we can share with parents about the services we have and how they provide academic continuity for their kids because of our presence on campus and our connection with school teachers who are our tutors.

Because many of our club members' parents work until the time they pick them up from the club, it is helpful for parents knowing their kids' homework has already been completed. Additionally, knowing there are actual tutors on-site to help their kids with homework, projects, subject review, etc., meets a need they're often not able to, due to lack of time in the evening hours. We're happy to be able to support our local youth and their families in this way.

4.   Evaluation

4.A.   EVALUATION PLAN

4.A.1. Evaluation Design Overview
Provide a one-paragraph brief overview of the evaluation design.

BGCM has an internal program evaluation team, consisting of staff not related to the project sites and board members. Our BGCM Board member who is part of the evaluation team is also a representative on our Advisory Board. We feel this crossover is beneficial as they can speak to both groups regarding the program. This team is tasked with performing an in-depth review of our contract, current program metrics, and program performance as compared to the original 21CCLC grant submission. The team has utilized the monthly project director reports, data & design reports provided by 21CCLC, OST showcase documents and feedback, site visit monitoring report & follow-up plan, and in-house created evaluator rubric to identify areas in which the project may be lacking in services and where it is meeting/exceeding expectations.

The Evaluation Team was able to virtually meet with program staff and interview them based on follow-up questions from the initial review of evaluation items. This was very positive for the evaluation team as it gave a more detailed picture of the day to day story and impact of the programs on youth. The team was able to get a sense of the exact programs being offered and the outcomes that were observed by staff.

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

What implementation questions are being answered?	Implementation Questions being answered are included as a scoring rubric completed by the evaluation team. This rubric includes: recommendations and observations of program components such as character and leadership, health and life skills, arts, sports and recreation, and education. Student participation in programs is considered to be a factor in the success of any program run at either clubhouse. The evaluation team also looks at family involvement to determine the health and viability of the clubhouses. Community-based Partnerships are reviewed to understand the sustainability of the program as a whole.
What data collection methods are being used (e.g. interviews, observations)?	Program attendance, participation in activities, staff observation, self-reported grades, and report cards from members. KidTrax database was used to maintain attendance and tracking program participation. Program staff had informal interviews with participants on their progress in school and improvements in test scores/grades was learned.
What is the timing of data collection?	Data collection from the previous day is input into the KidTrax database before program begins on the next day.
How have the recommendations from previous evaluations been implemented? (Provide examples)	Recommendations from previous Technical Assistance and Monitoring Report that have been implemented include: the creation of a working evaluation team, the use of KidTrax database to more accurately identify program participants, documentation of site-specific emergency readiness plans, and a working sustainability plan.

Evaluator Rubric can be provided upon request.

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?

Exhibit 14: Outcomes

	What outcomes questions are being answered?	For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)	For each question, describe the outcome.
1	**Are participants actively engaged in programs being offered?**	Attendance in program via KidTrax reporting. Observations on engagement amongst program participants.	Previous year reporting is limited making it difficult to compare year over year changes. Tutors have shown to be an important part of the program from the beginning.

| | | | KidTrax database was used to maintain attendance and tracking program participation.

Program staff had informal interviews with participants on their progress in school and improvements in test scores/grades was learned. |
|---|---|---|---|
| 2 | **Is enrollment in the clubhouses increasing based on the programs offered?** | Attendance per clubhouse via KidTrax reporting.

Attendance in program via KidTrax reporting.

Observations on engagement amongst program participants. | Staff running program can determine the success and engagement in the activity amongst members.

Sports used as a reward for good behavior and positive choices have shown to be consistent.

Showing improvement from the first year.

KidTrax database was used to maintain attendance and tracking program participation.

Program staff had informal interviews with participants on their progress in school and improvements in test scores/grades was learned. |
| 3 | **Have the clubhouses engaged with the families and school communities.** | Family participation in club-sponsored events. | The project Director worked with school administrators to participate in existing school events whenever possible. Coordination with each school PCNC to help with marketing the clubhouses to parents/guardians. Club staff participated in open house nights and hosted a family movie night before the pandemic closures.

At the Kihei clubhouse, staff engaged with families during the daily pick-up time after club activities, at the end of the day. This created an |

				opportunity to connect and share with regard to the member and program activities.
4				
5				

Detailed Evaluator Rubric can be provided upon request. See below screenshot of first page.

