

Hawai'i 21CCLC Evaluation Report Kohala Complex – 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 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	August 31, 2020 (Updated on 12/22/2020)
Grantee Name	Kohala Complex
Program Director Name	Florene Kaai
Program Director Email	khs21cc@kohalahs.com
Evaluator Name	Pacific Research and Evaluation
Evaluator Email	andrea@pacific-research.org

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kohala Elementary School	K-5
Center 2	Kohala Middle School	6-8
Center 3	Kohala High School	9-12

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

In 2015, Kohala Complex was awarded a five-year 21st Century Community Learning Center (CCLC) grant. The Kohala Complex staff are using grant funds to implement a value-added program that will enrich the lives of Kohala’s youth through: 1) Year-long mentorship opportunities that provide students with the ability to develop skill sets with both depth and breadth alongside a community role model; 2) 9-18 week interest-based modules in STEM areas (chosen based on student interest) via school-based personnel and community partnerships; 3) Academic support—tutorial, enrichment, homework assistance; 4) Incorporation of a coherent professional development program for teachers and staff; and 5) Parent workshops. Pacific Research and Evaluation is partnering with Kohala Complex to evaluate the grant. This report presents the findings from the evaluation of Year 5 (SY19-20) of grant implementation.

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. Strengths and challenges reported by the Project Director and Site Coordinators in the triannual reports were analyzed for trends. Data were reported by Center, where available. Event sign-in sheets were consulted to assess for parent and family involvement. The intent of the outcome evaluation was to assess to what extent 21st CCLC program participants demonstrated academic gains and improvement in school behavior and to determine if the program had met its objectives. Smarter Balanced assessment data were not available due to COVID-19. While it was not possible to measure academic progress based on assessment scores this year, Grade 6 - 12 course marks were analyzed for program participants who needed to improve in English, Math, and Science. Utilizing the SY2019-20 EOY Output Report, evaluators assessed trends in the percentage of program participants who were chronically absent or who had A, B, C, D offenses and made comparisons with SY 18-19 data. School demographics, program attendance, and community partnership data collected by the Project Director in APR reports were analyzed to determine if program objectives were met.

Overall, students participating in 21st CCLC programs at all three Centers acquired new social, behavioral and academic skills and were highly engaged in program activities. The Project

Director reported improved school attendance and classroom performance due to 21st CCLC program participants needing to be in school during the day in order to participate in after school activities. The Project Director stressed the positive impact of offering academic homework help and tutoring to all program participants. The Homework Help supported Kohala Elementary students and the mandatory tutoring had a notable positive impact on Kohala High School student athletes' GPA. A key challenge for Centers included staff turnover in the Site Coordinator position and securing program instructors. Further, the Project Director reported that the family-centered events were successful at engaging parents with their child's education by showing off what students had learned in 21st CCLC programs and by highlighting future opportunities such as a college education.

The greatest unanticipated challenge for all Centers during Year 5 included school closures due to COVID-19 in March, 2020. All program activities ceased after March 16th for the remainder of Spring 2020. Kohala Complex was able, however, to adapt programming to offer multiple activities at each Center in Summer 2020.

In sum, Kohala Complex made progress towards 2 out of 3 program-specific objectives. COVID-19 presented challenges to measuring progress as student assessment data were not available. Grade 6 - 12 course marks for program participants who needed to improve, however appear to show some improvement in Math, Science, and English. The data suggest progress was more notable for all three subject areas at Kohala High School than at Kohala Middle School. Utilizing the SY2019-20 EOY Output Report, there appears to be a decrease in chronic absenteeism and A, B, C, D offenses for regular program participants (attended 21st CCLC programs for 30 days or more). Compared to data from SY 18-19, there was a notable drop in the number of chronically absent program participants and the number of program participants with A, B, C, D offenses from one year to the next, further suggesting progress towards this objective. A more in-depth study of school attendance and discipline referrals for program and non-program participants is necessary to make more meaning of this data. COVID-19 resulted in the cancellation of key family engagement events, such as Ceramics classes at Kohala High School and the Jamboree event that would have included all three Centers. It was not possible to measure the increase in parent participation due to these limitations, but attendance at the ho'ike and college workshops was consistent with previous years.

