# Hawaiʻi 21CCLC Evaluation Report Template – SY2019-20 Cohort 10+ and Cohort 11 – Final Evaluation

## Overview

To assist subgrantees with meeting state evaluation requirements the HIDOE has created a standardized template for evaluations of the 21CCLC programs. Cohort 10+ and Cohort 11 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 September 30, 2020.**

| Evaluation Element | Complete? |
|---|:---:|
| **1. General Information** | ✔ |
| Exhibit 1: Basic Information Table | ✔ |
| Exhibit 2: Center Information Table | ✔ |
| **2. Executive Summary** | ✔ |
| **3. Program Description** | ✔ |
| 3.A. Program Description | ✔ |
| 3.B.1 Goals | ✔ |
| 3.B.2 Objectives | ✔ |
| 3C1. Attendance | ✔ |
| Exhibit 3: Students Served Summer 2019 | ✔ |
| Exhibit 4: Students Served School Year 2019/20 | ✔ |
| Exhibit 5: Students Served 2019/20 (Combined and Unduplicated) | ✔ |
| Attendance Discussion | ✔ |
| Exhibit 7: Characteristics of Students Served | ✔ |
| Exhibit 8: Race/Ethnicity of Students Served | ✔ |
| 3.D. Programming | ✔ |
| 3.D.1 Activities Summer 2019 | ✔ |
| 3.D.2 Activities School Year 2019/20 | ✔ |
| 3.D.3 Activities COVID-19 School Closure | ✔ |
| 3.E.1 Program Materials | ✔ |
| 3.E.2 Resources | ✔ |
| 3.F. Staff and Others Involved in the Program | ✔ |
| Exhibit 9: Number of Staff by Position | ✔ |
| Exhibit 10: Average Hours per Week by Position | ✔ |
| Exhibit 11: Partners | ✔ |
| Partnership Description | ✔ |
| 3.H. Parent/Family Involvement | ✔ |
| **4. Evaluation** | ✔ |
| 4.A.1. Evaluation Design Overview | ✔ |
| 4.A.2. Implementation Evaluation | ✔ |
| 4.A.3. Outcomes Evaluation | ✔ |
| 4.B.1. Implementation of Evaluation Results | ✔ |

| | |
|---|---|
| Evaluation Implementation Discussion | ✔ |
| 4.B.2.  Key Performance Indicators – Objective 1 | ✔ |
| Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services | ✔ |
| Core Educational Services Discussion | ✔ |
| Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities | ✔ |
| Exhibit 14: Performance on KPI Objective1.3 – Community Involvement | ✔ |
| Community Involvement Discussion | ✔ |
| Exhibit 15: Performance on KPI Objective 1.4 – Services to Parents and Family Members | ✔ |
| Parent and Family Member Discussion | ✔ |
| Exhibit 16: Performance on KPI Objective 1.5 – Hours Per Week | ✔ |
| 4.B.4. Achievement of Program-Specific Objectives | ✔ |
| Exhibit 21: Progress on Program-Specific Objectives | ✔ |
| Achievement of Program-Specific Objectives Discussion | ✔ |
| 4.C.1. Success Stories | ✔ |
| 4.C.2 Best Practices | ✔ |
| 4.C.3 Student, Teacher, Parent, Staff, or Community Input | ✔ |
| 4.C.4 Pictures | ✔ |
| **5.  Sustainability Plan** | ✔ |
| 5.A. Original Sustainability Plan | ✔ |
| 5.B. Updated Sustainability Plan | ✔ |
| **6.  Conclusions and Recommendations** | ✔ |
| 6.A. Conclusions | ✔ |
| 6.B. Reflections on Program Implementation and Impact | ✔ |
| 6.C. Evaluation Dissemination | ✔ |

# 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 | September 29, 2020 |
| Grantee Name | Campbell Complex |
| Program Director Name | Michelle Suzuki, EdD |
| Program Director Email | Michelle.Suzuki@k12.hi.us |
| Evaluator Name | Pacific Research and Evaluation, LLC |
| Evaluator Email | andrea@pacific-research.org |

**Exhibit 2: Center Information Table**

| Center | Name of Center | Grade Levels Served |
|---|---|---|
| Center 1 | Ewa Elementary School | K-5 |
| Center 2 | Ewa Beach Elementary School | K-5 |
| Center 3 | Ilima Intermediate School | 7-8 |
| Center 4 | James Campbell High School | 9-12 |
| Center 5 | Kaimiloa Elementary School | K-6 |
| Center 6 | Pohakea Elementary School | K-6 |

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 as the project closes out. 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 Reflection

*Campbell Complex's 21st Century Community Learning Center (CCLC) Ho'oku'i Program, named after the Hawaiian word meaning "to join together," offers students an array of before, after school, weekend, and summer activities.  The Ho'oku'i program is comprised of four elementary, one intermediate, and one high school:  Ewa Elementary, Ewa Beach Elementary, Kaimiloa Elementary, Pohakea Elementary; Ilima Intermediate; and James Campbell High School. The program has served students by expanding learning opportunities through tutoring services, enrichment activities, recreation, STEM, community services, youth leadership, and college and career opportunities. The Ho'oku'i program also incorporates a school-family-community element that has been designed to address high-risk behaviors such as chronic absenteeism, truancy, drugs, social/emotional issues, and/or other delinquency-related behavior.*