Program Component	Character & Leadership	Health & Life Skills	Arts	Sports & Recreation	Education
Implementation Observations	There is mention in the UD Reports of presentations and discussions about "internet safety", "culture", "Every Monday Matters", "conflict de-escalation and unconscious bias", House System based on Harry Potter (using Hawaiian language-values for house names and participation), which all fall under C&L. House system emphasizes acceptance of others, participation, and mentoring younger members and serves as a recruitment tool.	Weekly nutrition programs; talk story time in VCT; Motivational Monday character building videos; "Brynne's goal is that the Kihei Club members would learn the actual effects of different eating habits on their bodies and be inspired to adopt a lifestyle of healthy habits."; positive psychology weekly presentations. Staff highlights physical activity and outdoor play as well as cooking and gardening clubs as favorites of members.	STEM projects combining art and science (solar system wall and drawings of the planets); weekly animal drawing programs; modern art, street art, sculptures, interior design lessons through videos and articles; performing arts (drama and theater) using film week and recreating their favorite scenes; during "Wild West" week – members built a scale model teepee; lessons about synesthesia and how color/art can be created by other senses (taste, sound).	Basketball, soccer, Cat & Mouse, Keep Away, Bull Rush, Freeze Pass – lots of teamwork encouraged to make it fun! Great use of a weekly fitness challenge between the two clubs – good age-appropriate activities as well (lunges, arm circles, pushups, etc)! Lokelani's daily workout program using Youtube videos sounds great.	Power Hour & Project Learn are evident each day! Daily tutoring & homework help with Kihei/Lokelani staff is appreciated by members and parents. Other things like Jeopardy, STEM projects, using "Theme of the Week" to explore different areas/topics and learn about things members are curious about, and listening to audio books together also help display the culture around academics at the clubhouses.
Noticed Changes from Previous Review	Limited reports or information available from previous year.	Gardening club had stronger enrollment/participation when the STEM instructor was involved.	Consistently strong program from beginning.	Utilized consistently for management of good behaviors and positive choices.	Tutors have been an important part of the program from the beginning.

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.

Feedback from our internal evaluation team has resulted in the project director reaching out to the Kihei Community Association to join the next scheduled meeting.
The evaluation team has also suggested working more closely with school administrators in participating in existing school events whenever possible.
We have anecdotally seen that the members improve in their level of learning and understanding, but there is no real data to report academic improvement. With succeeding semesters of the program, we will be looking for these results. Work on obtaining report cards or reports from tutors and other staff to better document the success of the academic programs. The Evaluation Team was able to interview staff which showed the program outcomes were being met. It was recommended by the Evaluation Team that the data tracking

system needs to be more consistent and include measurable metrics to aid in reporting and to ensure there are measurable outcomes to review.

The program has benefited from existing BGCM community partnerships, as well as the convenient location of the in-school sites, but there is room for improvement in this area to enhance the experience for the members and establish community awareness. Start a collaboration with the hotels and/or restaurants in the area to get food and other support for members. Connect with artists and other community interest groups to visit/enhance programs.

4.B.2 Measures of Program Effectiveness

Describe achievement of the two program effectiveness measures stated below. Complete each exhibit with the measure(s) used to track student success and improvement over time, the results of the data collection, and the status toward meeting the program goals.

1. **Program Goal** - State the specific program goal

2. **Measure** – State the type of data collected to measure this goal

3. **Baseline** – Identify the beginning of program data

4. **Results** - Summarize evaluation findings related to this goal

5. **Met/Not met** – for each objective specify one of the following:
   - Met
   - Not met
   - Progress
   - No progress
   - Unable to measure

Program Effectiveness Measure #1: Regular (or consistent) program attendance. Regularly participating students are those students that participate in the 21CCLC program at least 30 days (See Exhibit 5)

Exhibit 15: Progress on Measures of Program Effectiveness – Measure 1

Program Goal	Measurement	Baseline	Results	Met/Not Met
Improved attendance in school and at program.	Data & Design EOY report for SY19-20 vs. SY18-19	Baseline numbers cannot be determined looking at comparative school years as our attendance increased due to adding a second site and increasing enrollment numbers.	We see improved attendance before COVID-19 closures. EOSY19-20 participants greatly increased a total of 191 members from the previous school year.	Met

21CCLC Program Attendance Discussion

Describe attendance at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged regular attendance?

