

Hawai'i 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 Objective 1.3 – 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	Kapolei 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	Barber's Point Elementary School	K-5
Center 2	Kapolei Elementary School	K-5
Center 3	Kapolei Middle School	6-8
Center 4	Makakilo Elementary School	K-5
Center 5	Mauka Lani Elementary School	K-5

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

Kapolei Complex's 21st Century Community Learning Center BRIDGE (Building Relationships to Instruct, Develop, Grow, and Enhance student education) Program offers students an array of before, after school, weekend, and summer activities. The BRIDGE program comprises four elementary and one middle school: Barber's Point Elementary School, Kapolei Elementary School, Makakilo Elementary School, Mauka Lani Elementary School and Kapolei Middle 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 BRIDGE 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 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 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 suggest that parents are highly invested and that students are highly engaged in 21st CCLC programs. Key successes included opportunities for students to participate in a variety of competitions and activities focused on creativity like Maker Space, Art, and Hawaiiana Crafts classes. Key implementation challenges included late pick-up and finding coverage when teachers were not able to teach a class. Some Centers were able to address these issues by calling parents and via teamwork between teachers; it appears that there is an opportunity for Centers to learn best practices from each other.

In sum, in SY2019-20 (Year 5), Kapolei Complex met 4 out of its 8 program-specific objectives, and made progress towards 3 objectives. 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. Kapolei Complex made progress towards its family engagement objective, with high turnout at events organized at Kapolei and Makakilo Elementary schools. More family engagement opportunities may have been possible if COVID-19 had not ended programming in March 2020. No progress was made towards community involvement. Apart from limitations as a result of COVID-19, it is unclear from an assessment of the data what contributed to challenges with partnerships during Year 5. In their sustainability plan beyond Year 5 of the grant, however, two Centers reported that they intend to establish partnerships with community-based organizations to support programs moving forward.

Two more Centers needed to provide at least 12-16 hours of services during the school year, in addition to summer programming, to meet the hours per week objective. Notably, Makakilo Elementary school had the lowest hours on average (8-16 hours) during the school year but offered over 100+ hours during the summer. 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 grades growth for English, Math and Science for program attendees who needed to improve at Kapolei Middle School, but a comparison with non-program attendees is necessary to make more meaning of this data. Though program leadership reported growth in Reading and Math in the STAR reports, an analysis of disaggregated STAR reports data are necessary to compare improvement for 21st CCLC program participants with non-program participants.

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 five 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?

Kapolei Complex's 21st Century Community Learning Centers BRIDGE (Building Relationships to Instruct, Develop, Grow, and Enhance student education) Program offers students an array of before, after school, weekend, and summer activities. The BRIDGE program comprises four elementary and one middle school: Barber's Point Elementary School, Kapolei Elementary School, Makakilo Elementary School, Mauka Lani Elementary School and Kapolei Middle 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 BRIDGE 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, approximately half of 21st CCLC program participants were enrolled in free and reduced lunch at three Centers and about a third of 21st CCLC program participants were enrolled in free and reduced lunch at two Centers.

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, Kapolei 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.

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

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.	<i>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.</i>	<i>Qualitative input from Site Coordinators and Program Director SY19-20 EOY Output Report</i>
2.	<i>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.</i>	<i>APR reports</i>
	<i>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.</i>	<i>APR reports</i>
	<i>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.</i>	<i>Qualitative Input from Site Coordinators and Program Director</i>
	<i>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.</i>	<i>Qualitative Input from Site Coordinators and Program Director</i>
	<i>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.</i>	<i>APR reports</i>
3.	<i>3.1 High-need communities: 100% of centers are located in high-poverty communities.</i>	<i>School demographics</i>
4.	<i>4.1 Participants in 21st CCLCs will demonstrate academic improvement in Reading and Math</i>	<i>SY19-20 EOY Output Report</i>

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
Barber’s Point Elementary School	0	K-5
Kapolei Elementary School	0	K-5
Kapolei Middle School	0	6-8
Makakilo Elementary School	77	K-5
Mauka Lani Elementary School	126	K-5
Subgrantee Total	203	

