

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?
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2. Executive Summary	<input type="checkbox"/>
3. Program Description	<input type="checkbox"/>
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4.C.2 Best Practices	<input type="checkbox"/>
4.C.3 Student, Teacher, Parent, Staff, or Community Input	<input type="checkbox"/>
4.C.4 Pictures	<input type="checkbox"/>
5. Sustainability Plan	<input type="checkbox"/>
5.A. Original Sustainability Plan	<input type="checkbox"/>
5.B. Updated Sustainability Plan	<input type="checkbox"/>
6. Conclusions and Recommendations	<input type="checkbox"/>
6.A. Conclusions	<input type="checkbox"/>
6.B. Reflections on Program Implementation and Impact	<input type="checkbox"/>
6.C. Evaluation Dissemination	<input type="checkbox"/>

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	October 28, 2020
Grantee Name	Nanakuli Complex
Program Director Name	Wingkan Hui
Program Director Email	Wingkan.Hui@k12.hi.us
Evaluator Name	M. Betsy Bounds
Evaluator Email	Blb22@aol.com

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Nanaikapono Elementary	1-6
Center 2	Nanakuli Elementary	Pre K-6
Center 3	Nanakuli High/Int.	6-9
Center 4		
Center 5		
Center 6		
Center 7		
Center 8		

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

2. Executive Summary

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

The Leeward Coast has the highest concentration of Native Hawaiians of any community in the world. The majority of students are of Native Hawaiian ancestry with many that are of Asian and Pacific Islander descent. The two elementary schools serve students in grades K-6 and Nānākuli High and Intermediate is serving students in grades 7-9. The target population is disadvantaged students (eligible for free/reduced lunch) with those in need of additional academic support.

Project components include:

After School All Stars (ASAS) Hawaii, a comprehensive after school program for middle school students to help them achieve in school and life in grades 7-8;

STEM programs, after school programs that cultivate love to learning and improve proficiency in math and science skills in grade K-6; and

DimensionU, an interactive educational gaming tool that will improve students' attitude toward school and academic proficiency for all students, grades 2-10.

STEM classes engage students with hands-on activities that encourage students to think critically and creatively. They include environmental service-learning projects and annual Robotics competition. STEM activities are intended to supplement and complement classroom instruction. In addition, there are physical/sports activities, arts/music, truancy prevention, entrepreneurship, tutoring, and community service.

The purpose of the evaluation has been to answer evaluation questions, determine if program is implemented as intended, determine objective progress, and provide any recommendations for program improvement. The evaluation is intended to provide an objective evaluation of objective attainment and program outcomes. The outcome evaluation was designed to address intended outcomes including academic achievement gains determined with teacher reports and/or teacher survey, grades in reading and math and utilize any results obtained on the programs utilized such as the DimensionU. Other skills assessed include improvement in classroom behavior, homework completion, attendance, and volunteering in class which will be addressed by obtaining classroom teacher reports and utilizing a teacher survey.

In addition to determining project outcomes based on the project objectives, data were collected on the number of regular attendees (30 days or more), total number of student participants, number of family participants and number of community partners. Due to the COVID19 school closure and changes in the way data are provided, the data were limited in the final year. The Smarter Balanced Assessment (SBA) could not be administered and teacher surveys were not able to be collected as they are usually collected in May yearly.

Parent and student surveys were not able to be distributed at two of the schools due to school closure. The data provided by Data+Design is utilized to provide some information about the program outcomes.

Evaluation results were limited this year but some have been obtained:

- All sites had a CCLC that provided core academic instruction and academic enrichment.
- Nanakuli High and Intermediate had 65 partners that offered opportunities to students that might not have been available.
- A number of students attended for 30 days or more. On the end of year report, 40% of students were regular attendees. On the Spring report, the total of regular attendees was 58%.
- 4% of students who did not attend received behavioral referrals versus 14% who attended 30 days or more. The students with the lowest percentage of behavior referrals was the students who attended 90 days or more at 0%. This can indicate that attending CCLC regularly can result in improved behavior.
- 97% of students at NHIS liked attending after school classes at least sometimes and 100% like the activities offered at least sometimes.
- 86% of parents indicated that CCLC is a safe place, the staff keeps them informed and motivates their child to do better in school.