Our attendance went up at our first site, Kihei Elementary, from 30 in our first year (Jan-July 2019) to 113 in SY-1920. We also opened our second site, Lokelani Intermediate, in SY-1920 and had 104 members sign up during the school year. We had a core group of regular attendees that averaged around 60 per day at the elementary site and 30 per day at the intermediate site. One of our main challenges was getting new members who did not need to stay for after school care to attend regularly. This was particularly true at the middle school where the majority of our members were 6th graders and older students often did not seem as inclined to stay after school and participate.

Before closing due to Covid-19, we were encouraging regular attendance by incentivizing our most popular programs that ran better with smaller group sizes. To attend popular programs like Cooking Club and Resin Art Creation, the ability to participate was based on overall attendance.

After going virtual, we encouraged virtual club attendance through having a weekly youth of the week and youth of the month. Club members could earn points by participating and received gift cards if they won the youth of the month.

Program Effectiveness Measure #2: On-time advancement to the next grade level.

Exhibit 16: Progress on Measures of Program Effectiveness – Measure 2

Program Goal	Measurement	Baseline	Results	Met/Not Met
Improvement in academics, including HIDOE assessment in ELA, Math, Science, and class test scores.	EOY report for SY18-19	ELA- 52% of club members met or exceed expectations when compared to 30% of the total student body. Math – 15% of club members met or exceed expectations when compared to 24% of the total student body. Science 50% of club members met or exceed expectations when compared to 25% of the total student body.	No assessment tests were given due to COVID-19.	N/A

On-time Advancement to the Next Grade Level Discussion

Describe on-time advancement to the next grade level at each feeder school and how the 21CCLC program is working to support on-time advancement? What success and challenges have been experienced?

> Due to COVID-19, self-reporting of members' grades was not collected because of site closures. It is assumed all program participants progressed to the next grade level for SY20-21.

4.B.3   Key Indicators of Success – Objective 1

Objective 1: Participants in 21CCLC will demonstrate academic improvement in reading/language arts

State assessment data was not collected in SY19/20 due to COVID-19 school closure. Hawaii DOE was granted a waiver to statewide assessments from the USDOE on March 20, 2020. No grades were issued for 4th quarter 2020 due to COVID-19 school closure. Therefore, this indicator is not reported for SY19/20. Exhibits 17 & 18 are not included here.

**Exhibit 17: Performance on Indicator 1.1 –
Academic Improvement in Reading/Language Arts – Smarter Balanced**

**Exhibit 18: Performance on Indicator 1.2 –
Academic Improvement in Reading/Language Arts – Grades or Course Marks**

4.B.3   Key Indicators of Success – Objective 2

Objective 2: Participants in 21CCLC will demonstrate academic improvement in math

State assessment data was not collected in SY19/20 due to COVID-19 school closure. Hawaii DOE was granted a waiver to statewide assessments from the USDOE on March 20, 2020. No grades were issued for 4th quarter 2020 due to COVID-19 school closure. Therefore, this indicator is not reported for SY19/20. Exhibits 19 & 20 are not included here.

**Exhibit 19: Performance on Indicator 2.1 –
Academic Improvement in Mathematics – Smarter Balanced**

**Exhibit 20: Performance on Indicator 2.2 –
Academic Improvement in Math – Grades or Course Marks**

4.B.4   Key Indicators of Success – Objective 3

Objective 3: Participants in 21CCLC will demonstrate positive behavioral changes.

**Exhibit 21: Performance on Indicator 3.1 –
Decreases in the Number of Days Absent From School**

Objective 3.1: Percentage of REGULAR program participants with decreases in the number of days absent from school, as measured quarterly throughout the school year

Center	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kihei and Lokelani combined	%	11%	%	15%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%

Objective 3.1 Discussion

Describe how the 21CCLC program is working to support decreases in the number of days students are absent from school? What success and challenges have been experienced?

Quarter 4 percentages are skewed based on COVID-19 site closures and virtual clubhouse attendance being reported. Final quarter 4 reporting is assumed to be based on Quarter 3 attendance before COVID-19 site closures.
Based on reporting received from Data Design, Quarters 1 & 3 are not tabulated into the reports. Feedback from member participants and parents suggests improved test scores.