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Barber’s Point Elementary School	108	0	K-5
Kapolei Elementary School	345	28	K-5
Kapolei Middle School	245	13	6-8
Makakilo Elementary School	205	0	K-5
Mauka Lani Elementary School	323	65	K-5
Subgrantee Total	1226	106	

* 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*	
Barber’s Point Elementary School	108	0	0.0%
Kapolei Elementary School	345	28	8.0%
Kapolei Middle School	245	14	6.0%
Makakilo Elementary School	232	1	0.0%
Mauka Lani Elementary School	366	92	25.0%
Subgrantee Total	1296	135	

*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 notably between Centers in SY2019-20. At Mauka Lani Elementary, one fourth (25.0%) of students enrolled in the program attended regularly (30 days or more). At Barber’s Point Elementary, however, no students were reported to attend regularly in the SY 19-20 Output Report. Program leadership reported that Centers had

a late start during the Fall session, which impacted program attendance. They also indicated, however, that regular attendance increased in Spring 2020.

Site Coordinators at Kapolei Elementary, Makakilo Elementary, and Mauka Lani Elementary schools reported issues with late pick-up. To address this issue, parents were contacted and reminded of program hours. Site Coordinators at Mauka Lani Elementary School noted that more classes were needed as most programs were full.

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	
	#	%	#	%	#	%	#	%	#	%
Barber’s Point Elementary School	56	52%	7	6%	6	6%	48	44%	60	56%
Kapolei Elementary School	159	46%	28	8%	17	5%	187	54%	158	46%
Kapolei Middle School	86	35%	18	7%	5	2%	93	38%	152	62%
Makakilo Elementary School	93	40%	28	12%	16	7%	110	47%	122	53%
Mauka Lani Elementary School	175	48%	24	7%	24	7%	205	56%	161	44%
Subgrantee Total	569		105		68		643		653	

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

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 +
	Barber’s Point Elementary School	0	0%	5	5%	24	22%	3	3%	34	31%	24	22%	18
Kapolei Elementary School	0	0%	61	18%	107	31%	1	0%	83	24%	19	6%	74	21%
Kapolei Middle School	0	0%	75	31%	48	20%	6	2%	50	20%	15	6%	51	21%
Makakilo Elementary School	0	0%	54	23%	46	20%	0	0%	50	22%	21	9%	61	26%
Mauka Lani Elementary School	0	0%	46	13%	69	19%	7	2%	105	29%	36	10%	103	28%
Subgrantee Total	0		241		294		17		322		115		307	

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, the BRIDGE Summer and Intersession programs offered students programs that supplemented the school day with meaningful, high quality, and educational activities to meet the grant goals and objectives. There were a variety of hands-on and engaging enrichment classes offered. These classes included but were not limited to: STEM, Tutoring, Arts & Music, Physical Activity, and Youth Leadership.

Describe activities offered during school year 2019-20.

During the 2019-20 school year, the BRIDGE program included: STEM, Academic Tutoring, Enrichment (Art), Physical Activity, Homework Help, Music, Literacy, Makerspace, Fitness, Cooking, Yearbook, Arts and Crafts, Creative Writing, Creative Club, Dance, Game Club, and Morning Academic Support.

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, iReady online programs, 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. 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. Totals will be automatically computed.

All of the Kapolei 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-contract ed Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Barber's Point Elementary School	1	1	-	-	-	-	-	-	-	-	10	-	-	-	-	-	-	-
Kapolei Elementary School	1	1	-	-	-	-	-	-	-	-	30	-	-	-	-	-	-	-
Kapolei Middle School	2	1	-	-	-	-	-	-	-	-	17	-	-	-	1	-	-	-
Makakilo Elementary School	1	1	-	-	-	-	-	-	-	-	29	-	-	-	-	-	-	-
Mauka Lani Elementary School	1	1	-	-	-	-	-	-	-	-	32	-	-	-	-	-	-	-
Project Level Staff	1	1	-	-	-	-	-	-	-	-	1	-	-	2	-	-	-	-
Subgrantee Total	7	6	-	-	-	-	-	-	-	-	119	-	-	2	1	-	-	-

*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-contract ed Staff	Other
Barber's Point Elementary School	4	-	-	-	-	4	-	-	-
Kapolei Elementary School	9.5	-	-	-	-	9.5	-	-	-
Kapolei Middle School	14.5	-	-	-	-	14.5	-	-	-
Makakilo Elementary School	9	-	-	-	-	9	-	-	-
Mauka Lani Elementary School	11	-	-	-	-	11	-	-	-
Subgrantee Total	48	-	-	-	-	48	-	-	-

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

Partnership Description

Provide a brief description of successes with partnerships.