Conclusions and Reflections:

In conclusion, each site had a CCLC that provided school year and summer programming. The intermediate school was particularly successful in involving family members and partners and the elementary schools might benefit from doing similar activities in the future. Students that attended for longer periods had fewer behavior referrals and chronic absences. Data were limited this year because some surveys and the SBA scores were not obtained due to the school closure. After the school closure due to COVID, some virtual activities continued. It is possible that a hybrid kind of program may have to be provided for awhile and schools may need to find a way to provide virtual activities.

While the schools successfully provided programming there are some things they might consider in the future that include the following:

- Find ways to engage family members in CCLC and be sure to document their participation. Some ideas might be movie nights, suggest a project family members could create with their child, have a student showcase of their work, find incentives to encourage parents to come (offer food, solicit donations of gift certificates for a drawing at an event, offer a demonstration such as having a chef show how to create a particular kind of meal, create a family garden, demonstrate how to make a lei and take it home, etc. A partner can offer a service as well as funds and they don't have to make a long-term commitment although it would be nice.
- Think broadly about how to find and utilize partners. For instance, a police department could talk about bike safety, a bank could offer information on financial literacy or how to start a savings account, a gardening club could offer information

on growing vegetables, a technology person could talk about getting the most out of your cell phone, a service club would be asked to make a donation or provide help building something.

- From the start, monitor attendance to be sure and encourage students to attend for more than 30 days at a minimum. Students that attend longer have better outcomes.

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?

The Nanakuli Complex is part of the Nanakuli-Waianae Complex Area, part of the Hawaii Department of Education. The grant is in the final 6th year and is administered by Wingkan Hui as project director.

The Nanakuli Complex is located on the Leeward Coast that has the highest concentration of Native Hawaiians of any community in the world. The majority of students are of Native Hawaiian ancestry with many that are of Asian and Pacific Islander descent. The two elementary schools serve students in grades K-6 and Nanakuli High and Intermediate is serving students in grades 7-9. Each school has been designated as 100% of its students being eligible for free/reduced lunch by the Hawaii Department of Education Child Nutrition Department.

Each of the schools in the grant had previous experience with a CCLC program and provided a variety of activities. In the final year, due to the COVID closure, it was necessary to shift to virtual learning activities. In addition, it was not possible to collect all data previously available.

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.	The overarching project goal: The Nanakuli Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-12, who are enrolled in three high-poverty and low performing schools.
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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 regular program participants achieve teacher-reported improvement in: turning in homework on time	Teacher Survey (N/A this year)
	50% of regular program participants achieve teacher-reported improvement	Teacher Survey (N/A this year)
	50% of regular program participants students will demonstrate improvements in reading and literacy as reported by teacher	Teacher Survey (N/A this year)
	50% of regular program participants will demonstrate improvement in math as reported by teachers	Teacher Survey (N/A this year)
1	100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Activities chart and course descriptions.
	100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Activities chart and course descriptions.
	More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining	Partnership list.
	More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	List of parent activities and sign-in sheets.
	More than 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.	Schedule and Activity report.
	100% of centers are located in high-poverty	Free/lunch report.

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2019

Center	Summer 2019 Enrollment - Total	Grade Levels
Nanaikapono Elementary	85	1-6
Nanakuli Elementary	65	K-6
Nanakuli High and Intermediate	31	7-9
Subgrantee Total	181	1-9

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

Center	2019-20 Enrollment - Total	2019-20 Enrollment - Regular*	Grade Levels
Nanaikapono El.	35	0	1,2,3,4,5,6
Nanakuli El.	82	77	Prek,1,2,3,4,5,6
Nanakuli High/Int,	141	74	6,7,8,9,

Note that numbers include those that did not have complete information provided.

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

Center	2019-20 Enrollment - Total	2019-20 Enrollment - Regular*	
Nanaikapono	93	4	1-6
Nanakuli El	134	80	Pre K, 1-6
Nanakuli High and Intermediate	188	75	6-9
Subgrantee Total	415	159	Prek. 1-9

* 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?