Exhibit 22: Performance on Indicator 3.2 –
Decreases in the Number of Behavioral Incidents at School

Objective 3.2: Percentage of REGULAR program participants with decreases in the number of behavioral incidents at school, as measured quarterly throughout the school year				
Center	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kihei and Lokelani combined	%	11%	%	14%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%
Center name.	%	%	%	%

Objective 3.2 Discussion

Describe how the 21CCLC program is working to support decreases in the number of behavioral incidents at school? What success and challenges have been experienced?

Quarter 4 percentages are skewed based on COVID-19 site closures and virtual clubhouse attendance being reported. Final quarter 4 reporting is assumed to be based on Quarter 3 attendance before COVID-19 site closures.

Based on reporting received from Data Design, Quarters 1 & 3 are not tabulated into the reports. .

Exhibit 23: Performance on Indicator 3.3
Increases in Social and Emotional Skills

Objective 3.3: Percentage of REGULAR program participants with increased social and emotional skills as measured by student surveys.	
Center	Percentage of REGULAR program participants increased social and emotional skills as measured by student surveys.
Kihei El. & Lokelani Int. club sites	0%
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%
Center name.	%

Objective 3.3 Discussion

Describe how the 21CCLC program is working to support students' social and emotional skills during the 21CCLC program.   What success and challenges have been experienced?

Due to COVID-19 site closures, student surveys were not given in the Spring semester. As such no data or reporting has been collected. We can show a positive assumption that all program participants progressed to the next grade level for SY20-21. During school closures, our clubhouses were able to connect participants virtually in our Virtual Clubhouse space thru zoom. This was a consistent program that participants could rely on to connect with other members and staff. Thru the virtual space, we offered homework help, fitness, engaging art and science programs, and virtual field trips. Motivational Monday's were incorporated as a new program to help participants with the emotional impacts of the pandemic and encourage self-care awareness.

Student Survey

Due to Covid-19, club members were not given the Spring Student Survey form to complete since classes were canceled after the completion of the third school quarter.

Student Survey Discussion

Evaluate the results of the student survey, particularly in reference to social and emotional skills. What positive results are noticed? What are the challenges?

See above. No data collected due to COVID-19 clubhouse closures.	

4.B.5   Key Indicators of Success – Objective 4
Objective 4: Participants in 21CCLC will demonstrate progress toward individually identified program goals.

Please describe achievement of the program-specific objectives described earlier in Section 3.B.2.

1. **Objective** - State the specific measurable objective
2. **Measure** – state the type of data collected to measure this objective
3. **Results** - Summarize evaluation findings related to this objective
4. **Met/Not met** – for each objective specify one of the following:

- Met
- Not met
- Progress

- No progress
- Unable to measure

Copy objectives and measures from the table in section 3.B.2 into Exhibit 27 below. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 24: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.	*Smarter Balanced Assessment*	*The gap between percentage of low-income vs. middle or high income students meeting standard in 2019-20 was 9% compared to 15% in 2018-19*	*Met*
Progression to next grade level for 100% of BGCM members, Kihei sites specifically.	Student self-reporting	Based on student self-reporting, we can show that members in our program progress to the next grade level on time.	Met
Attendance on school days increases for BGCM members.	KidTrax database & Data Design reports	Data Design reports show semester attendance of each program and reflecting lower chronic absenteeism among BGCM participants by 6%.

KidTrax attendance reports show an increase of daily participation moving into | Met |

		the second semester, pre-pandemic.	
Behavioral referrals and incidents decrease with positive participation in BGCM programming.	Data Design reports	Data Design report shows behavioral incidents for school-wide population vs. BGCM program participants. We can show that BGCM participants have a lower overall percentage of behavioral incidents.	Met
Improved assessment scores.	Student self-reporting & Data Design reports	Due to COVID-19, the academic achievement section is excluded from the data story. Feedback from member participants and parents suggests improved test scores.	Not Applicable
Click here to enter objective.	Click here to enter measure.	Click here to enter results.	Select one

Achievement of Program-Specific Goals Discussion
Describe the success and challenges in meeting the program specific goals.

> Based on the above table, we met all objectives.
>
> Student attendance for in-school hours and performance scores has risen with member participation in out of school time programs.

