

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 October 31, 2020.

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

4.A.3. Outcomes Evaluation	<input checked="" type="checkbox"/>
4.B.1. Implementation of Evaluation Results	<input checked="" type="checkbox"/>
Evaluation Implementation Discussion	<input checked="" type="checkbox"/>
4.B.2. Key Performance Indicators – Objective 1	<input checked="" type="checkbox"/>
Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services	<input checked="" type="checkbox"/>
Core Educational Services Discussion	<input checked="" type="checkbox"/>
Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities	<input checked="" type="checkbox"/>
Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement	<input checked="" type="checkbox"/>
Community Involvement Discussion	<input checked="" type="checkbox"/>
Exhibit 15: Performance on KPI Objective 1.4 – Services to Parents and Family Members	<input checked="" type="checkbox"/>
Parent and Family Member Discussion	<input checked="" type="checkbox"/>
Exhibit 16: Performance on KPI Objective 1.5 – Hours Per Week	<input checked="" type="checkbox"/>
4.B.4. Achievement of Program-Specific Objectives	<input checked="" type="checkbox"/>
Exhibit 21: Progress on Program-Specific Objectives	<input checked="" type="checkbox"/>
Achievement of Program-Specific Objectives Discussion	<input checked="" type="checkbox"/>
4.C.1. Success Stories	<input checked="" type="checkbox"/>
4.C.2 Best Practices	<input checked="" type="checkbox"/>
4.C.3 Student, Teacher, Parent, Staff, or Community Input	<input checked="" type="checkbox"/>
4.C.4 Pictures	<input checked="" type="checkbox"/>
5. Sustainability Plan	<input checked="" type="checkbox"/>
5.A. Original Sustainability Plan	<input checked="" type="checkbox"/>
5.B. Updated Sustainability Plan	<input checked="" type="checkbox"/>
6. Conclusions and Recommendations	<input checked="" type="checkbox"/>
6.A. Conclusions	<input checked="" type="checkbox"/>
6.B. Reflections on Program Implementation and Impact	<input checked="" type="checkbox"/>
6.C. Evaluation Dissemination	<input checked="" 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	09/30/2020
Grantee Name	Parents And Children Together
Program Director Name	Cheryl Johnson
Program Director Email	cjohnson@pacthawaii.org
Evaluator Name	Denise Uehara
Evaluator Email	duehara@hawaii.edu

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kuhio Park Terrace	6-12

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

Program Description

PACT's 21st CCLC was integrated with PACT's existing afterschool program at Kuhio Park Terrace in Kalihi. Services and activities of PACT'S 21ST CCLC expanded and enhanced existing PACT youth services, targeted new groups of youth, and focused on youth with specific challenges who did not regularly participate in afterschool services on partner school campuses. Lessons learned from the previous years resulted in different approaches to recruiting and engaging participants and their families. Re-conceptualizing the drop-in and study hall activities and use of partnerships resulted in a more streamlined program with a higher number of consistent participants.

Evaluation Design.

The evaluation design of the PACT'S 21ST CCLC program continued to be iterative, evolving as the program developed and adapted to the needs of its participants while also responding to staff turnover. While consistent and long-lasting participation has been challenging, there has been qualitative improvements in the lives of individuals who chose to attend PACT'S 21ST CCLC activities. As a result, we adopted a Success Case Study model of evaluation where qualitative data was used to describe and inform how the contextual factors impacted the lives of participants. Additional data collected included pre and post assessments for specific groups of youth. Additionally, to ascertain student satisfaction with the 21st CCLC program, PACT continued to administer a Client Satisfaction Survey each year.

Evaluation Results.

As defined by the 21st CCLC personnel, success included diverse facets and interpretations. Based on the program's definition and evolving identity, results can be summarized as:

- Regular participation by youth who may not have other alternatives.
- Participation in "meaningful" activities by youth who typically do not engage in school or community supports.
- Improved peer relationships as noted by staff.
- Developed and maintained strong relationships with positive adult role models who are often times the only consistent adult in youth participants' lives.