*The evaluation was conducted to assess the implementation and impact of the 21$^{st}$ CCLC program on participating students. The intent of the implementation evaluation was to identify implementation successes, challenges, and the perceived impact on program participants. Weekly Successes and Challenges Forms submitted by Site Coordinators and Triannual Reports completed by the Program Director were analyzed to identify trends. Data were reported by Center, where available. The intent of the outcomes evaluation was to assess to what extent 21st CCLC program participants demonstrated academic gains and to determine if the program had met its objectives. No student assessment data were available due to COVID-19. As per the SY19-20 End of Year (EOY) Output report, some grades for 21st CCLC participants in Grades 6 to 12 were analyzed to determine progress. APR reports were consulted to determine if Centers offered services at least 12-16 hours per week on average. School demographics and program attendance data collected by the Program Director were analyzed to determine if program objectives were met.*

*Overall, the data indicate program benefits for students and their families. Key implementation challenges reported across Centers included issues with recruitment and program attendance, however there was an upward trend in attendance for multiple Centers in Spring 2020. Key successes included high levels of student engagement in programs and students being able to acquire new social, behavioral, and academic skills such as independent work, self-control, and performing arts skills.*

*In SY2019-20 (Year 5), Campbell Complex met 5 out of its 8 program-specific objectives and made progress towards the other 3. All Centers provided opportunities for students to learn new academic and non-academic skills, to improve behavior issues, and to participate in highly engaging activities. Centers offered services in multiple core academic areas, as well as a variety of enrichment activities. Five out of six Centers offered at least 12-16 hours of services during the school year and all Centers provided services during the summer. Objectives regarding community involvement and parent engagement were not met; progress was only made at a couple of the Centers. Notably, schools such as Kaimiloa Elementary that did host family engagement events had a high turn out of parents. Likewise, though James Campbell High School was the only school that was reported to have partnerships, it had 12 successful partnerships with community-based organizations. One of the key unanticipated challenges included COVID-19, which led to cancellation of all 21st CCLC programming on March 13, 2020, including planned family engagement events. It is likely that Campbell Complex would have met its family engagement goal had scheduling continued as planned. COVID-19 impacted evaluators' ability to measure academic progress for program participants. Evaluators relied on limited grades data for Grades 6-12, but were otherwise not able to analyze assessment data for improvement over time. The limited grades data appear to show notable grades growth in English, Math, and Science for program attendees who needed to improve at Ilima Intermediate and in Science at James Campbell High School, but a comparison with non-program attendees is necessary to make more meaning of this data.*

*In conclusion, students who participated in the 21st CCLC programs were highly engaged, gained new skills, and limited data suggests a positive academic impact as well. COVID-19 presented a notable challenge to meeting and measuring objectives, such as family engagement targets. Despite the program ending earlier than anticipated due to school closures, the data overall suggest that the program successes outweighed the barriers for 21st CCLC program participants. The Program Director reported an overall positive impact of the 21st CCLC funding on students who participated at all six Centers. All Centers indicated that the 21st CCLC-funded programs were beneficial to their communities and emphasized the value of providing enrichment and learning activities beyond academic skill-building. The programs provided a fun and engaging place for students to go after school.*

# 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 5 or Year 6.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- How did the program shift over the life of the project?

*Campbell Complex's 21st Century Community Learning Centers (CCLC) Ho'oku'i Program, named after the Hawaiian word meaning "to join together," offers students an array of before, after school, weekend, and summer activities.  The Ho'oku'i program is comprised of four elementary, one intermediate, and one high school:  Ewa Elementary, Ewa Beach Elementary, Kaimiloa Elementary, Pohakea Elementary; Ilima Intermediate; and James Campbell High School. The program has served students by expanding learning opportunities through tutoring services, enrichment activities, recreation, STEM, community services, youth leadership, and college and career opportunities. The Ho'oku'i program also incorporates a school-family-community element that has been designed to address high-risk behaviors such as chronic absenteeism, truancy, drugs, social/emotional issues, and/or other delinquency-related behavior.*

*This evaluation report covers Year 5 (SY2019-20) of the grant.*

*All Centers were identified as Title I schools at the time of the grant application. During the 2019-20 school year, two Centers had close to half of 21st CCLC program participants enrolled in Free or Reduced Lunch, two Centers had about a third of 21st CCLC program participants enrolled, and two Centers had about two-thirds of 21st CCLC program participants enrolled in Free and Reduced lunch.*

*The program shifted in Year 5 of the grant. Due to COVID and the uncertainty of when and how schools would be able to reopen, Campbell Complex 21st CCLC sites decided to discontinue operations as of March 13, 2020.*

## 3.B.  PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see Section 4B: Evaluation Results. In addition to these KPIs, subgrantees must articulate 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.

| Goal | Ho'oku'i After School Program |
|------|-------------------------------|
| 1. | *Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.* |
| 2. | *21st CCLCs will offer a range of high-quality educational, developmental, and recreational services.* |
| 3. | *21st CCLCs will serve children and community members with the greatest need for expanded learning opportunities.* |
| 4. | *Participants in 21st CCLCs will demonstrate academic improvement based on formative and summative assessments given throughout the school year.* |

### 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. | *1.1 Participants will participate in highly engaging activities that demonstrate academic and other social/behavioral skills development, such as effective teamwork and creative problem-solving.* | *Qualitative input from Site Coordinators and Program Director*<br><br>*SY19-20 EOY Output Report* |
| 2. | *2.1 Core educational services: 100% of Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.* | *APR reports* |
| | *2.2 Enrichment and support activities: 100% of Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.* | *APR reports* |
| | *2.3 Community involvement: 85% of Centers will establish and maintain partnerships within the community and continue to increase levels of community collaboration in planning, implementing, and sustaining the program.* | *Qualitative Input from Site Coordinators and Program Director* |
| | *2.4 Services to parents and other family members: 85% of Centers will offer services to parents and other family members of students enrolled in the program.* | *Qualitative Input from Site Coordinators and Program Director* |
| | *2.5 Extended hours: 75% of Centers will offer services at least 12 - 16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.* | *APR reports* |
| 3. | *3.1 High-need communities: 100% of Centers are located in high-poverty communities.* | *School demographics* |
| 4. | *4.1 Participants in 21st CCLCs will demonstrate academic improvement in Reading and Math.* | *SY19-20 EOY Output Report* |