On the end of year report, 40% of students were regular attendees (Nanaikapono: 4%; Nanakuli Elementary: 60%; Nanakuli High/Intermediate: 40%). On the Spring report, the total of regular attendees was 59% (Nanakuli Elementary: 94%; Nanakuli High/Intermediate: 52%; none at Nanaikapono)

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:

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Nanakaipono El.	54	88%	13	14%	2	2%	45	48%	43	46%
Nanakuli El.	62	46%	10	7%	0	0	63	47%	59	44%
Nanakuli Int and HS	102	54%	32	17%	7	4%	88	47%	99	53%
Subgrantee Total	218	53%	55	13%	9	2%	196	47%	201	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 +
	Nanakaipono El	0	0	5	5%	50	54%	0	0	23	25%	1	1%	9
Nanakuli El	0	0	2	1%	87	65%	2	1%	20	15%	2	1%	9	7%
Nanakuli HIS	0	0	4	2%	125	66%	3	2%	36	19%	0	0	19	10%
Subgrantee Total	0	0	11	3%	262	63%	5	1%	79	19%	3	1%	37	9%

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.

Activities included literacy, STEM, sports/physical activities, entrepreneurship, community service, arts/music and tutoring.

Describe activities offered during school year 2019-20.

During the school year, activities included STEM, tutoring, homework help, arts/music, sports/physical activities, community service, truancy prevention, youth leadership and college and career readiness. Nanakuli High and Intermediate offered family nights quarterly and field trips.

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

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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)?

The materials used included the classroom materials used during the school day for homework help and tutoring, DimensionU math video game program to teach/reinforce math skills, Aquaponics to teach/reinforce STEM skills, the IMUA Academy aimed at 6th grade students to interest them in college and provide skill training. Some of the materials used were those used during the school day to help students with their homework.

3.E.2 Resources

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

Schools made available classrooms at the site, use of computer lab when needed, and use of the sports field at Nanakuli Intermediate. ASAS brought some of their resources to contribute to materials available at the intermediate school.

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.

Wingkan Hui is the Project Director for the Nanakuli Complex CCLC grant at no cost to the grant. At the elementary schools, each site has designated a coordinator to provide site supervision at the site, to schedule activities, ensure data are collected, and provide resources for the project. At Nanakuli High and Intermediate, After School All Stars provides the student services at the school along with their partners. In addition to paid staff, there are volunteers that assist the teachers/project staff in provision of services.

Exhibit 8. Number of Staff by Position (19/20 combined and unduplicated)

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Nanaikapono	1										4							

Nanakuli El.	1								10		2					
Nanakuli HIS	1		2		3			4			1					
Subgrantee Total	3		2		3			4	14		3					

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
Nanaikapono El.						10			
Nanakuli El.						10	10		
Nanakuli High/Int,	15	5	5	2			15		
Subgrantee Total	15	5	5	2		20	25		

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		65
Provide goods	5	
Provide volunteer staffing		

Provide Paid Staffing		
Other		
Subgrantee Total	1	

Partnership Description

Provide a brief description of successes with partnerships.

The only school reporting partnerships was Nanakuli High and Intermediate who reported 65 partners that included the elementary schools. Their partners provided a variety of activities for students including sports activities, field trips and instruction.

Provide a brief description of challenges with partnerships.

NHIS was successful in having a broad group of partners. The two elementary schools did not appear to seek or utilize partners. They may not have been able to determine how to utilize them.

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.

The two elementary schools did not have specific family events although parents were kept informed about CCLC and were welcome to visit. At NHIS there were specific activities designed as family nights where students and their family members were able to work together on projects. There were 531 parents/family members that participated.

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.

At NHIS, family nights encouraged parents to come and create a project with their child. At these events, families had a chance to see what their child had been studying, meet their teacher and see some of their work.

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 designed to include an implementation and outcome evaluation. It was designed to address intended outcomes including academic achievement gains determined with teacher reports and/or teacher survey, grades in reading and math and utilize any results obtained on the programs utilized such as the DimensionU. Other skills assessed include improvement in classroom behavior, homework completion, attendance, and volunteering in class which will be addressed by obtaining classroom teacher reports and utilizing a teacher survey.

In addition to determining project outcomes based on the project objectives, data were collected on the number of regular attendees (30 days or more), total number of student participants, number of family participants and number of community partners. Due to the COVID19 school closure and changes in the way data are provided, the data were limited in the final year. The Smarter Balanced Assessment (SBA) could not be administered and teacher surveys were not able to be collected as they are usually collected in May yearly. Parent and student surveys were not able to be distributed at two of the schools due to school closure. The data provided by Data+Design is utilized to provide some information about the program outcomes.