- Improved school performance related to attendance, attitude, and behavior.
- Serving “one kid at a time” exemplifies the dedication of personnel who remain consistent throughout the grant period. Their positive attitude reflects qualities that are critical when working with the community.
- Maintained program integrity of its intended mission despite ongoing challenges.
- Continued to host parent and community events.
- Established new partnerships with community organizations.
- Increased participation of youth at study hall.
- Continued drop-in services to encourage youth program participation and outreach.
- Continued to develop new program activities in response to participant needs.

Conclusions and Reflections

- With COVID-19, the quick response to purchase & disseminate necessary technological tools to maintain connections should be recognized and commended.
- Consider integrating literacy with other academic or non-academic activities in future endeavors.
- Collecting grant program data via the Hawaii State Department of Education continues to be a challenge although it has been easier since the execution of the Data Sharing Agreement two years ago.
- Hiring and retaining program personnel continued to be a major challenge especially this past year. However, organization staff were able to provide some coverage as well as fill in for specific activities when needed. Cross training of staff across similar programs may help to leverage resources especially when there are shortfalls.
- Participant recruitment and active continued participation remains elusive along with family involvement. Program personnel continued to aggressively recruit with little change in the number of families who actually show up for events. Cultural perceptions and practices may serve as barriers to participation.
- There are many activities for youth to engage in that offer academic and non-academic opportunities. These activities have been geared to participant needs and preferences.
- Data collection efforts have improved with regards to tool development, scoring, recording and storing.

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?

Description of the Organization

Parents And Children Together has been a resource for Hawaii families in need for over 50 years. Founded in 1968 as a single program called the Parent Child Center of Kalihi, PACT has grown to be a trusted provider of diverse confidential services that respond to family and individual crises and hardships across our islands. Today, PACT offers comprehensive and integrated services to strengthen individuals, children, families, and communities experiencing developmental, educational, social, behavioral health, and economic challenges.

Our mission is *Working together with Hawaii's children, individuals, and families to create safe and promising futures*. To achieve our mission, PACT delivers prevention and intervention services recognized locally and nationally as highly effective—producing quality outcomes for individuals, families and communities. Specifically, services address family peace and preservation; early childhood development and education; behavioral health support for youth with severe emotional behavior disorder and their families; prevention and intervention for child abuse and neglect, positive youth development for public housing youth; and community and economic development. Since 2017, we've extended our programmatic expertise to embark on strategic initiatives that involve working with other organizations and sectors of the community to cooperatively address complicated socio-economic issues impacting our state's collective health and well-being, such as sex trafficking and long-term poverty.

Over the past 50 years of serving families in need, PACT has developed extensive organizational knowledge about how the dynamics of long-term poverty create challenges for families and neighborhoods. Once intergenerational poverty becomes entrenched, it can negatively shift the community outlook on safety, health and educational outcomes of an entire population. Our programs are community-based to reflect the cultures and faces of our clients. PACT engages family members and partners from all sectors of the community to define strategies and solutions that reflect the combined knowledge, assets, and skills of each family and the community at large. Being a part of the community, we serve allows us to respond agilely to the emerging needs of the community. Our administrative headquarters is still located in the Kuhio Park Terrace (KPT)/Kuhio Homes public housing community, along with three programs: Head Start-Early Head Start, Community Teen Center, and the Family and Economic Development Center. All other programs are located within the communities they serve or at places

conveniently located along main streets and bus lines. A number of our programs provide services at clients' homes or places in the community according to clients' preferences.