4.C.   ADDITIONAL DATA

4.C.1   Success Stories

> At the beginning of the year at the Kihei Club, one of our first-grade students hated Power Hour (our designated homework time). She would need direction for every single step of her homework and would only do it if a staff was sitting right next to her. She would run around the class and act out because she hated to do her homework. We slowly worked with her on how to feel smart and successful when doing homework. We helped to teach her the importance of working hard at school. By the end of the year, she would come to Power Hour every day and was always the first student to be sitting ready with her homework. She would

work quietly and independently on all of her work, and even help the other students at her table to complete their homework!

Success over the 2019-2020 school year at the Lokelani Clubhouse was a unique friendship that formed between two boys who were very different from each other but had the same name: 8th grade Gabryel and 6th grade Gabriel. These two members had incredibly different personalities. When Gabryel first started he was upset that he had to attend the club and abrasive to everyone he came into contact with. On the other hand, Gabriel was very quiet and tended to keep to himself. After finding a common interest in Pokémon cards, the two quickly became friends and joined in with other members. Instead of coming to the club upset, Gabryel would run to the club with a smile on his face. Likewise, Gabriel opened up and loved to make jokes and talk about his interests. It was wonderful that our club provided a space for members to grow and start friendships.

Another example of a student success in the 19-20 school year was our Lokelani Intermediate Junior Youth of the Year, Elleanna. Elleanna is a 7th grader at Lokelani Intermediate School and one of Lokelani Waveriders Club's first members. She enrolled in June 2019 and she has been an asset to the clubhouse ever since. Her adventurous spirit makes her a leader amongst her peers. She'll give anything a shot and doesn't know the meaning of "comfort zone". Elleanna is a part of our STEMWorks Robotics program where she builds, programs, and drives robots competitively and has recently started learning to fly drones for the program as well. Elleanna was a member of our very first Little Chef Big Chef team. There's not much that happens at our Club that Elleanna isn't a part of. She always shows up with an enthusiastic attitude and inspires her fellow members to try new things too. Elleanna was Youth of the Month for October 2019 and a proud member of Ho'ihi House. The Lokelani Waveriders Club is so glad to have her as one of our founding members.

4.C.2   Best Practices

During the 2019-2020 school year, our two Site Coordinators created the House System. This program put all club members into one of six different "houses," to establish bonds between club members. Every member was put into a house on the first day they joined, which created an immediate sense of belonging from day one at the club. Members would belong to the same house their entire time in the program, potentially giving members the chance to be in their house for eight years! This program encouraged members to participate and succeed, and also created mentorship opportunities from middle school members to elementary members.

Six houses were created, each having a Hawaiian name, a specific color, and a sea animal totem. The different house names each aligned with one of BGCM's "Six Pillars of Character" that is tied to a similar Hawaiian value. This made our houses relevant to our community's culture as well.

Our six houses were:

Paulele - Character Trait: Trustworthiness, Animal Totem: Monk Seal, House Color: Red

Ho'ihi - Character Trait: Respect, Animal Totem: Octopus/Tako, House Color: Orange

Kaulike - Character Trait: Fairness, Animal Totem: Humu/Fish, House Color: Yellow

Kupa – Character Trait: Citizenship, Animal Totem: Honu/Sea Turtle, House Color: Green

Kuleana – Character Trait: Responsibility, Animal Totem: Shark, House Color: Blue

Mālama - Character Trait: Caring, Animal Totem: Humpback Whale, House Color: Purple

To help house members bond and create healthy competition in the club, the houses had opportunities throughout club time to earn points for their house through participating in programs, having exceptional behavior, and winning team games.

We also featured a "House of the Month," giving members a chance to shine. Finally, we planned to have a "House of the Year," party for the house with the most points at the end of the school year. This would have been a party for everyone, planned by the winning house. Due to Covid-19, this didn't happen, but we hope to see it come to fruition during the 20-21 school year!

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.]*

Surveys were not administered this year due to COVID-19 closures.

4.C.4   Pictures
Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress.

5.   Sustainability Plan

5.A   ORIGINAL SUSTAINABILITY PLAN

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

As a nonprofit organization, Boys & Girls Clubs of Maui is continually looking for opportunities to fund our programs, both those we currently provide and those we want to begin implementing based on the changing need of our members. To that end, we focus our efforts on those opportunities that will provide the best outcomes.