## 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 |
|---|---|---|
| Ewa Elementary | 7 | K-5 |
| Ewa Beach Elementary | 116 | K-5 |
| Ilima Intermediate | 25 | 7-8 |
| James Campbell High | 41 | 9-12 |
| Kaimiloa Elementary | 125 | K-6 |
| Pohakea Elementary | 14 | K-6 |
| Subgrantee Total | 328 | |

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

| Center | 2019-20 Enrollment – Total | 2019-20 Enrollment – Regular* | Grade Levels |
|---|---|---|---|
| Ewa Elementary | 189 | 12 | K-5 |
| Ewa Beach Elementary | 93 | 89 | K-5 |
| Ilima Intermediate | 142 | 59 | 7-8 |
| James Campbell High | 278 | 8 | 9-12 |
| Kaimiloa Elementary | 141 | 53 | K-6 |
| Pohakea Elementary | 121 | 14 | K-6 |
| Subgrantee Total | 964 | 235 | |

*\* 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* | |
|---|---|---|---|
| Ewa Elementary | 196 | 12 | 6% |
| Ewa Beach Elementary | 179 | 89 | 50% |
| Ilima Intermediate | 160 | 60 | 38% |
| James Campbell High | 313 | 9 | 3% |
| Kaimiloa Elementary | 285 | 74 | 26% |
| Pohakea Elementary | 135 | 14 | 10% |
| Subgrantee Total | 1268 | 258 | |

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

### Attendance Discussion

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

*Enrollment data show that regular attendance varied between Centers in SY2019-20. At Ewa Beach Elementary, half (50%) of students enrolled in the program attended regularly (30 days or more). At James Campbell High School, however, only 3% of participants attended regularly.*

*Program leadership reported that Centers had a late start during the Fall session, which impacted program attendance.*

*In Fall 2019, program leadership reported daily attendance was not completed in a timely manner. Attendance records-keeping switched to Google and students signed in daily on paper. The Site Coordinator at Ewa Elementary reported some challenges recruiting students for Grade Two Art. In Spring 2020, teachers reported improvements in daily attendance. Program leadership also noted that some parents were picking students up late. To address this issue, parents were reminded of program hours.*

### 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 6: Characteristics of Students Served (19/20 combined and unduplicated)**

| Center | F/R Lunch | | Special Needs | | ELL | | Male | | Female | |
|---|---|---|---|---|---|---|---|---|---|---|
| Ewa Elementary | 95 | 48% | 15 | 8% | 3 | 2% | 91 | 46% | 105 | 54% |
| Ewa Beach Elementary | 63 | 35% | 15 | 8% | 13 | 7% | 87 | 49% | 92 | 51% |
| Ilima Intermediate | 74 | 46% | 17 | 11% | 15 | 9% | 66 | 41% | 94 | 59% |
| James Campbell High | 96 | 31% | 17 | 5% | 6 | 2% | 138 | 44% | 175 | 56% |
| Kaimiloa Elementary | 166 | 58% | 37 | 13% | 34 | 12% | 144 | 51% | 141 | 49% |
| Pohakea Elementary | 88 | 65% | 10 | 7% | 16 | 12% | 68 | 50% | 67 | 50% |
| **Subgrantee Total** | **582** | | **111** | | **87** | | **594** | | **674** | |

*Note: These data should match data reported in Exhibit 6.*

**Exhibit 7: Race/Ethnicity of Students Served (19/20 combined and unduplicated)**

| Center | # AI/AN | % AI/AN | # Asian | % Asian | # NH/PI | % NH/PI | # Black | % Black | # Latino | % Latino | # White | % White | # 2 + | % 2 + |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ewa Elementary | 0 | 0% | 51 | 26% | 36 | 18% | 5 | 3% | 46 | 23% | 6 | 3% | 52 | 27% |
| Ewa Beach Elementary | 0 | 0% | 74 | 41% | 19 | 11% | 4 | 2% | 34 | 19% | 21 | 12% | 27 | 15% |
| Ilima Intermediate | 1 | 1% | 65 | 41% | 27 | 17% | 1 | 1% | 29 | 18% | 13 | 8% | 24 | 15% |
| James Campbell High | 0 | 0% | 165 | 53% | 48 | 15% | 14 | 4% | 36 | 12% | 25 | 8% | 25 | 8% |
| Kaimiloa Elementary | 0 | 0% | 143 | 50% | 41 | 14% | 0 | 0% | 52 | 18% | 1 | 0% | 48 | 17% |
| Pohakea Elementary | 0 | 0% | 47 | 35% | 36 | 27% | 1 | 1% | 20 | 15% | 4 | 3% | 27 | 20% |
| **Subgrantee Total** | **1** | | **545** | | **207** | | **25** | | **217** | | **70** | | **203** | |

*Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; 2+ refers to two or more races.*

## 3.D  PROGRAMMING

Describe activities offered during summer 2019.

*During Summer 2019, a variety of hands-on and engaging enrichment classes were offered. These classes included, but were not limited to: STEM, Tutoring, Arts & Music, Community Service and Learning, Youth Leadership, and College & Career Readiness.*

Describe activities offered during school year 2019-20.