PACT is fully accredited by the Council on Accreditation for Families and Children (COA) and earned superior accolades from its 2016 site review. In September 2017, our Hana Like Home Visitor program received a four-year accreditation and laudatory comments from Healthy Families America, a home visiting model that promotes child well-being and the prevention of child abuse and neglect. PACT is an active member of HANO, PHOCUSED (Hawaii Appleseed), Housing ASAP, Hawaii Children's Action Network, Hawaii Afterschool Alliance, Hawaii State Coalition Against Domestic Violence, Hunger Coalition Project, and is a partner agency and recipient of the United Ways on Oahu, Kauai, and Maui.

Grant Year: Year 6 (2019-20)

Description of the Community and Schools Involved in the Program:

While data is an important part of our description about the community we serve – and it is included below – PACT has serious concerns regarding the youth in KPT and that is what we want to emphasize first.

This community continues to experience an influx of new youth and families that come with new and different sets of challenges that must be addressed. The uptick in the number of youth-initiated negative behaviors that started in previous years continue to seriously impact themselves and the KPT community. These behaviors include underage/young adult drinking and drug use, vandalism, theft, and violence and some high-profile criminal behavior that have been highlighted in local news stories and have, at times, resulted in physical harm to the youth. For example – a number of youth were involved in an accident while driving a stolen vehicle which resulted in the death of one youth and several other serious injuries.

These young people cannot be controlled by parents, police, or security and residents of KPT are still concerned about their personal safety when they have to leave their home when groups of young people are congregating and drinking on the property.

All of this continues to impact PACT's ability to provide services designed to improve school performance for this target population. Before youth can even begin to truly focus on school and academics, their basic needs must be met including their physical needs and physical and emotional safety. For many children and youth living in the KPT community, not even these most basic of needs are being met. During the hours that the youth are with us, staff attempt to provide a sense of belonging, structure, and safety that may be lacking at home, at school, and in the community. But many are finding youth are getting their needs met – as well as they can – elsewhere. This continues to be an up-hill battle and PACT continues to seek new and innovative ways to help participating youth.

Many of the youth – both boys and girls – who previously participated regularly in OST services are now involved in the activities described above and only drop in occasionally or not at all.

Even more than ever, they are not interested in school, are chronically absent, and are experiencing greater levels of school failure. Additionally, a number of parents and families will not allow their children to participate in services outside of school or church because of what they see and experience in their neighborhood – opting to keep their children at home, instead.

Community/School Data

Kuhio Park Terrace/Kuhio Homes. A total of 748 housing units comprise the two, 17-story high rise buildings and low-rise homes, which are home to nearly 3,000 low-income working and non-working individuals.

The profile of KPT/Kuhio Homes shows that this community is at great risk. The median family income for KPT/Kuhio Homes is \$23,095. (\$30,130 is poverty level income for a family of four, Federal Register, January 2020. While most residents (70%) at KPT/Kuhio Homes are working, thirty-one percent of the households receive cash public assistance and 81% received SNAP benefits. Of those families living in poverty, 79% are headed by single females. The KPT/Kuhio Homes community is a mix of long-time residents and the newly arrived. Fifty-six percent of the children attending Linapuni Elementary School, which is located at KPT, have limited English proficiency; 63% of the school population are Compact of Free Association (COFA) migrants, followed by 23% who are Samoan (School Status and Improvement Report, School Year 2018-19). Recent statistics available from the American communities' survey, 2016 five-year data summary paints a picture of high civilian unemployment (15.2% as compared to 5.0% in the rest of Kalihi), low educational attainment with 28% of adults having less than a high school diploma; high numbers of families living below the poverty line (59%), and a significant number speak a language other than English in the home (68.6%).

Children and youth ages 0 to 19 make up nearly half of the KPT/Kuhio Homes population. Linapuni, Fern, and Kalihi-Waena are the elementary schools that serve KPT/Kuhio Homes children. All three of these schools are part of the Community Eligibility Provision (CEP) which allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students (School Status and Improvement Reports, School Year 2018-19). Dole and Kalakaua are the middle schools and Farrington the high school that serve this community with Dole being a CEP school and 63% of Kalakaua students and 54% of Farrington students qualifying for free/reduced lunch. This grant targets youth who live in and around Kuhio Park Terrace and attend Dole and Kalakaua middle schools and Farrington High School. The primary target population are youth who typically are chronically absent from school, experience at least some level of school failure, and are not likely to attend after school programming at their schools.