Kohala Complex met all Key Performance Objectives except the objectives related to family engagement and student assessment data. All three Centers offered high-quality services in all three core academic areas and provided at least four enrichment and support activities. Two out of three Centers maintained community partnerships. All Centers met the minimum of an average of 12 hours of services per week during the school year and provided services during the summer. The data suggest that, despite the limitations of COVID-19 and program staff turnover, the benefits of the 21st CCLC program outweighed the challenges for participating students and their families.

The Project Director reflected on the 21st CCLC programs with the greatest impact on students and stated that the Kohala Elementary program was overall the most successful in terms of regular program participation. Other highly successful programs included Robotics and Cheerleading. The Robotics team advanced to the world championships multiple times. The 21st CCLC funding ensured that the Cheerleading program was more flexible and inclusive as

everyone who was interested could participate and no students were cut from the team. The Project Director indicated the end of the 21st CCLC funding will most impact Kohala Elementary programs and summer programming.

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?

In 2015, Kohala Complex was awarded a five-year 21st Century Community Learning Center (CCLC) grant. The Kohala Complex staff are using grant funds to implement a value-added program that will enrich the lives of Kohala’s youth through: 1) Year-long mentorship opportunities that provide students with the ability to develop skill sets with both depth and breadth alongside a community role model; 2) 9-18 week interest-based modules in STEM areas (chosen based on student interest) via school-based personnel and community partnerships; 3) Academic support—tutorial, enrichment, homework assistance; 4) Incorporation of a coherent professional development program for teachers and staff; and 5) Parent workshops.

The Kohala Complex community is somewhat isolated so it must rely on its own members to provide extended educational opportunities and after school enrichment programs. Community partnerships offer a rich pool of expertise and quality resources to support program offerings. Community-based education is a means to address the challenge to expand schools’ traditional role and create interdependent relationships amongst schools, homes, and the wider community. With the incorporation of community-based educational opportunities, this project fosters learning as a lifelong process, utilizes resources efficiently, and develops important partnerships with parents and extended family members to ultimately improve student achievement.

This evaluation report is for Year 5 (SY2019-20) of the grant.

All three centers were designated as Title I schools in SY2019-20. In Year 5 of the grant, approximately two-thirds of 21st CCLC program participants at all three Centers were enrolled in free and reduced lunch (see Exhibit 6).

Once schools closed due to COVID-19, the Project Director indicated it was not feasible to implement 21st CCLC programs or offer virtual options for all of fourth quarter. Only one community-based program continued, which was taught by a 21st CCLC instructor and focused on teaching Hawaiian language. The primary participants in this program were local senior

citizens. A hybrid of virtual and in-person programming started again at all three Centers in Summer 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.

1.	Participants will demonstrate academic improvement in Reading and/or Math.
2.	Participants will show improvement on measures such as attendance and decreased behavior referrals.
3.	School relationship with parents will show improvement on measures of parent attendance at activities and response rate of mail and email correspondence.

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.	50% of student participants will demonstrate academic improvement on interim and year-end summative assessments.	% of program participants with growth in SBAC scores (not available for SY19-20) % of program participants in Grades 6 - 12 that needed to improve in English, Math and Science who improved course marks in SY2019-20
2.	Student engagement in school will increase as evidenced by 30% decrease in negative behavioral incidents and reports.	% of regular program participants who are chronically absent in SY2019-20 % of regular program participants who have A, B, C, D offenses in SY 19-20

3.	Parent interaction with schools will increase as evidenced by 30% increase in parent participation at program events and parent offerings.	% increase of parent and family member participation in family engagement events
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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
Kohala Elementary School	79	K-5
Kohala Middle School	32	6-8
Kohala High School	46	9-12
Subgrantee Total	157	

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Kohala Elementary School	133	69	K-5
Kohala Middle School	35	1	6-8
Kohala High School	144	36	9-12
Subgrantee Total	312	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*	
Kohala Elementary School	165	95	57.5%
Kohala Middle School	58	6	10.3%
Kohala High School	165	60	36.4%
Subgrantee Total	388	161	

* 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?

The Project Director reported overall high regular attendance at Kohala Elementary School and low regular attendance at Kohala Middle School.

Kohala High School had mandatory tutoring for students in football and softball resulting in increased regular (more than 30 days) attendance in 21st CCLC programs. At first, parents of participating students were not happy about the mandatory tutoring, despite the improvement in student athletes' GPA. Parents complained their children were getting home late and not

doing their home chores. To solve this issue, coaches gave students Wednesdays off of mandatory tutoring so they could take care of home responsibilities.