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>	<p>Which core academic areas have been addressed in CCLC? What community partnerships have been developed and what does participation consist of? What services have been offered to parents and other family members and how many have participated in each service? Were family members and students satisfied with programs offered?</p>
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What data collection methods are being used (e.g. interviews, observations)?	Interviews, course descriptions and schedule.
What is the timing of data collection?	Each semester and summer. Teacher surveys were given out at the end of May previously
How have the recommendations from previous evaluations been implemented? (Provide examples)	Schools were asked to make sure they are addressing ELA as well as STEM. Schools are including ELA instruction in STEM activities as well as addressing it in tutoring sessions. Schools were recommended to work to have students attend 30 days or more and NHIS and Nanakuli Elementary have had a good percentage of students attend for 30 days or more and see better outcomes for those students. They have been asked to ensure all student data are collected and reports have been completed.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

Sample Outcomes Questions:

- To what extent do students who participate in the program show improvements in behavior?
- To what extent do students who participate in the programs show academic gains?
- To what extent has the program achieved its objectives?
- What factors have affected program success?

Exhibit 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	How many regular participants have demonstrated improved academic achievement?	Normally, the teacher survey would have been utilized but for this year, the only data is from the Data+Design report with only grades for NHIS available.	SBA results are not available. The only information is from Data+Design report with results noted in #3.
2	How many regular participants have demonstrated improved behaviors in	Normally the teacher survey would be utilized. The only data available is from the Data+Design report.	4% of students who did not attend received behavioral referrals versus 14% who

	the areas of turning homework in on time, participating in class, attending class regularly, and in student classroom behavior?		attended 30 days or more. The students with the lowest percentage of behavior referrals was the students who attended 90 days or more at 0%.
3	Have student grades in ELA and math improved from first to fourth quarter	The Data+Design report is the only data able to be utilized this year and grades for all participants are only reported for Nanakuli High and intermediate	At Nanakuli Intermediate and High School, Of those students who needed to improve in English, 32% did improve. Of the 33% who needed to improve in math, 45% improved. Of students that needed to improve in science, 35% did improve.

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.

Core academic areas addressed including STEM, literacy and there was tutoring in academic areas based on student need. Academics were also infused into enrichment activities

The only school reporting partnerships was Nanakuli High and Intermediate with 65 partners. They utilized partners to provide student activities, provide resources to CCLC and to provide field trip and other opportunities. NHIS also actively sought participation by family members having specific family nights with planned activities for students and family members to do together.

Parents and students at NHIS were generally satisfied with the programs offered (Surveys were not distributed at the elementary sites due to school closure).

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)
Nanakaipono El.		y	y	
Nanakuli El	y	y	y	
Nanakuli High/Intermed.	y	y	y	

Core Educational Services Discussion

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

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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)
Nanakaipono El.						
Nanakuli El.	y					
Nanakuli High/Int.	y	y	y	y	y	Truancy prevention, 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 .
Nanaikapono El.	0	
Nanakuli El.	0	
Nanakuli High/Int.	65	Partners provided instruction, sports activities, field trip opportunities and resources

Community Involvement Discussion

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

ASAS has been very successful with partnerships at NHIS. Partners have provided opportunities not otherwise available such as having the students go to a UH basketball game; the US Tennis Association provided supplies for the students to learn tennis; and a field trip to the Bishop Museum was made possible.

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

Neither of the elementary schools reported partnerships as part of CCLC. It would be good for them to think more broadly of how they could utilize community partners in the future.

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.
Nanaikapono El.	0	
Nanakuli El.	0	
Nanakuli High/Int.		Quarterly Hoike nights were designed to have family members create something with their child and see the work their child had created.

Parent/Family Services Discussion

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

NHIS had activities specifically designed to have family members come to school and work with their child on a project. As an example, they had a family paint night where they painted a sunset with a palm tree. There was a sign-in table and refreshments were provided.

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

The elementary schools did not find a way to have activities specifically for parents. Parents were welcome to visit and may have done so but no reporting of family involvement was provided.