Public housing communities, such as Kuhio Park Terrace which have concentrations of extremely low-income households and disproportionate numbers of children and youth, are among the most distressed communities in the nation (Hunt, 2012). Other risk factors associated with youth living in public housing include exposure to familial substance abuse, family violence and conflicts, and lack of supervision. Kalihi is notorious for high urban youth gang activity since the late '80s and was targeted by the State as a locale for a youth gang response intervention. The major drug bust at the KPT/Kuhio Homes community in December

2016 that resulted in the arrest of 22 adults and young adults for drug trafficking and firearms charges and the indictment of 37 people shocked the community into realizing the easy and blatant availability of drugs to Kalihi’s youth. This incident hit home the fact that adult and youth gangs were in collusion to forge economic opportunity by selling drugs to all-comers in an “open air, open market” style in this gated, public housing community which, by all appearances during the day, resembles a relaxed island village of multi-ethnic families.

How did the program shift over the life of the project?

The program continues to respond to the needs of the community and staffing resources. Over the life of the project, numerous activities designed to facilitate and support participants ranged from drop-in services and study halls to improving academic, technical and trade skills and knowledge focused programs. Depending on the semester and participants, projects were designed flexibly to address the academic, social emotional and environmental needs of the participants and community. In the last quarter, with quarantine and stay at home orders, the program specifically shifted from in-person to remote services with services delivered via computer for the few students with access, phone for many others, and in-person check-ins at our lunch service or during brief home visits. Administrators and staff had to reconceptualize services to ensure health and safety while at the same time hire staff and continue program implementation. By design, the program has been flexible while holding true to its core mission.

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.	<i>SAMPLE: Improve academic achievement in math</i>
1.	To assist youth in improving their non-cognitive skills by offering a broad array of high-quality youth services and programs.
2.	To assist youth with improving their academic skills by providing academic enrichment opportunities during out-of-school time.
3.	To provide an array of services for families of youth enrolled in the CCLC that will increase family engagement.

3.B.2. Objectives

What specific measurable objectives are being used to address your program’s goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See examples in grey below. Enter all that apply.

Goal	Objective	Measure
1.	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21CCLC program will improve their course marks in math from fall to spring.</i>	Course Marks
	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	Smarter Balanced Assessment
1.	1.1 PACT’s 21st CCLC will offer a variety of high-quality services and activities to promote non-cognitive (SEL) skill development.	Monthly Calendars/Schedules, SEL assessment
	1.2 At least 3 non-cognitive (SEL) skill development activities will be offered each quarter or semester.	Monthly Calendars/Schedules, Group Attendance Forms
	1.3 75% of regular participants will demonstrate improved behavior in school.	Teacher Surveys
2.	2.1 PACT’s 21st CCLC will offer a variety of high-quality services and activities to assist youth in improving academic skills	Monthly Calendars/Schedules
	2.2 At least 2 academic enrichment groups/activities will be offered each quarter or semester.	Monthly Calendars/Schedules, Group Attendance Forms
	2.3 60% of youth who regularly attend PACTs CCLC activities will improve homework completion and class participation.	Teacher Surveys
3.	3.1 At least 4 parent/family engagement activities will be offered each program year.	Monthly Calendars/Schedules, Group Attendance Forms

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
Kuhio Park Terrace	74	6-12
Subgrantee Total	74	

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Kuhio Park Terrace	117	37	6-12
Subgrantee Total	117	37	

* 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 –	2019-20 Enrollment – Regular*	
	Total		
Kuhio Park Terrace	127	44	35%
Subgrantee Total	127	44	35%

* 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?