*During the 2019-20 school year, the Ho'oku'i program offered students programs that supplemented the school day with meaningful, high quality, and educational, activities to meet the grant goals and objectives. A variety of hands-on and engaging enrichment classes were offered including: Community Service, Voice, Cooking, ACT Prep, RTI Reading, Character Education, Youth Leadership, College & Career Readiness, Academic Tutoring, Enrichment (Art/Music), Physical Activity, Library, Robotics, ECMC (Coding & Makerspace), Gardening, STEM and Homework Help.*

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

*Program leadership reported it was not feasible to offer virtual program options during the COVID-19 school closure; the program ended on March 13, 2020.*

## 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)?

*Program materials at each Center complemented and supplemented regular school-day initiatives using the schools' available resources (i.e. curriculum,universal screeners, classroom supplies, technology equipment, P.E. equipment, etc.) and facilities (classrooms, libraries, cafeterias).*

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

*School administrators, teachers, and staff supported the grant activities by contributing in-kind personnel services to support grant activities. Schools also provided classroom and other school spaces, utilities, and other ancillary operational support toward grant activities.*

## 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.

All of the Campbell Complex site coordinators are regular certificated teachers who are responsible for administering programs at each Center. The school administrators work with the site coordinators to recruit and hire teachers and other staff members to assist the students with homework assistance, tutoring, and enrichment classes. School administrators also oversee campus safety and coordinate emergency activities, and approve school site administrative items such as payroll. Project Office (Complex) Administrators and Staff handle operational tasks such as the processing of purchase orders and payroll.

**Exhibit 8. 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 |
| Ewa Elementary | 1 | 1 | - | - | - | - | - | - | - | - | 31 | - | - | - | - | - | - | - |
| Ewa Beach Elementary | 1 | 1 | - | - | - | - | - | - | - | - | 24 | - | - | - | - | - | - | - |
| Ilima Intermediate | 2 | 1 | - | - | - | - | - | - | - | - | 8 | - | 1 | - | - | - | - | - |
| James Campbell High | 1 | 1 | - | - | - | - | - | - | - | - | 13 | - | 1 | - | - | - | - | - |
| Kaimiloa Elementary | 1 | 1 | - | - | - | - | - | - | - | - | 17 | | - | - | - | - | - | - |
| Pohakea Elementary | 2 | 1 | - | - | - | - | - | - | - | - | 11 | - | - | - | - | - | - | - |
| Project Level Staff | - | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Subgrantee Total** | **8** | **8** | - | - | - | - | - | - | - | - | **105** | - | **2** | - | - | - | - | - |

*Unduplicated totals were not available for SY2019-20. These numbers represent Fall 2019 staff (Spring 2020 programming ended in March 2020 due to COVID-19).

**Exhibit 9. 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 |
|---|---|---|---|---|---|---|---|---|---|
| Ewa Elementary | 8 | - | - | - | - | 8 | - | - | - |
| Ewa Beach Elementary | 7 | - | - | - | - | 7 | - | - | - |
| Ilima Intermediate | 9 | - | - | - | - | 9 | 9 | - | - |
| James Campbell High | 6 | - | - | - | - | 6 | 6 | - | - |
| Kaimiloa Elementary | 10 | - | - | - | - | 10 | - | - | - |
| Pohakea Elementary | 13 | - | - | - | - | 13 | - | - | - |
| **Subgrantee Total** | **53** | - | - | - | - | **53** | **15** | - | - |

## 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 10: Partners**

| Partner Contributions | Total Number of Partners | |
|---|---|---|
| Contribution Type | # Paid Partners | # Unpaid Partners |
| Provide evaluation services | 1 | 0 |
| Raise funds | 0 | 0 |
| Provide programming/activity related services | 0 | 12 |
| Provide goods | 0 | 0 |
| Provide volunteer staffing | 0 | 0 |
| Provide Paid Staffing | 0 | 0 |
| Other | 0 | 0 |
| Subgrantee Total | 1 | 12 |

**Partnership Description**

Provide a brief description of successes with partnerships.

*In SY2019-20, James Campbell High School reported they had 12 successful partnerships with the following organizations: Koke Resource Conservation Program, Special Olympics Hawaii, E Ala Pono, Jeff Pagay Freelance Artist, Blue Planet Foundation, Koolau Mountains Watershed Partnership, Blue Zones Project, Phoenix Rising Kapolei Toastmasters, AXA, EWAlution 96706, Sierra Club of Hawaii Oahu Group, and Pacific and Asian Affairs Council.*

Provide a brief description of challenges with partnerships.

*COVID-19 presented some challenges for maintaining partnerships with community organizations in the Spring 2020 term.*

## 3.H.  PARENT/FAMILY INVOLVEMENT

Provide a brief description of your program's parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

*At Kaimiloa Elementary, one hundred family participants attended a Fall 2019 Makerspace event. Otherwise, limited face-to-face family engagement activities were scheduled in 2019. For Art and MakerSpace classes at Ewa Elementary, SeeSaw (an online app) was used to share student activities and progress with parents. In March 2020, Pohakea Elementary offered one family engagement event focused on STEM with 16 participants. More family engagement activities were scheduled for April and May 2020, but they were cancelled due to COVID-19.*

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.