Much of the program herein relies on current offerings at each of our clubs, although it will require the expansion of membership and staffing to create the outcomes we expect to reach. With this funding, we will be able to meet the needs of those students/members identified by the partnering schools and develop full programs to fulfill those needs. Supplemental to this funding is our current funding for club operations and staff, which will continue throughout the life of this project.

Once the project has ended, we expect to apply to continue as a 21st Century Community Learning Center, if funding is made available.

However, we will also seek out other funding sources, which will most likely include federal, state, local, and foundation grants that support similar projects.

Another source of funds we anticipate includes current and future community partners such as businesses, corporations, and others. We hold several fundraising events throughout the year, and donors are particularly interested in supporting programs that directly impact our members in very positive ways.

Since we anticipate positive, quantifiable results from this program, we know we will have a stronger case for continuation and support with many other funders.

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.

Currently, the original Sustainability Plan is still in process and ongoing. Due to COVID-19, BGCM Kihei clubhouses remain closed to on-campus programming and has been operating virtually since April 2020.

Once the initial 3-year grant term has ended, we intend to apply for the two-year extension funding program generously provided by 21st CCLC, as we anticipate an ongoing economic slump in the state of Hawaii due to the effects of COVID-19. Based on UHERO projections for growth in 2021, (1), the state of Hawaii will not see a rebound in the economy. Another Star Advertiser article recognizes that based on this economic slump, personal income will also fall or remain flat for all of 2021, (2).

With both of these forecasts in hand, BGCM anticipates the COVID-19 pandemic having a negative impact on our ability to fundraise effectively to support our Kihei clubhouses. At this time, BGCM has not lost any community partners, although giving is less than previous years, and we can continue offering out of school time services at all open clubhouse sites. We anticipate a drop in the amount of support that was previously anticipated, based on the projections of an economic slump from the COVID-19 pandemic.

BGCM is continuing to move towards a sustainable Kihei clubhouse site and as we become more independent and start offering services not only to Kihei Elementary and Lokelani Intermediate schools, we will consider consolidating the two sites into one clubhouse site, more in-line with current BGCM operations at other locations around the island. According to BGCA.net, "75% of regularly attending members said they volunteered in their community, Club, school or neighborhood at least once in the past year…" (3). We see this impact in our clubhouses where all ages are together. Consolidation will also significantly impact the bottom line of the overall budget as it will require fewer resources to fund; staffing, supplies, facilities, and more.

Clubs provide a fun, safe, and constructive environment for kids and teens during out-of-school hours. Community-based and led by professional staff, Clubs serve small towns, large metropolitan areas, public housing communities, and Native populations, as well as those who live on U.S. military installations worldwide. They offer programs and services to help young people succeed in school, develop leadership skills, and maintain healthy lifestyles. Clubs offer a variety of tested, proven, and nationally recognized programs designed to empower kids and teens to excel in school, become good citizens and lead healthy, productive lives. Programs are tailored to the local community and customized for each age group to meet the interests and developmental needs of young people ages 9-17.

1.   Gomes, Andrew. "Significant 2021 Hawaii Economy Rebound Not in the Forecast." *Star Advertiser*, 25 Sept. 2020, www.staradvertiser.com/2020/09/25/hawaii-news/significant-2021-hawaii-economy-rebound-not-in-the-forecast/.

2.   Nakaso Aug. 1, Dan. "Personal Income Forecast to Fall 7% in Hawaii, Remain Flat in 2021." *Advertiser*, 1 Aug. 2020,

www.staradvertiser.com/2020/08/01/hawaii-news/personal-income-forecast-to-fall-7-remain-flat-in-2021/).

3.   "Club Impact." *Boys & Girls Clubs of America - Providing Millions of Kids and Teens a Safe Place to Develop Essential Skills, Make Lasting Connections and Have Fun.*, www.bgca.org/about-us/club-impact.

6.   Conclusions and Recommendations

6.A   CONCLUSIONS

BGCM Kihei clubhouse staff has done an amazing job of increasing attendance and program participation prior to COVID-19 closures. Specific member-led volunteer programs include: a weekly character-building program that focuses on service-based projects around the club and the Kihei Elementary School, such as doing school clean-ups around campus. We separate the members into groups with a staff member and they go to different areas of the campus and we make it a competition to see who collects the most trash. Our Youth of the week/month/year programs encourage recognition and reinforcement of positive behavior and more participation amongst younger members.

The house system set up by our staff has created healthy competition between the different groups, it has encouraged comradery amongst members, and it is a positive way to recognize members in their groups.