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	
Kohala Elementary School	113	68%	14	8%	12	7%	80	48%	85	52%
Kohala Middle School	38	66%	2	3%	6	10%	22	38%	36	62%
Kohala High School	104	63%	21	13%	6	4%	100	61%	65	39%
Subgrantee Total	255	66%	37	10%	24	6%	202	52%	186	48%

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 +
Kohala Elementary School	0	0%	13	8%	34	21%	0	0%	54	33%	25	15%	39	24%
Kohala Middle School	0	0%	7	12%	17	29%	0	0%	8	14%	7	12%	19	33%
Kohala High School	3	2%	42	25%	74	45%	0	0%	11	7%	25	15%	10	6%
Subgrantee Total	3	1%	62	16%	125	32%	0	0%	73	19%	57	15%	68	18%

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

3.D PROGRAMMING

Describe activities offered during summer 2019.

In Summer 2019, the following activities were offered at Kohala Complex: Summer Bridge Program for incoming 6th graders and 9th graders, Credit Recovery, English 102, Weight Lifting, and Summer Blast.

Professional development opportunities were provided to Summer Staff regarding the Reading Plus and Ascend Math curriculum. Program staff also received hands-on training on the Write Brain curriculum. The Project Director received training on EZReports by attending online meetings.

Describe activities offered during school year 2019-20.

During the 2019-20 school year, a wide variety of activities were offered. Types of activities included:

Kohala Elementary School: Hawaiiana/Hula, Cooking, Garden, Art, LEGOs, Unupa'a, and Sewing & Embroidery, Photography, Music, and Yoga.

Kohala Middle School: Math Tutoring, Book Club, Hawaiian/Hula, Wildlife Center volunteer program, and Kohala Golf Club.

Kohala High School: Hawaiiana/Hula, Hawaiian Language, Ceramics, Tabletop & RPG games, Weightlifting, Futsal, Football, Cheerleading, Tutoring, and Robotics.

Projects Directors met every week during the start of the year and virtually every other week once schools closed to share best practices and learn from each other. Site Coordinators were welcome to participate in these meetings as well.

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

Once schools closed due to COVID-19, the Project Director indicated it was not feasible to implement 21st CCLC programs or offer virtual options for all of fourth quarter. Only one community-based program continued, which was taught by a 21st CCLC instructor and focused on teaching Hawaiian language. The primary participants in this program were local senior citizens.

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)?

Hawaiian implements, garden tools, cameras, photography equipment, curriculum, legos, art supplies, musical instruments, food and kitchen items.

3.E.2 Resources

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

The **N Kohala Community Resource Center** is a 501(c)3 nonprofit founded in 2002 located on the northern tip of Hawaii Island. Their mission is to increase the number of successful community projects that benefit North Kohala. They are an umbrella organization that supports projects with other community partners.

Kohala Golf partnered with Kohala Middle School and Kohala High School. Volunteer pros taught students golf skills.

HIP Agriculture is a community organization that focuses on teaching environmental stewardship through sustainable agriculture practices. They are committed to empowering the next generation through programs designed to engage Hawaii’s youth in sustainable agriculture and land stewardship. HIP Agriculture summer programming for Kohala High School.

The University of Hawaii system (**University of Hawaii at Hilo**-North Hawaii Education Center and Hawaii Community College) partners with the Kohala Complex 21st CCLC to provide extension courses for students and parents in the Complex. Access to higher education is an important priority for our parents and has proven to be an excellent predictor of students matriculating into college after high school. College classes offered included English 102 and reading books for the class were provided.

Kohala’s community radio station, KNKR provides educational opportunities in radio broadcasting to participants through mentorships. In addition, KNKR assists the schools by providing an important way to communicate with parents through radio broadcasts. Kohala Radio provided services to Kohala Middle School and Kohala High School.

Hawaii Wildlife Center - Kohala Middle School students volunteered at the Hawaii Wildlife Center twice a week to help with bird rehabilitation, greet guests in the visitor center and native plant garden, and other related tasks.

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.

Program staff primarily consisted of community members, administrators, school day teachers, and instructional assistants.