Only one partnership was reported for SY2019-20 for contracted evaluation services.

Provide a brief description of challenges with partnerships.

COVID-19 presented some challenges for 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.

Parents reportedly were asking about 21st CCLC programs prior to the start of the year, suggesting a high level of family engagement. In Fall 2019, Makakilo Elementary and Kapolei Elementary schools organized family engagement events with over a hundred participants. In Spring 2020, Kapolei Elementary hosted two family engagement events with over 120 participants attending each event.

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.

Kapolei Elementary school organized a holiday fair for families and students to decorate cookies, make ornaments, and their own holiday ice cream. Makakilo Elementary similarly

organized a Gingerbread house event in December 2019. In Spring 2020, Kapolei Elementary organized a STEM event that was educational for students and their families.

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.

Sample Implementation Questions:

- Has the program been implemented as planned in the grant application? If no, what changes were made, and why?
- What challenges have been faced in implementing the program, and how are those challenges being addressed?
- Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?
- Are program activities interesting and valuable to students, teachers, administrators, and community partners?
- What are the plans to ensure effective program implementation next year?

<p>What implementation questions are being answered?</p>	<ol style="list-style-type: none"> 1. <i>What challenges have been faced in implementing the program, and how are those challenges being addressed?</i> 2. <i>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?</i>
<p>What data collection methods are being used (e.g. interviews, observations)?</p>	<ul style="list-style-type: none"> • <i>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,</i>

	<p><i>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.</i></p> <ul style="list-style-type: none"> • <i>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.</i>
What is the timing of data collection?	<i>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.</i>
How have the recommendations from previous evaluations been implemented? (Provide examples)	<i>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.</i>

4.A.3. Outcomes Evaluation

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?

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	<i>To what extent do students who participate in the programs show academic gains?</i>	<i>Grades for program participants at Kapolei Middle School (Grades were NOT available for Centers that serve K-5).</i>	<i>Student growth in grades for English, Science, and Math for program attendees who needed to improve.</i>
2	<i>To what extent has the program achieved its objectives?</i>	<p><i>Student Engagement and Skills Acquisition.</i></p> <p><i>Chronic Absenteeism (absent at least 15 or more days)</i></p> <p><i>Percentage of program participants</i></p>	<p><i>Students are highly engaged in programs and acquire academic and non-academic skills as a result of their participation in 21st CCLC programming.</i></p> <p><i>Chronic absenteeism decreases as 21st CCLC program participation increases.</i></p> <p><i>Services are made available</i></p>

		<p><i>enrolled in free and reduced lunch.</i></p> <p><i>Number of hours of services offered per week during the school year and summer.</i></p> <p><i>Number of services in core academic areas and Centers offer enrichment activities.</i></p> <p><i>Number of Centers with community partnerships.</i></p> <p><i>Number of Centers with family engagement activities.</i></p>	<p><i>for students who need it most; Centers are located in high-poverty communities.</i></p> <p><i>75% of Centers offer at least 12-16 hours of services per week.</i></p> <p><i>All Centers offer services in at least one core academic area and provide enrichment activities.</i></p> <p><i>85% of Centers create and strengthen partnerships with community-based organizations to support programming.</i></p> <p><i>85% of Centers offer meaningful, engaging events to include families in their child's education.</i></p>
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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 from 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 **Barber’s Point Elementary School**, Site Coordinators indicated that the Art classes equipped students with a deeper understanding of concepts and students produced “wonderful pieces” and “loved the art class”. Yearbook Classes were also reported to be highly successful with students inputting photos. As a result of coaching, students and teachers became more comfortable navigating the software. There were some issues with late pick-up and Site Coordinators contacted parents to address this issue.*

*At **Mauka Lani Elementary School**, Site Coordinators reported some concerns with students not attending programs due to schedule conflicts. Another challenge included late pick-up and teachers cancelling classes last minute. Site Coordinators also reported that more classes were*

needed, as most classes were full. Hawaiiana Crafts classes were particularly engaging for students as they were able to learn crafts, games and chants that accompanied the things they made.