Our Kihei members tend to be eager to start Power Hour and participate in our STEM activities. While doing homework, members call on the staff or tutors in the room when they need assistance. We also provide Project Learn activity during Power Hour for those who have completed their homework or simply need something to do. Whether it's on the board or handed out in worksheets, members enjoy doing brain teasers. They constantly ask for them on a daily basis. They are rewarded with points for completing all their work. Students are encouraged to self-report on grades and house points were given when shown positive progress. Staff observed improvements from the beginning of the school year to the end of semesters.

Flashcards were used to help younger grades, and one-on-one help for completion was encouraged amongst staff and the younger grades during power hour programming. Encouragement of good study habits & structure was a result of the power hour programming. Having current tutors reach out to teachers to directly support what the students are doing in school. The benefit will be realized by teachers recommending their students attend the club to encourage positive tutorship.

For Family Involvement our best practices include themed events. The most recent one was a Movie Night, so families brought their chairs and blankets and enjoyed the movie together. We provided games, arts and crafts, music, and snacks and drinks for the members and their

families to enjoy. Additionally, our best family involvement practices truly are daily interactions with members' parents. We get to see them every day when they come to pick up, so we emphasize making connections then, and letting them know what is happening at the club. Our future plans for family involvement are to continue having themed nights such as a Lego Challenge Night, where families get together and build a structure around a mystery theme that won't be revealed till that day. We also plan on doing a Zumba night with families just to get the morale and our numbers up for the year!

6.B   RECOMMENDATIONS

Recommendations from previous Technical Assistance and Monitoring Report that have been implemented include: the creation of a working evaluation team, the use of KidTrax database to more accurately identify program participation, documentation of site-specific emergency readiness plans, and a working sustainability plan.

Official inventory of all equipment was conducted and submitted to the 21CCLC team.

Before the school closures due to COVID-19, enrollment was increasing and moving in a positive direction, this can be seen in our attendance report comparing the first semester to the second semester. Marketing (social media, physical banners outside school drop off, PCNC sharing of materials) was done by BGCM to encourage virtual clubhouse time membership.

Our current cost per student will continue to be atypically high based on fluctuations in in-person learning at the schools and the inability to access our clubhouse sites, due to COVID-19. Prior to closure, the cost per student ratio was trending down. We see this continuing once we are able to meet in person and increase the number of members served.

The recommendations given by the internal evaluation team found a shortfall in the reporting of the excellent work being done at the Kihei clubhouses. Since the data story for year 2 was unable to provide any academic results, the evaluation team recommends future reports from the Project Director could help make up this deficit. During the evaluation team interviews, the staff provided informative stories about report cards and the students' reactions to their improved grades. It was noted that the staff celebrated any positive progress made in terms of academic success. The evaluation team also recommended for future evaluations these staff and member stories, together with reports from tutors and some basic quantitative data from the self-provided report cards, could be included in the monthly Project Director reports.

Many of the evaluation team's recommendations for implementing BGCA based programs were proposed by the staff during the interview meeting and plans to implement these have already been included for when the clubs reopen. It was also acknowledged that the recent staff development, plans for future family and community involvement, and the new Advisory Board will serve the project well in the upcoming year and beyond.

The evaluation team recommends continuing to work with school administrators to participate in existing school events whenever possible. We would like to see the Project Director and/or

Site Coordinators join PTAs and Kihei Community Association to become more involved in the hyper-local community and increase awareness of the out-of-school time program.

Other suggestions from the evaluation include: connecting with Artists, other community interest groups to visit/enhance already established programs such as the art program at Lokelani clubhouse.

The evaluation team has also recommended that long term plans must include a location for the programs to continue. Suggestions from this team included: The Kihei Community Center, the New Kihei Community Gymnasium, and the new Kihei High School. After school transportation arrangements could be made with Maui Economic Opportunity and the existing partnership with other BGCM clubhouses.

6.C   REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

Based on the end of year data story provided by 21CCLC, Kihei clubhouses saw growth in attendance and development in targeted programs and activities. We expect growth to continue going forward and a strengthening of program once we are able to return to on-site participation.

6.D   EVALUATION DISSEMINATION

Our internal evaluation team findings will be shared amongst our project team, Kihei clubhouse staff, and working Advisory Board at our next scheduled meeting.