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-Teachin g 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
Kohala Elementary School	1	-	-	-	4	-	-	-	-	-	2	-	5	-	-	-	-	-
Kohala Middle School	1	-	-	-	3	-	-	-	-	-	-	-	1	-	1	-	-	-
Kohala High School	1	-	-	-	6	-	-	-	-	-	1	-	5	-	1	-	-	-
Project level staff (not associated with a Center)	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subgrantee Total	4	-	-	-	13	-	-	-	-	-	3	-	11	-	2	-	-	-

*As reported in the Spring 2020 APR

Exhibit 9. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Kohala Elementary School	16	-	16	-	-	16	16	-	-
Kohala Middle School	18	-	18	-	-	-	18	18	-
Kohala High School	35	-	35	-	-	35	35	35	-
Subgrantee Total	69	-	69	-	-	51	69	53	-

*As reported in the Spring 2020 Triannual report

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	-
Raise funds	-	-
Provide programming/activity related services	5	1
Provide goods	-	-
Provide volunteer staffing	-	-
Provide Paid Staffing	3	-
Other	-	-
Subgrantee Total	9	1

Partnership Description

Provide a brief description of successes with partnerships.

The Project Director indicated that Kohala Radio worked really well with high needs students. They focused on students' strong points and "empowered students to express themselves in new ways instead of feeling stuck in a box".

Provide a brief description of challenges with partnerships.

The Kohala Village HUB was not able to rebuild their center after last year's fire and did not partner with Kohala Complex this year. All community partnerships ended early because of closures related to COVID-19.

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.

In Fall 2019, **Kohala Elementary School** hosted the winter ho'ike for all students and all *ohana* (family). Close to 150 parents and family members enjoyed seeing what the students had learned. There were displays set up including a complex LEGO display, art pieces, and intricate sewing designs. The Unapa'a students sang Hawaiian chants and Hawaiiana students wore hula attire. There were freshly harvested vegetables available to take home and a complimentary meal cooked and served by the cooking students: boiled hot dogs, potato salad, chile, rice, and fresh lemonade using lemons from the tree in the Kohala Elementary School parking lot. **Kohala High School** hosted multiple family engagement events including scholarship and FAFSA family nights and ceramics classes for adults. Ceramics classes took place twice before being cancelled due to COVID-19.

The end of year Jamboree event that would have included families from all three Centers was 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.

Families of high school students were provided with information regarding college scholarships and FAFSA requirements for their children. The ho'ike provided students the opportunity to present to their families what they had learned from their 21st CCLC program participation.

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. Strengths and challenges reported by the Project Director and Site Coordinators in the triannual reports were analyzed for trends. Data were reported by Center, where available. Event sign-in sheets were consulted to assess for parent and family involvement. The intent of the outcome evaluation was to assess to what extent 21st CCLC program participants demonstrated academic gains and improvement in school behavior and to determine if the program had met its objectives. Smarter Balanced assessment data were not available due to COVID-19. While it was not possible to measure academic progress based on assessment scores

this year, Grade 6 - 12 course marks were analyzed for program participants who needed to improve in English, Math, and Science. Utilizing the SY2019-20 EOY Output Report, evaluators assessed trends in the percentage of program participants who were chronically absent or who had A, B, C, D offenses and made comparisons with SY 18-19 data. School demographics, program attendance, and community partnership data collected by the Project Director in APR reports were analyzed to determine if program objectives were met.

4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

<p>What implementation questions are being answered?</p>	<ol style="list-style-type: none"> 1. What challenges have been faced in implementing the program, and how are those challenges being addressed? 2. What are the key successes of program implementation in terms of benefits for students and families? Are program activities interesting and valuable for stakeholders?
<p>What data collection methods are being used (e.g. interviews, observations)?</p>	<ul style="list-style-type: none"> • APR reports were analyzed for information regarding program activities offered and community partnerships maintained by each center. • Triannual reports including strengths and areas for improvements at each Center were analyzed.
<p>What is the timing of data collection?</p>	<ul style="list-style-type: none"> • Triannual reports written by the Project Director were submitted in Fall 2019, Spring 2020, and Summer 2020 and included feedback from Site Coordinators. APR reports, family event sign-in sheets and the SY19-20 EOY output report were made available to evaluators in August 2020.
<p>How have the recommendations from previous evaluations been implemented? (Provide examples)</p>	<ul style="list-style-type: none"> • Due to restrictions related to COVID-19, it was not possible to implement previous evaluation recommendations.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