> *Family engagement events included, for example, educational Makerspace and STEM activities for students and their families. Updates about student progress in the SeeSaw app allowed teachers to actively engage parents in their child's education.*

# 4. Evaluation

## 4.A. EVALUATION PLAN

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

> *The evaluation was conducted to assess the implementation and impact of the 21st CCLC program on participating students. The intent of the implementation evaluation was to identify implementation successes, challenges, and the perceived impact on program participants. Weekly Successes and Challenges Forms submitted by Site Coordinators and Triannual Reports completed by the Program Director were analyzed to identify trends. Data were reported by Center, where available. The intent of the outcomes evaluation was to assess to what extent 21st CCLC program participants demonstrated academic gains and to determine if the program had met its objectives. No student assessment data were available due to COVID-19. As per the SY19-20 EOY Output report, some grades for 21st CCLC participants in Grades 6 to 12 were analyzed to determine progress. APR reports were consulted to determine if Centers offered services at least 12-16 hours per week on average. School demographics and program attendance data collected by the Program Director were analyzed to determine if program objectives were met.*

### 4.A.2. Implementation Evaluation
Describe how program implementation is being documented.

| | |
|---|---|
| **What implementation questions are being answered?** | 1. *What challenges have been faced in implementing the program, and how are those challenges being addressed?* <br><br> 2. *What are the key successes of program implementation in terms of benefits for students, teachers, and families? Are program activities interesting and valuable for stakeholders?* |
| **What data collection methods are being used (e.g. interviews, observations)?** | ● *Site Coordinators visited program classes/activities for 10-15 minutes per day and filled out observation reports. Successes and Challenges Forms regarding program attendance issues, student/teacher/family engagement, and skills development were completed by Site Coordinators and submitted to the Program Director. In addition, the Program Director shared triannual reports for Fall 2019 and Spring 2020 with evaluators. These documents were analyzed for key themes.* |

| | | The Program Director collected and compiled program attendance and demographic data for participating students and submitted APR and programming reports to the Community Engagement Office. |
|---|---|---|
| **What is the timing of data collection?** | | The reporting period includes June 2019 through March 2020 (Spring 2020 programming ended early due to COVID-19). Additional program implementation information was shared with evaluators in July and August 2020. |
| **How have the recommendations from previous evaluations been implemented? (Provide examples)** | | Due to restrictions related to COVID-19, it was not possible to administer a teacher survey or to request student school attendance data as per the previous evaluation recommendations. |

### 4.A.3. Outcomes Evaluation
Describe how program outcomes are being evaluated.

**Exhibit 11: 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** | To what extent do students who participate in the programs show academic gains? | Grades for program participants at James Campbell High School and Ilima Intermediate (Grades were NOT available for Centers that serve K-5). | Student growth in grades for English, Science, and Math for program attendees who needed to improve. |
| **2** | To what extent has the program achieved its objectives? | Student Engagement and Skills Acquisition. | Students are highly engaged in programs and acquire academic and non-academic skills as a result of their participation in 21st CCLC programming. |
| | | Chronic Absence and A, B, C, D, offenses. | Chronic absence and offenses decrease as 21st CCLC program participation increases. |
| | | Percentage of 21st CCLC program participants enrolled in free and reduced lunch. | Services are made available for students who need it most; Centers are located in high-poverty communities. |
| | | Number of hours of services offered per week during the school year and summer. | 75% of Centers offer at least 12-16 hours of services per week. |
| | | Number of services in core academic areas and Centers offer enrichment activities. | All Centers offer services in at least one core academic area and provide enrichment activities. |

| | | Number of Centers with community partnerships. | 85% of Centers create and strengthen partnerships with community-based organizations to support programming. |
| | | Number of Centers with family engagement activities. | 85% of Centers offer meaningful, engaging events to include families in their child's education. |

## 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.

*Site Coordinators at each school observed at least 1 program class/activity for at least 10-15 minutes each day and reported this on a weekly Successes and Challenges form submitted to the Program Director. The forms provided an update regarding attendance issues, the "glows" and "grows" of program implementation, student/teacher/family engagement, and skills development. In addition, the Program Director shared triannual reports for Fall 2019 and Spring 2020 with evaluators, which highlighted celebrations and key areas for improvement. To address the two implementation evaluation questions regarding successes and challenges, trends that emerged from these forms and reports are reported below. Trends are reported at a Center level, where available.*

*At **Pohakea Elementary**, Site Coordinators reported that many of the Art and Sign Language program participants demonstrated growth in their independent work skills. Another program success included second grade Sports students learning better self-control over their bodies and emotions. One program challenge involved issues with students completing their self- and peer-evaluations.*

*At **Ewa Elementary**, program leadership reported some attendance challenges as the majority of program participants attended less than 30 days. Another program challenge included recruiting students for second grade art. Increased participation in after school programs in Spring 2020 was reported as a key success. Site Coordinators also noted a high level of student engagement for program participants.*

*At **Ilima Intermediate**, Site Coordinators reported higher enrollment due to program participants successfully spreading the word to their friends. DIY Club in particular saw a notable jump in enrollment since the start of the school year.*

*At **Ewa Beach Elementary**, Site Coordinators noted great teamwork between teachers who covered each other, as needed, when they were unable to teach a class. Parents were reportedly pleased that after school programs created time and space for students to finish their homework prior to going home. An additional success included improved program attendance over time.*

*Program leadership reported daily attendance was not completed in a timely manner in Fall 2019. Attendance records-keeping switched to Google and students signed in daily on paper. Program leadership also noted that some parents were picking students up late. To address this issue, parents were reminded of program hours. In the Fall 2019 triannual report, the Program Director stated that five classes attended the Nutcracker at Blaisdell Concert Hall. This experience provided students participating in various clubs with valuable take-aways, such as examples of exemplar acting and stage presence for the Performing Arts and Cheer clubs, stage scenery for the Visual Arts club, and costuming for sewing program students.*