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
Nanaikapono	9	4
Nanakuli El	15	8
Nanakuli High/Int.	15	15

[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

Exhibit 21: Progress on Program Specific Objectives

Objective	Measure	Results	Met/Not Met
50% of regular program participants achieve teacher-reported improvement in: turning in homework on time	Teacher survey	Not available due to school closure	Not able to determine

<p>Teacher survey</p>	<p>Teacher survey</p>	<p>Not available due to school closure</p>	<p>Not able to determine</p>
<p>50% of regular program participants students will demonstrate improvements in reading and literacy as reported by teacher</p>	<p>Teacher Survey</p>	<p>Not available due to school closure</p>	<p>Not able to determine</p>
<p>50% of regular program participants will demonstrate improvement in math as reported by teachers</p>	<p>Teacher Survey</p>	<p>Not available due to school closure</p>	<p>Not able to determine</p>
<p>100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.</p>	<p>Activities Report</p>	<p>Each site offered STEM. Nanakuli offered Literacy.</p>	<p>Met</p>
<p>100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.</p>	<p>Activities Report</p>	<p>NHIS offered sports, arts, music, recreation, tutoring and homework assistance. Nanakuli Elementary offered arts and music. Nanaikapono offered academic assistance.</p>	<p>Met</p>
<p>More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining</p>	<p>Partner report and description</p>	<p>NHIS had 65 partnerships.</p>	<p>Partially met</p>
<p>More than 85% of centers will offer services to parents and other family members of students enrolled in the program.</p>	<p>Parent sign-ins and report</p>	<p>NHIS had parent activities</p>	<p>Partially met</p>
<p>More than 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>Activities report</p>	<p>NHIS had 15 hours a week. The elementary schools had shorter hours per week but did provide services during school closure and in the summer.</p>	<p>Partially met</p>
<p>100% of centers are located in high-poverty</p>	<p>Free/Reduced Lunch report</p>	<p>All are designated as eligible for free/reduced lunch.</p>	<p>Met</p>

Achievement of Program-Specific Objectives Discussion

Describe success and challenges in meeting program-specific objectives.

Due to limited availability of data due to school closure, many of the objectives did not have the data to determine the outcome. Each site did offer academic instruction and academic assistance to students. While elementary schools had shorter hours during the school year than NHIS, they did offer summer programming and services during COVID closure. It is difficult to find staff to stay after school and the elementary schools preferred to have certified staff whereas NHIS through ASAS had mostly non-certified staff.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

One of the fun things is that at NHIS, one of the instructors is a graduate of the school. NHIS was very successful in getting parents to come to CCLC by scheduling specific family nights and providing engaging activities. They were also effective in involving partners to provide a variety of experiences for the students.

4.C.2 Best Practices

NHIS were effective in involving family members and had significant family participation. NHIS also had a lot of partners that contributed to having a variety of activities available. With CCLC, Nanaikapono met with NHIS as an orientation to the intermediate school which is a good experience for the students to orient them to the school they will attend.

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.]*

The only school able to get surveys prior to school closure was NHIS and results are as follows:

Students: The students at Nanakuli High and Intermediate answered some different questions on a survey. For the question, “I like attending after-school program/classes” 53% answered yes and 47% answered sometimes. 66% answered yes to the question “I like the activities offered afterschool” and 34% answered sometimes. When asked if the program helped them do better in school, 61% said yes, and 36% said sometimes. 57% answered yes when asked if they feel safe emotionally and physically while 40% said sometimes.

Parents: 86% of parents agree that CCLC is a safe place for their child. Parents agreed at 86% that the CCLC staff keeps them well informed about after-school activities. 86% of parents agree that CCLC motivates their child to do better in school. When asked if CCLC has improved their child’s general attitude about school, 71% agree that it has.

4.C.4 Pictures

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



Mix-It-Up Mondays are when students participate in STEM activities. For the first challenge, students had to use their skills to plan and create the longest paper chain and were given only a single piece of paper to create it.

Kumu Hoku tests the students ability to understand Hawaiian during the Polynesian Culture class with a fast-paced game. The goal is to move in the direction called by Kumu Hoku and catch each stick before they fall.



This month, the Girls Club class worked on creating their own display at the quarterly Ho'ike. They were also tasked with writing a short description for each photo they featured in the display to explain its significance.



Tiger is in 8th grade has always been very active in program. Basketball is his passion and he has always made it a point to get work done during study hal to maintain good grades and be eligible to play in games. He knows the meaning of team work and always hold his team accountable when it comes to academics. Keep up the good work Tiger!