Exhibit 11: Outcomes

	<p>What outcomes questions are being answered?</p>	<p>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)</p>	<p>For each question, describe the outcome.</p>
<p>1</p>	<p>To what extent do students who participate in the programs show academic gains?</p>	<p>Student assessment data (not available for SY19-20).</p> <p>% of program participants at Kohala Middle School and Kohala High School who improved that needed to improve in English, Science, and Math (Grades were NOT available for Centers that serve K-5).</p>	<p>Improvement in SBAC scores for program attendees.</p> <p>Growth in grades for English, Science, and Math for program attendees who needed to improve in SY 19-20.</p>

2	To what extent do students show improvements in behavior at school?	<p>% of program participants who are chronically absent (all program participants vs. regular program participants).</p> <p>% of program participants with A, B, C, D offenses (all program participants vs. regular program participants).</p>	<p>Decrease in chronic absenteeism and A, B, C, D offenses with regular program participation (30 days or more).</p>
3	To what extent has the program achieved its objectives?	<p>Student Engagement and Skills Acquisition.</p> <p>% of program participants enrolled in free and reduced lunch.</p> <p>Number of hours of services offered per week during the school year and summer.</p> <p>Number of services in core academic areas and enrichment activities.</p> <p>Number of Centers with community partnerships.</p> <p>30% increase in family participation at family engagement activities.</p>	<p>Students are highly engaged in programs and acquire academic and non-academic skills as a result of their participation in 21st CCLC programming.</p> <p>Services are made available for students who need it most; Centers are located in high-poverty communities.</p> <p>All Centers offered at least an average of 12 hours of services per week and provided services during the summer.</p> <p>All Centers offer services in at least one core academic area and provide enrichment activities.</p> <p>Centers create and strengthen partnerships with community-based organizations to support programming.</p> <p>Centers offer meaningful, engaging events to include families in their child's education.</p>

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.

In the triannual reports, the Project Director reported that **Kohala Elementary School** offered a wide variety of activities in diverse learning environments, including the Kohala Elementary School garden, outside classroom, cafeteria, and traditionally classroom. Students were reportedly highly engaged with the subject matter, with their teachers, and with each other.

One key program highlight included all 21st CCLC classes starting with Homework Help time to support students with their regular school assignments. Program challenges included staff turnover in the Elementary Site Coordinator position and delays with finding a replacement, which resulted in programs starting 2 months late in the Fall 2019 term.

Kohala Middle School successfully expanded their 21st CCLC programs by adding a Book Club, Community Service Club (Hawaii Wildlife Center), and Hawaiiana/Hula. The Project Director reported that, despite regular attendance being lower than the other two Centers, attendance improved in Spring 2020. The Project Director also commented on the importance of the hands-on activities that helped students acquire skills. The Project Director stated that strong support from the Kohala Middle School administration, office and custodial staff was key to success. The Project Director indicated that it was a challenge to find mentors and tutors for Kohala Middle School due to its rural location and with previous instructors having other responsibilities.

The Project Director reported that the 21st CCLC programs helped **Kohala High School** students feel more confident with their social-emotional well-being. Students reportedly took initiative to speak up and share their voice, built relationships with peers and teachers, and increased their self-esteem through activities or games they were passionate about. Mandatory tutoring helped student athletes stay off of academic probation. Similar to the elementary school, Kohala High School also started the year without a Site Coordinator and the Project Director stepped into this role until the position was filled.

In sum, students participating in 21st CCLC programs at all three Centers acquired new social, behavioral and academic skills and were highly engaged in program activities. The Project Director reported improved school attendance and classroom performance due to 21st CCLC program participants needing to be in school during the day in order to participate in after school activities. The Project Director stressed the positive impact of offering academic homework help and tutoring to all program participants. The Homework Help supported Kohala Elementary students and the mandatory tutoring had a notable positive impact on Kohala High School student athletes' GPA. A key challenge for Centers included staff turnover in the Site Coordinator position and locating instructors. Further, the Project Director reported that the family-centered events were successful at engaging parents with their child's education by showing off what students had learned in 21st CCLC programs and by highlighting future opportunities such as a college education.