*Overall, the data indicate program benefits for students and their families. Key implementation challenges reported across Centers included issues with recruitment and program attendance, however there was an upward trend in attendance for multiple Centers in Spring 2020. Key successes included high levels of student engagement in programs and students being able to acquire new social, behavioral, and academic skills.*

### 4.B.2  Key Performance Indicators (KPIs) – Objective 1

**Objective 1: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental and recreational services.**

**Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services**

| Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area) | | | | |
|---|---|---|---|---|
| **Center** | **Reading & Literacy** | **Math** | **Science & Technology** | **Other (specify)** |
| Ewa Elementary | Y | Y | Y | - |
| Ewa Beach Elementary | Y | Y | Y | - |
| Ilima Intermediate | Y | Y | Y | - |
| James Campbell High | Y | Y | N | - |
| Kaimiloa Elementary | Y | Y | Y | - |
| Pohakea Elementary | Y | Y | Y | - |

**Core Educational Services Discussion**
Provide a brief description of evidence that these services are of <u>high quality</u>.

*The majority of the core educational classes were taught by the regular school day teachers. Students were provided complementary learning opportunities before, after school, weekend, and during the summer. Activities were aligned with Common Core State Standards. The tutors reinforced and modeled the General Learner Outcomes (GLOs) in all classes. A variety of instructional methods (iReady, DimensionU, small group instruction, hands-on learning) made the classes more engaging and educational for all of the students to help them meet state and national standards that lead to college readiness.*

**Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities**

| Objective 1.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.) | | | | | | |
|---|---|---|---|---|---|---|
| Center | Arts & Music | Physical Activity | Community Service | Leadership | Tutoring/ Homework Help | Other (Specify) |
| Ewa Elementary | Y | Y | N | N | N | College and Career Readiness |
| Ewa Beach Elementary | Y | Y | N | N | Y | - |
| Ilima Intermediate | Y | N | N | N | Y | - |
| James Campbell High | Y | N | Y | Y | Y | College and Career Readiness |
| Kaimiloa Elementary | Y | Y | N | Y | Y | - |
| Pohakea Elementary | Y | Y | N | N | Y | - |

**Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement**

| Objective 1.3: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs. | | |
|---|---|---|
| Center | Number of community partnerships | Description of community partners and their services . |
| Ewa Elementary | - | No community partnerships were reported for SY19-20. |
| Ewa Beach Elementary | - | No community partnerships were reported for SY19-20. |
| Ilima Intermediate | - | No community partnerships were reported for SY19-20. |
| James Campbell High | 12 | The partnerships provided support for a variety of after school programs such as Gardening, Toastmaster, and The Artist Alley. |
| Kaimiloa Elementary | - | No community partnerships were reported for SY19-20. |
| Pohakea Elementary | - | No community partnerships were reported for SY19-20. |

**Community Involvement Discussion**
Provide a brief description of successes in developing and maintaining community partnerships.

*James Campbell High school reported 12 successful partnerships in 2019-20 with the following organizations: Koke Resource Conservation Program, Special Olympics Hawaii, E Ala Pono, Jeff Pagay Freelance Artist, Blue Planet Foundation, Koolau Mountains Watershed Partnership, Blue Zones Project, Phoenix Rising Kapolei Toastmasters, AXA, EWAlution 96706, Sierra Club of Hawaii Oahu Group and Pacific and Asian Affairs Council.*

Provide a brief description of challenges in developing and maintaining community partnerships.

*COVID-10 presented some challenges for maintaining partnerships with community organizations in the Spring 2020 term.*

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 15: Performance on KPI Objective 1.4 - Services to Parents and Family Members**

| Center | Number of parents/ family members participating SY19/20 | Description of services to parents and other family members. |
|---|---|---|
| Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program. | | |
| Ewa Elementary | 0 | - |
| Ewa Beach Elementary | 0 | - |
| Ilima Intermediate | 0 | - |
| James Campbell High | 0 | - |
| Kaimiloa Elementary | 100 | A Makerspace family engagement event took place in Fall 2019. |
| Pohakea Elementary | 16 | A STEM-themed family engagement event took place in early March 2020. |

**Parent/Family Services Discussion**

Provide a brief description of successes in providing services to parents and other family members.

*The family Makerspace event that took place in Fall 2019 at Kaimiloa Elementary was well-attended.*

Provide a brief description of challenges in providing services to parents and other family members.

*Family engagement activities were scheduled for April and May of 2020, but they were cancelled due to COVID-19.*

**Exhibit 16: Performance on KPI Objective 1.5 – Hours per Week**

| Center | Average number of hours per week services offered during summer 2019 | Average number of hours per week services offered during the school year 19/20 |
|---|---|---|
| Objective 1.5: Centers will offer services at least 12 hours  per week on average during the school year and provide services when school is not in session, such as during the summer and holidays. | | |
| Ewa Elementary | 20+ hours | 13-22 hours |
| Ewa Beach Elementary | 12-24 hours | 20-40 hours |
| Ilima Intermediate | 20-40 hours | 11-22 hours |
| James Campbell High | 40-60 hours | 40-80 hours |
| Kaimiloa Elementary | 20-40 hours | 15-27 hours |
| Pohakea Elementary | 10-20 hours | 36-72 hours |

[**Key Performance Indicators (KPIs) – Objective 2**
**Objective 2 - 21ˢᵗ Century Community Learning Centers are located in high-poverty communities**. (Not included here - Communities are already described in <u>Section 3.A</u>, and  Free & Reduced Lunch Data are provided in <u>Section 3C2,</u> and <u>Exhibit 6</u> above.)