*At **Kapolei Middle School**, Site Coordinators indicated higher program attendance in Spring 2020. Another success included parents enthusiastically inquiring about programs for the following year. Some implementation challenges were reported with scheduling subs.*

*At **Makakilo Elementary School**, a key program success included Maker Space for grades K-3, with high attendance each day. Unlike other Centers, Site Coordinators reported that teachers were great at finding a replacement if they were unable to teach a class. Some implementation challenges were reported for engaging students in Robot Fun classes.*

*At **Kapolei Elementary School**, a program challenge included late pick up. To address this challenge, parents were reminded of program hours and follow up phone calls were made as needed. Parents indicated they were looking for more enrichment activities for their children beyond academic tutoring and that they were willing to pay for outside providers to offer these types of activities.*

In the Fall 2019 tri-annual report, Program leadership reported that students participated in multiple competitions and emphasized the rich variety of programs offered. Students were able to participate in STEM competitions due to coverage for the Tech Hui group. In addition, the Spelling Bee Help was “extremely useful” in preparing students for the Spelling Bee competition. Further, Basketball teams were victorious in their tournaments with other schools. Program leadership indicated an implementation challenge included teachers changing class information after the application was released for parents and students, which caused confusion for applicants. The Site Coordinator worked with teachers to address this issue. An additional challenge included 5th Grade Homework Help. Despite several reminders, students were not attending and the program was discontinued. In the Spring 2020 tri-annual report, the Program Director indicated student growth in Reading and Math reflected in STAR Reports as a key success (it is unclear if program and non-program participants were both included in this positive trend).

Overall, the data suggest that parents are highly invested and that students are highly engaged in 21st CCLC programs. Key successes included opportunities for students to participate in a variety of competitions and activities focused on creativity like Maker Space, Art, and Hawaiiana Crafts Classes. Key implementation challenges included late pick-up and finding coverage when teachers were not able to teach a class. Some Centers were able to address these issues by calling parents and via teamwork between teachers; it appears that there is an opportunity for Centers to learn best practices from each other.

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)
Barber's Point Elementary School	Y	Y	Y	-
Kapolei Elementary School	Y	Y	Y	-
Kapolei Middle School	Y	Y	Y	-
Makakilo Elementary School	Y	Y	Y	-
Mauka Lani Elementary School	Y	Y	Y	-

Core Educational Services Discussion

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

The majority of the core educational classes were taught by the regular school day teachers. Students were provided complementary learning opportunities before, afterschool, 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)
Barber's Point Elementary School	Y	Y	N	N	Y	-
Kapolei Elementary School	N	Y	N	N	Y	-
Kapolei Middle School	Y	Y	N	N	Y	-
Makakilo Elementary School	Y	Y	N	Y	Y	-
Mauka Lani Elementary School	Y	Y	Y	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 .

Barber’s Point Elementary School	-	No community partnerships were reported for SY19-20.
Kapolei Elementary School	-	No community partnerships were reported for SY19-20.
Kapolei Middle School	-	No community partnerships were reported for SY19-20.
Makakilo Elementary School	-	No community partnerships were reported for SY19-20.
Mauka Lani Elementary School	-	No community partnerships were reported for SY19-20.

Community Involvement Discussion

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

No community partnerships were reported for SY19-20.

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

No community partnerships were reported for SY19-20.