The greatest unanticipated challenge for all Centers this year included school closures due to COVID-19 in March, 2020. All program activities ceased after March 16th for the remainder of Spring 2020. Kohala Complex was able, however, to adapt programming to offer multiple activities at each Center in Summer 2020.

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)
Kohala Elementary School	Y	Y	Y	Specify other services.
Kohala Middle School	Y	Y	Y	Specify other services.
Kohala High School	Y	Y	Y	Specify other services.

Core Educational Services Discussion

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

The comprehensive program includes enrichment programs in Reading, Math, and Science through high interest mentorships and modules that link to literacy standards within the Common Core Standards. The goals, objectives, and outcomes of this project are based on a comprehensive needs analysis of area schools conducted by school and community officials. The program recognizes the need to promote respect for self and others, to eliminate bullying, to improve school attendance and promote a higher percentage of graduating students. The relationships fostered by sustained mentorships along with skill acquisition will promote the value of being “pono” (of good moral character).

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)
Kohala Elementary School	Y	Y	Y	N	Y	College and Career Readiness
Kohala Middle School	Y	Y	N	N	Y	College and Career Readiness, Mentoring
Kohala High School	Y	Y	Y	N	Y	College and Career Readiness

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 .
Kohala Elementary School	-	No partnerships reported for SY2019-20.
Kohala Middle School	4	N Kohala Community Resource Center, Kohala Golf, Kohala Radio, Hawaii Wildlife Center

Kohala High School	5	N Kohala Community Resource Center, HIP Agriculture, University of Hawaii at Hilo, Kohala Radio, Kohala Golf.
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Community Involvement Discussion

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

Kohala High School successfully partnered with University of Hawaii at Hilo to offer high quality college workshops to families regarding financial aid and scholarships. The Project Director indicated that Kohala Radio worked really well with high needs students. They focused on students' strong points and "empowered students to express themselves in new ways instead of feeling stuck in a box".

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

The Kohala Village HUB was not able to rebuild their center after last year's fire and did not partner with Kohala Complex this year. All community partnerships ended early because of closures related to COVID-19.

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.
Kohala Elementary School	150 parents and family members	The winter ho'ike included opportunities for students to present what they learned through 21st CCLC programs to their families. The end of year Jamboree event was cancelled due to COVID-19.
Kohala Middle School	-	The end of year Jamboree event was cancelled due to COVID-19.
Kohala High School	30 parents and family members per event 6 adult per class	Kohala High School hosted multiple scholarship and FAFSA nights with approximately 30 parents at each event through a partnership with the University of Hawaii at Hilo. Kohala High School also offered Ceramics classes to adults. Two classes took place before they were cancelled due to COVID-19. The end of year Jamboree event was cancelled due to COVID-19.

Parent/Family Services Discussion

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

Kohala high school successfully engaged families in ceramics classes, in addition to college workshops in partnership with the University of Hawaii at Hilo. Kohala Elementary School hosted a ho'ike event to showcase what students had learned and to engage parents in their child's education.

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

The end of year Jamboree event, which included over 500 attendees from all three Centers in SY 2018-19, was cancelled in Year 5 of the grant due to COVID-19.

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
Kohala Elementary School	30 hours (Total: 40 hours)	15 - 19 hours (Total: 62.25-79.75 hours)
Kohala Middle School	30 hours (Total: 55 hours)	11 - 12 hours (Total: 17-20.5 hours)
Kohala High School	30 hours (Total: 44 hours)	18 - 21.5 hours (Total: 43-54 hours)

Please note: The first range of hours in the table above represents the number of hours that centers were open each week for running a variety of activities in Fall 2019 and Spring 2020. The activities would often happen simultaneously. The second range of hours in brackets represents the total number of hours for all activities combined, irrespective of whether they took place at the same time. e.g. Football tutoring and weightlifting were offered from 2:30-4:30pm on Tuesdays and Thursdays. This means the Center was open for 2 hours on those days for activities and 4 total hours of services were offered for the two activities combined on each of those days.