## 4.B.3   Key Performance Indicators (KPIs) – Objective 3

**Objective 3:  Participants in 21ˢᵗ Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or 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 17-20 are not included here.**

**Exhibit 17: Performance on KPI Objective 3.1.1**
**Academic Improvement in Reading/Language Arts – Smarter Balanced**

**Exhibit 18: Performance on Indicator 3.1.2 –**
**Academic Improvement in Reading/Language Arts – Grades or Course Marks**

**Exhibit 19: Performance on Indicator 3.2.1 –**
**Academic Improvement in Math – Smarter Balanced**

**Exhibit 20: Performance on Indicator 3.2.2 –**
**Academic Improvement in Math – Grades or Course Marks**

## 4.B.4   Achievement of Program-Specific Objectives

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

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 <u>3.B.2</u> into Exhibit 21 below. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

**Exhibit 21: Progress on Program Specific Objectives**

| Objective | Measure | Results | Met/Not Met |
|---|---|---|---|
| *1.1 Participants will participate in highly engaging activities that demonstrate* | *Qualitative Input from Site* | *Students reportedly were highly engaged in programs and developed a variety of skills such* | **Met** |

| | | | |
|---|---|---|---|
| academic and other social/behavioral skills development, such as effective teamwork and creative problem-solving. | Coordinators and Program Director

SY19-20 EOY Output Report | as independent work, self-control, and performing arts skills.

As per the SY19-20 EOY output report, chronic absence and A, B, C, D offenses decreased as program attendance increased. For all the program attendees at Campbell complex, 10% were chronically absent and for regular attendees, 4% were chronically absent (compared to 8% of non-program participants). Similarly, for all program attendees at Campbell complex,, 9% had A, B, C, D offenses and for regular attendees, 3% had A, B, C, D, offenses (compared to 5% of non-program participants). It appears that regular program attendance had a positive impact on student behavior. | |
| 2.1 Core educational services: 100% of Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science. | APR reports | As per Exhibit 12, this goal was met as all Centers offered services in at least one core academic area; all but one of the six Centers offered activities in three core academic areas. | **Met** |
| 2.2 Enrichment and support activities: 100% of Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. | APR reports | As per Exhibit 13, all Centers offered at least two enrichment and support activities, and two Centers offered four or more of such activities. Arts and Music was the top reported enrichment activity provided at Campbell Complex. | **Met** |
| 2.3 Community involvement: 85% of Centers will establish and maintain partnerships within the community and continue to increase levels of community collaboration in planning, implementing, and sustaining program. | Qualitative Input from Site Coordinators and Program Director | As per Exhibit 14, this goal was not met as partnerships were only reported at one out of six (16.7%) Centers. James Campbell High School, however, had 12 successful partnerships with a variety of community-based organizations. | **Progress** |
| 2.4 Services to parents and other family members: 85% of Centers will offer services to parents and other family members of students enrolled in the program. | Qualitative Input from Site Coordinators and Program Director | As per Exhibit 15, family engagement opportunities were reported at two out of six (33.3%) Centers, such as a Makerspace event at Kaimiloa Elementary with 100 participants and teachers keeping parents updated on student progress through SeeSaw. Overall, this goal was not met as scheduled events at other Centers were cancelled due to COVID-19. | **Progress** |
| 2.5 Extended hours:  75% of Centers will offer services at least 12 - 16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays. | APR reports | As per Exhibit 16, five out of six (83.3%) Centers offered services at least 12-16 hours per week on average during the SY19-20 school year, with four out of six Centers providing more than 20 hours per week. All Centers offered services during summer 2019. | **Met** |

| | | 100% of Centers are located in high-poverty areas. All Centers were designated as Title I schools at the time of the grant application. As per Exhibit 6, during the 2019-2020 school year approximately half of 21st CCLC program participants were enrolled in free and reduced lunch at two Centers and about a third of 21st CCLC program participants were enrolled at two Centers. Further, at two Centers about two-thirds of program participants were enrolled in free and reduced lunch. | **Met** |
|---|---|---|---|
| *3.1 High-need communities: 100% of Centers are located in high-poverty communities.* | *School demographics* | | |
| *4.1 Participants in 21st CCLCs will demonstrate academic improvement in Reading and Math.* | *SY19-20 EOY Output Report* | *Assessment data were not available for SY2019-20 due to COVID-19. Growth in grades for students in Grades 6-12 were reported in the SY19-20 EOY output report. At James Campbell High School, of the 21 students who needed to improve in English, 5% improved. Of the 35 students who needed to improve in Math, 3% improved. Of the 40 students who needed to improve in Science, 35% improved. There was more notable growth in grades across all three subjects at Ilima Intermediate. Of the 18 students who needed to improve in English, 44% improved. Of the 12 students who needed to improve in Math, 42% improved. Of the 6 students who needed to improve in Science, 17% improved. Regular attendance appears to have had a positive impact on grades growth for English, Math and Science at Ilima Intermediate, however caution should be exercised when drawing conclusions from this data due to the small sample size. Regular attendance only appears to have notably impacted grades growth in Science for James Campbell High school, though again there were a small number of regular attendees. To further investigate this trend, an analysis of grade growth for non-program students is necessary.*<br><br>*In sum, program participants at two of the six Centers demonstrated growth in multiple subject areas. Evaluators were unable to measure progress for the other four Centers as assessment and grades data were not available for SY2019-20.* | **Progress** |

**Achievement of Program-Specific Objectives Discussion**

Describe success and challenges in meeting program-specific objectives.