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

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating SY19/20	Description of services to parents and other family members.
Barber’s Point Elementary School	-	-
Kapolei Elementary School	434	Three family engagement events; Holiday Fair in 2019 and STEM event in Spring 2020.
Kapolei Middle School	-	-
Makakilo Elementary School	107	One family engagement event in December 2019: Gingerbread Houses.
Mauka Lani Elementary School	-	-

Parent/Family Services Discussion

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

Kapolei Elementary School successfully organized three family engagement events throughout the year with over a hundred family participants at each event. Events at Kapolei Elementary included STEM-themed activities and holiday fairs for students and families to engage creatively. A similar holiday themed event was organized by Makakilo Elementary and was well-attended by families.

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

COVID-19 presented challenges with organizing family events in the Spring term.

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

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.		
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
Barber’s Point Elementary School	-	10-20 hours
Kapolei Elementary School	-	11-22 hours
Kapolei Middle School	-	15-30 hours
Makakilo Elementary School	22 hours	8-16 hours
Mauka Lani Elementary School	22 hours	25-50 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 [Section 3.A](#), and Free & Reduced Lunch Data are provided in [Section 3C2](#), and [Exhibit 6](#) 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 [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
- No progress
- Not met
- Unable to measure
- Progress

Copy objectives and measures from the table in section [3.B.2](#) 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 academic and other social/behavioral skills development, such as effective teamwork and creative problem-solving.	Qualitative Input from Site Coordinators and Program Director SY19-20 EOY Output Report	<i>Students reportedly were highly engaged in programs and especially enjoyed developing creative skills such as art concepts, creating a yearbook with new software, and Hawaiiana crafts and chants. Students were also able to acquire keen competition skills in STEM and Spelling Bee competitions and Basketball tournaments.</i> <i>As per the SY1920 End of Year Output report, chronic absenteeism appeared to decrease as program attendance increased. For all program attendees at Kapolei Complex, 11% were chronically absent and for regular attendees, 5% were chronically absent (compared to 8% of non-program participants). It appears that regular program attendance had a positive impact on student behavior.</i>	Met
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	<i>As per Exhibit 12, all Centers offered high-quality services in at least one of the core academic areas; all five Centers offered high-quality services in all three areas, including Reading & Literacy, Math, and Science & Technology.</i>	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	<i>As per Exhibit 13, all Centers offered at least two enrichment and support activities, and two centers offered four enrichment and support activities. Physical Activity and Tutoring/Homework Help were the top reported enrichment activities at Kapolei Complex.</i>	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	<i>As per Exhibit 14, this goal was not met as no community partnerships were reported for SY19-20 at any of the Centers.</i>	No Progress

<p>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.</p>	<p>Qualitative Input from Site Coordinators and Program Director</p>	<p>As per Exhibit 15, family engagement opportunities were reported at two out of five (40.0%) Centers. The goal to offer these services at 85% of centers was not met. Kapolei Elementary School, however, had over 400 total participants and Makakilo Elementary school had over 100 total participants at their family engagement events.</p>	<p>Progress</p>
<p>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.</p>	<p>APR reports</p>	<p>As per Exhibit 16, two out of five (40.0%) Centers offered services at least 12-16 hours per week on average during the SY19-20 school year. Two out of five (40.0%) Centers offered summer programming. An additional two centers would need to offer additional services during the school year and summer to meet this objective. Notably, Makakilo Elementary school had the lowest hours on average (8-16 hours) during the school year but offered over 100+ hours during the summer.</p>	<p>Progress</p>
<p>3.1 High-need communities: 100% of centers are located in high-poverty communities.</p>	<p>School demographics</p>	<p>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, at three Centers approximately half of program participants were enrolled in free and reduced lunch and at two Centers, about a third of program participants were enrolled.</p>	<p>Met</p>
<p>4.1 Participants in 21st CCLCs will demonstrate academic improvement in Reading and Math</p>	<p>SY19-20 EOY Output Report</p>	<p>No assessment data were available due to COVID-19. Grades were only available for Kapolei Middle School and showed some promise. Of the 39 program participants who needed to improve in English, 51% improved. Of the 39 program participants who needed to improve in Math, 41% improved. Further, for the 22 program participants who needed to improve in Science, 55% improved. Regular attendance appears to have had a notable positive impact on grade growth for all three subject areas, however caution should be exercised when drawing conclusions from this data due to the small sample size. To further investigate this trend, an analysis of grade growth for non-program students is necessary.</p> <p>Program leadership reported growth in Reading and Math as reflected in the STAR reports, but it is unclear if this was a trend for program participants or for all students (i.e. non-program students included).</p>	<p>Progress</p>

Achievement of Program-Specific Objectives Discussion

Describe success and challenges in meeting program-specific objectives

In sum, in SY2019-20 (Year 5), Kapolei Complex met 4 out of its 8 program-specific objectives, and made progress towards 3 objectives.