[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
50% of student participants will demonstrate academic improvement on interim and year-end summative assessments.	Student assessment data. Improvement in Course Marks for Grade 6-12 program participants who needed to improve in English, Math, and Science.	Assessments were not administered in SY19-20 due to COVID-19. The only academic improvement data available to evaluators were the Grade 6 - 12 course marks in the SY2019-20 EOY report. At Kohala Middle School, of the 5 program participants who needed to improve in English, 20% improved. Of the 3 program participants who needed to improve in Math, none improved. Of the 7 program participants who needed to improve in Science, 43% improved. Improvement in course marks was more notable at Kohala High School compared to Kohala Middle School. At Kohala High School, of the 8 program participants who needed to improve in English, 75% improved and, of the 22	Unable to Measure

		program participants who needed to improve in Math, 64% improved. Of the 10 program participants who needed to improve in Science, 50% improved. A comparison with data for non-21st CCLC participants is necessary to make more meaning of this data.	
Student engagement in school will increase as evidenced by 30% decrease in negative behavioral incidents and reports.	% of program participants who were chronically absent % of program participants who had A, B, C, D, offenses	The SY2019-20 EOY output report suggests that chronic absenteeism and behavior incidents decreased with regular 21st CCLC program participation. Of all program participants, 16% were chronically absent and 8% had A, B, C, D offenses. Of the regular program participants, 12% were chronically absent and 1% had A, B, C, D offenses. Non-program participants, on the other hand, had a 13% chronic absenteeism rate and a 7% A, B, C, D offenses rate. This suggests that regular (more than 30 days) program participation is critical for behavior impact. Compared to SY 18-19 data, there was a notable drop in the number of all 21st CCLC program participants with A, B, C, D, offenses (44 students in SY 18-19 to 28 students in SY 19-20) and the number of all 21st CCLC program participants who were chronically absent (85 students in SY 18-19 to 59 students in SY 19-20). Overall, the data appear to show progress towards the goal of decreasing negative behavior incidents over time, but a closer look at school attendance and discipline referral data is necessary to make more meaning of this data. The Project Director reported improved school attendance and classroom performance due to 21st CCLC program participants needing to be in school during the day in order to participate in after school activities.	Progress
Parent interaction with schools will increase as evidenced by 30% increase in parent participation at program events and parent offerings.	% increase in family participation at family engagement activities.	It is likely that Kohala Complex would have made more measurable progress towards their family engagement goal if events had not been cancelled due to COVID-19. Participation at the winter ho'ike and college workshops was consistent with previous years.	Progress

Achievement of Program-Specific Objectives Discussion

Describe success and challenges in meeting program-specific objectives.

Overall, Kohala Complex **made progress towards 2 out of 3 program-specific objectives**. COVID-19 presented challenges to measuring progress as student assessment data were not available. Grade 6 - 12 course marks for program participants who needed to improve, however appear to show some improvement in Math, Science, and English. The data suggest progress was more notable for all three subject areas at Kohala High School compared to Kohala Middle School. Utilizing the SY2019-20 EOY Output Report, there appears to be a decrease in chronic absenteeism and A, B, C, D offenses for regular program participants (attended 21st CCLC programs for 30 days or more). Compared to data from SY 18-19, there was a notable drop in the number of chronically absent program participants and the number of program participants with A, B, C, D offenses from one year to the next, further suggesting progress towards this objective. A more in-depth study of school attendance and discipline referrals for program and non-program participants is necessary to make more meaning of this data. COVID-19 resulted in the cancellation of key family engagement events, such as Ceramics classes at Kohala High School and the Jamboree event that would have included all three Centers. It was not possible to measure the increase in parent participation due to these limitations, but attendance at the ho'ike and college workshops was consistent with previous years.

Kohala Complex met all Key Performance Objectives except the objectives related to family engagement and student assessment data. All three Centers offered high-quality services in all three core academic areas and provided at least four enrichment and support activities. Two out of three Centers maintained between one and five community partnerships. All Centers far exceeded the minimum 12 hours of services per week during the school year and provided services during the summer.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

Kohala Elementary School

- Cooking Classes: Kohala Elementary offered two diverse cooking classes including Cooking & Science plus Advanced Cooking. For example, students created smoothies created from harvesting Kohala Elementary School's garden including kale, radish, papaya, moringa, and more. The students enjoyed the locally grown nutrition!
- Keiki Yoga: Students learned how to meditate and do tricky yoga poses. One Mom donated 20 keiki yoga mats. The Kohala community celebrates keiki learning.
- In Spring 2020, a fire drill was held and all teachers and after school students responded efficiently, arriving at the school designated spot for fire drill protocol.