> *In sum, in SY2019-20 (Year 5),* **Campbell Complex met 5 out of its 8 program-specific objectives and made progress towards the other 3***.*

*All Centers provided opportunities for students to learn new academic and non-academic skills, to improve behavior issues, and to participate in highly engaging activities. Centers offered services in multiple core academic areas, as well as a variety of enrichment activities. Five out of six Centers offered at least 12-16 hours of services during the school year and all Centers provided services during the summer. Objectives regarding community involvement and parent engagement were not met; progress was only made at a couple of the Centers. Notably, schools such as Kaimiloa Elementary that did host family engagement events had a high turn out of parents. Likewise, though James Campbell High School was the only school that was reported to have partnerships, it had 12 successful partnerships with community-based organizations. One of the key unanticipated challenges included COVID-19, which led to cancellation of all 21st CCLC programming on March 13, 2020, including planned family engagement events. It is likely that Campbell Complex would have met its family engagement goal had scheduling continued as planned. COVID-19 impacted evaluators' ability to measure academic progress for program participants. Evaluators relied on limited grades data for Grades 6-12, but were otherwise not able to analyze assessment data for improvement over time. The limited grades data appear to show notable grade growth in English, Math, and Science for program attendees who needed to improve at Ilima Intermediate and in Science at James Campbell High School, but a comparison with non-program attendees is necessary to make more meaning of this data.*

## 4.C. ADDITIONAL DATA

### 4.C.1 Success Stories

*In the Fall 2019 tri-annual report, program leadership reported five classes attending the Nutcracker at Blaisdell Concert Hall as a key success. This experience provided students participating in various clubs with valuable take-aways, such as examples of exemplary acting and stage presence for the Performing Arts and Cheer clubs, stage scenery for the Visual Arts club, and costuming for sewing students. In addition, teachers reported growth in students' independent work skills and their ability to learn self-control over their bodies and emotions. In the Spring 2019 tri-annual report, program leadership reported the following success stories: Enthusiastic students increased program enrollment by spreading the word about clubs to their friends, for example enrollment in DIY Club was notably higher than at the start of the year. Additionally, families reported that they were glad students could complete most of their homework prior to going home. Teachers described a positive team environment as teachers helped cover each other for running programs, as needed.*

### 4.C.2 Best Practices

*Site Coordinators indicated it is important to remind parents of program hours to address late pick-up and to utilize Google for tracking program attendance. Encouraging students to invite their friends to participate in programs appears to have a positive impact on increasing program enrollment.*

**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.]*

*Not available.*

**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.

> *The Ho'oku'i Program will partner with organizations and individuals within the community to enhance collaboration and develop ways to sustain portions of the program beyond grant funding.*

## 5.B  IMPLEMENTING SUSTAINABILITY

Describe how programming levels will be sustained after the grant ends, including:
- What components of this project will be sustained after this final year?
- How will equipment transferred help to sustain out-of-school programming beyond this 21CCLC program?

> *Program leadership at the following Centers provided input on which program components will be sustained after the final year of the grant:*
>
> ***Ewa Elementary:*** *Program leadership indicated that teachers will volunteer to teach and run the Special Olympics & Unified Partners and Robotics after school programs. If there are school funds in place, the Kindergarten KickStart summer program will continue. If funds are not available, teachers may volunteer.*
>
> ***Ewa Beach Elementary:*** *Program leadership indicated that teachers will volunteer to teach and run the Ozo Bots/Wonder Bots, Robotics, Dance, Intramurals, and Art after school programs. Possibly, educational assistants will help with homework after school. Additionally, if funds are available, the Kindergarten Kickstart summer program and other grade level summer programs will be sustained.*
>
> ***Ilima Intermediate:*** *Program leadership indicated they will partner with Uplink programs for funding enrichment clubs and academic tutoring including ELA, Math and Science Tutoring and Homework Help (at least one hour), Robotics, Drama Club, Basketball/Volleyball/ Wrestling/Track, Dance, DIY Crafts, Speech and Debate and Hiking Club.*
>
> ***James Campbell High:*** *Program leadership indicated that many of the courses will be run by volunteer teachers. VOCO - Voices of Campbell Ohana, a student leadership group - will be absorbed into the Pacific Asian Affairs Council and the Green Club. For the Chess after school program, the teacher will volunteer their time. Artist Alley will be absorbed by a teacher hosting the Anime club. The teacher for Toastmaster will continue the partnership with UOP Phoenix Rising. The school will make plans to continue the tutoring next year.*

*Kaimiloa Elementary:* Program leadership indicated that Robotics and the summer programming will be sustained if teachers volunteer and funds are available.

*No input about sustainability plans was provided for Pohakea Elementary.*

# 6. Conclusions and Recommendations

## 6.A CONCLUSIONS

*In conclusion, Campbell complex met 5 out of its 8 program objectives and made progress towards the other 3. Students who participated in the 21st CCLC programs were highly engaged, gained new skills, and limited data suggests a positive academic impact. COVID-19 presented a challenge to meeting and measuring objectives, such as family engagement targets.*
*Despite the program ending earlier than anticipated due to school closures, the data overall suggest that the program successes outweighed the barriers for 21st CCLC program participants.*

## 6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

*The Program Director reported an overall positive impact of the 21st CCLC funding on students who participated at all six Centers. All Centers indicated that the 21st CCLC-funded programs were beneficial to their communities and emphasized the value of providing enrichment and learning activities beyond academic skill-building. The programs provided a fun and engaging place for students to go after school.*

## 6.C EVALUATION DISSEMINATION

*Evaluation will be shared with stakeholders via site meetings, emails, and phone conferences.*