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. Kapolei Complex made progress towards its family engagement objective, with high turnout at events organized at Kapolei and Makakilo Elementary schools. More family engagement opportunities may have been possible if COVID-19 had not ended programming in March 2020.

No progress was made towards community involvement. Apart from limitations as a result of COVID-19, it is unclear from the evaluation of the data what contributed to challenges with partnerships during Year 5. In their sustainability plan beyond Year 5 of the grant, however, two Centers reported that they intend to establish partnerships with community-based organizations to support programs moving forward.

Two more Centers needed to provide at least 12-16 hours of services during the school year, in addition to summer programming, to meet the hours per week objective. Notably, Makakilo Elementary school had the lowest hours on average (8-16 hours) during the school year but offered over 100+ hours during the summer.

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 grade growth for English, Math and Science for program attendees who needed to improve at Kapolei Middle School, but a comparison with non-program attendees is necessary to make more meaning of this data. Though program leadership reported growth in Reading and Math in the STAR reports, an analysis of disaggregated STAR reports data are necessary to compare improvement for 21st CCLC program participants with non-program participants.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

At Mauka Lani Elementary School, Site Coordinators commented that most classes were full and that students particularly enjoyed Hawaiian crafts classes. Kapolei Middle School reported improved attendance in Spring 2020 and parents were eager to know more about program options for next year. At Makakilo Elementary School, Makerspace was reported to be highly successful for Grades K-3 with consistent, high attendance each day. Site Coordinators reported that they appreciated teachers finding their own substitute instructor. Program leadership reported growth in Reading and Math, as reflected in the STAR reports.

4.C.2 Best Practices

Some Centers had systems in place to address late pick-up with Site Coordinators calling parents and effective teacher collaboration to cover classes, as needed. It appears that other Centers with similar implementation challenges could learn from Centers that have successfully addressed these issues.

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 BRIDGE 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:

Barber's Point Elementary School: *Yearbook, Hula, Homework Help, Tutoring, Makerspace and News Broadcast will continue. Depending on staffing, Robotics, Coding, and Arts will also continue. This center is looking into partnering with PALS to sustain programs.*

Kapolei Elementary: *Program leadership reported they intend to partner with several groups for a variety of after school enrichment activities, including Uluae Noeau (Hawaiian Studies Culture), Ka Pilina Noeau (Hawaiian Studies with STEM Emphasis, UHWO), Keiki O Kapolei (Place Based Learning), Hardware Science (STEM and Art), and HTY (Performing Arts). Makerspace will be embedded during recess. If unable to fund, teachers will volunteer to tutor, coach basketball and track as well as robotics.*

Kapolei Middle School: *Program leadership noted that the following programs will continue on a volunteer basis: Tutoring for all grade levels will be taken on by a team of teachers before or after school. Tech HUI will continue to service students in STEM education and competitions. Arts & Crafts and Creative Writing Club will both continue once a week with an open door policy. Creativity Club will continue with some former students advancing in their journal book. Either Game Club or Hamilton Club will continue, depending on which class has most interest. Math Club will continue to meet twice a week and compete. Makerspace will continue to help students explore their creativity and problem solving skills, as well as leadership and mentoring skills.*

Makakilo Elementary: *Program leadership reported that teachers will volunteer for First Lego League, Boys/Girls Basketball and Boys/Girls Track. There is a possibility that an educational assistant will be assigned for Makerspace in the morning.*

No input about sustainability plans was provided for Mauka Lani Elementary.

6. Conclusions and Recommendations

6.A CONCLUSIONS

In conclusion, Kapolei complex met 4 out of its 8 program objectives and made progress towards 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 five 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.