For cooking this quarter, Ms. Britney has decided to teach the kids about nutrition. To start her first class, she tasked the students with cutting bananas and strawberries and practice their presentation skills.



Our annual Family Paint Night was a great success. Everyone had fun and at the end of the night had painted a lovely sunset with a palm tree. Nanakuli ASAS partnered with NHIS PCNC Chris Ka'ulua'au to plan this event.

The leadership class learned strong leaders have strong foundations. Their marshmallow structures follow the same concept.



Throughout the quarter, as students have been increasing their softball skills, new students show up with a desire to learn to play the game.



Kumu Hoku's sign language class performs "Jingle Bells" in American Sign Language. Sign language has also helped Sunshine communicate a little more with his peers by learning basic signs such as, "Yes please" and "No thank you"

Students also worked on their engineering skills by creating their own pair of shoes with old magazines and newspapers.



Mahalo nui to Sustainable Coastlines for coming out to educate our students About how to better care for our 'āina. Below, students show off their sporks that were gifted to them. One step closer to saving the world.



Students were given the opportunity to experience a University of Hawai'i basketball game thanks to Lucky Holdings Inc. Mahalo nui.

5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

The sustainability plan called for participation in the Hawaii Afterschool Alliance to network and build partnerships to build sustainable funding for CCLC.

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?

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6. Conclusions and Recommendations

6.A CONCLUSIONS

Each of the school provided a CCLC during the school year and summer. They all offered core academic instruction and academic support. Two of the schools provided arts/music

Should the sites pursue CCLC in the future, the recommendations would be the following:

- Find ways to engage family members in CCLC and be sure to document their participation. Some ideas might be movie nights, suggest a project family members

could create with their child, have a student showcase of their work, find incentives to encourage parents to come (offer food, solicit donations of gift certificates for a drawing at an event, offer a demonstration such as having a chef show how to create a particular kind of meal, create a family garden, demonstrate how to make a lei and take it home, etc. A partner can offer a service as well as funds and they don't have to make a long-term commitment although it would be nice.

- Think broadly about how to find and utilize partners. For instance, a police department could talk about bike safety, a bank could offer information on financial literacy or how to start a savings account, a gardening club could offer information on growing vegetables, a technology person could talk about getting the most out of your cell phone, a service club would be asked to make a donation or provide help building something.
- From the start, monitor attendance to be sure and encourage students to attend for more than 30 days at a minimum. Students that attend longer have better outcomes.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

Each of the three schools were able to implement a CCLC and provide services to students that had some demonstrated benefits. Students that attended for longer periods had fewer behavior referrals and chronic absences. Each site was committed to providing a CCLC to benefit their students. They provided programming during the school year and in the summer and provided some services after school closure due to COVID. It is possible that a hybrid kind of program may have to be provided for awhile and schools may need to find a way to provide virtual activities.

6.C EVALUATION DISSEMINATION

The report will be distributed to sites to post on their website/to be shared with family members and staff, and to partners.

Nanakuli High and Intermediate Student Surveys 2020

Responses – 160

Question	% Yes	% Sometimes	% No	% No Answer
I like attending after-school program/classes	53%	47%	0	0
I like the activities offered afterschool	66%	34%	0	0
I have friends in my afterschool program/class	89%	11%	0	0
My afterschool program helps me do better in school	61%	36%	3%	2
The All-Stars staff knows me well	40%	49%	11%	0
I have a positive role model at All-Stars	39%	48%	12%	2%
I feel safe at All-Stars (physically and emotionally)	57%	40%	3%	0
I get a lot done during homework hour	29%	69%	3%	0
I learned something on a field trip or from a guest speaker that helps me do my best in school	31%	40%	29%	0
I learned how to help others or help my school through service projects	40%	51%	9%	0
I would recommend ASAS to my friends	77%	17%	6%	0

Nanakuli High and Intermediate Parent Survey 2020

Responses - 7

Question	% Agree	% Disagree	% Don't Know
A safe place for my child	86%		14%
Keeps me well informed about after-school activities	86%		14%
Provides quality activities that meet my child's interest and talents, such as sports, dance, art etc.	86%		14%
Invites me to Hoike events	86%		14%
Motivates my child to do better at school	86%		14%
Has improved my child's general attitude about school	71%		29%
Staff are respectful and helpful	86%		14%

Staff care about my child	86%		14%
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