Kohala Middle School

- Book Club: Students read novels and held round robin discussions on themes, writing, and authors' craft. Activity highlights included video viewings of the novels, bonding activities, and weekly snacks.
- Hawaiian Culture: Haumana (students) practiced olelo (language), hula, and learned about Hawaiian culture and history with Kumu Hope Keawe.
- Hawaii Wildlife Centers Volunteering: Students volunteered weekly at the Hawaii Wildlife Center; helping with bird rehabilitation, greeting guests in the visitor center and native plant garden, and with other volunteer tasks.
- Kohala Golf: Kohala Middle School students enjoyed fresh air and sunshine (and sometimes rain!) at the local nine hole Kohala Golf Park in Kapaau. Students learned the skills of the game from volunteer pros.

Kohala High School

- Cheerleading: The cheerleaders experienced cheering at the game winning state basketball title by their very own alma mater.
- Futsal: Students learned technical skills and different approaches for when they are in high pressure situations.
- Robotics: Students experienced nationals in Kentucky and advanced to worlds in Japan.
- Football: The tutoring program helped keep students accountable for their daily assignments. The football team had the greatest success with no students on academic probation for the fall semester.

4.C.2 Best Practices

Mandatory tutoring for high school student athletes improved program participants' GPA and reduced the number of students on academic probation. Lessons learned include the importance of checking in with parents to ensure that student athletes have time to take care of home responsibilities.

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.

No plan for sustainability was specifically outlined in the original proposal, however the ongoing community partner alliances were established and maintained with sustainability in mind. In the time between this grant and the prior 21st CCLC grant several partners were available to provide services for our students.

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?

The Project Director indicated that the tutoring programs are likely to continue at Kohala High School and Kohala Middle School. Funding sources, such as Title I or Gear Up, are yet to be finalized. It is unclear at this time what funds would sustain Homework Help at Kohala Elementary School. The uncertainty of COVID-19 and ongoing school closures has made it difficult to plan for after school programming in the future.

Despite the complications with COVID-19, Kohala Complex has a sustainability plan that is in progress. There is a desire to continue parent workshops such as the college readiness and ceramics workshops as they were well received by families. Kohala Complex is also prioritizing continuation of Robotics and Cheerleading, the two most successful programs at Kohala High School. At Kohala Middle School, the Drones and Math Tutoring programs are the highest priority moving forward. The Gardening and Hawaiiana/Hula programs are the greatest priority at Kohala Elementary School. Summer programs will only continue at Kohala High School to offer Credit Recovery. Schools will seek parent and community volunteers, as well as teacher volunteers, to help sustain programming. Community partnerships will also be sustained.

Equipment that will be transferred to sustain programming includes a storage shed, file cabinet, several Macbook Pros, drones, a printer, camera and camcorder.

6. Conclusions and Recommendations

6.A CONCLUSIONS

In conclusion, during Year 5 (SY2019-20) of grant implementation, Kohala Complex made progress towards 2 out of 3 program-specific objectives. It was not possible to measure progress toward the third objective due to limitations with COVID-19. Program-specific objectives pertained to academic gains for regular 21st CCLC program participants, student

behavior outcomes, and parent/family engagement in school events. Kohala Complex made progress towards all KPI objectives, except ones that were impacted by COVID-19 including family engagement and student assessment scores. Students participating in 21st CCLC programs at all three Centers acquired new social, behavioral and academic skills and were highly engaged in program activities. The data suggest that despite the limitations of COVID-19 and program staff turnover, the benefits of the 21st CCLC program outweighed the challenges for participating students and their families.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

The Project Director reflected on the programs with the greatest impact on students and stated that the Kohala Elementary program was overall the most successful in terms of regular program participation. Other highly successful programs included Robotics and Cheerleading. The Robotics team advanced to the world championships multiple times. The 21st CCLC funding ensured that the Cheerleading program was more flexible and inclusive as everyone who was interested could participate and no students were cut from the team. The Project Director indicated the end of the 21st CCLC funding will most impact Kohala Elementary programs and summer programming.

6.C EVALUATION DISSEMINATION

Dissemination of evaluation results will include the following three steps:

1. The evaluation report will be shared by the principal of Kohala High School at the principal's meeting. Each principal will decide how they will share and utilize the information at their school.
2. The Program Director will share the evaluation report with each of the Site Coordinators.
3. The evaluation report will be posted on the HIDOE website.