PACT continued to prioritize students who are facing some of the most difficult academic, attendance, and behavioral challenges in school. The tendency for these young people is to choose not to participate in activities or services intended to “help” them achieve academic success.

It was difficult to meet our enrollment goals during the program year beginning in the Fall session when a number of factors impacted our enrollment and participation rates. These factors included:

1. A major staff change - We have had multiple staff changes in the program since July which included two long-time staff members resigning. We filled in the gaps with supervisors and staff from other Teen Program sites. We are revisiting our retention and engagement strategies as a result of reflecting upon these resignations. Building and maintaining relationships between youth and staff are an important factor when engaging youth and changes in staff highly impact the effectiveness of our work. Even a single staffing change can affect services and participation, and this large number of changes within a short period of time had a devastating impact on participation. Additionally, working in this community and with this population requires individuals who are a good fit –personally committed, culturally responsive, and individually resilient, critical competencies needed to effectively facilitate the program. Recruiting high quality staff is made even more challenging with the low unemployment rate and a limited pool of applicants.
2. A serious lice infestation in the community. After treating the students for lice, many of them stopped attending the program. Although we are not certain, we can surmise that it may be partially due to experiencing shame or discouragement because it most often took at least several treatments to begin to clear up the problem and youth were repeatedly asked to get retreated. We also believe that some parents would not let them return because of this issue. And after a period of time, we saw youth become re-infested as, often, it was only the Teen Center members who were treated and not the entire household or the home.
3. A continued uptick in youth violence and crime. This community continues to experience an uptick in the number of youth-initiated negative behaviors that are seriously impacting themselves and the KPT community. These behaviors include underage/young adult drinking and drug use, increase in brazen vandalism, theft, and violence.

All of this impacted our enrollment and participation rates as well as PACT’s ability to provide services designed to improve school performance. Before youth can even begin to truly focus on school and academics, their basic needs must be met including their physical needs and physical and emotional safety. For many children and youth living in the KPT community, not even these most basic of needs are being met. During the hours that the youth are with us, staff attempt to provide a sense of belonging, structure, and safety that may be lacking at home, at school, and in the community. But many youth are finding their needs met – as well as they can – elsewhere. This continues to be an up-hill battle and PACT continues to seek new and innovative ways to help participating youth.

Efforts to increase participation include:

- Staff strive to develop positive working relationships with kids, which is a critical factor when trying to improve participation and attendance. While this does not always transfer to motivation to change their school performance (although it does in some cases), it increases the likelihood that these youth will continue to participate in services and to increase their participation in the more meaningful activities.
- Staff work very hard to develop activities that are attractive to the kids yet provide opportunities for them to learn and improve academic or life skills.
- Staff offer incentives for participation – primarily through the use of Shaka Bucks which are given for group participation. Youth can purchase snacks, school supplies, and field trip participation with their Shaka Bucks
- While word of mouth and community presence are our biggest recruitment efforts, staff also recruit at community events, set up tables in the building lobbies to meet parents and youth after school, and meet kids while they are walking home from school.
- Staffing was stabilized in January with new staff beginning to build the necessary relationships in the community and COVID hit and in-person program services were pivoted to teleservice. PACT’s newest staff member is a Chuukese speaker and we were relying on his ability to communicate with our Chuukese speaking clientele to develop better relationships with our parents and, using their support, to increase connections with youth - and getting parental support to increase their participation rates. Again, the COVID19 shutdown interfered with implementing this effort.

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

The table will automatically compute totals in the final row.

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Kuhio Park Terrace	117	92%	12	9%	63	50%	93	73%	34	27%
Subgrantee Total	117	92%	12	9%	63	50%	93	73%	34	27%

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 +
	Kuhio Park Terrace	0	0%	2	2%	114	90%	2	2%	4	3%	1	1%	4
Subgrantee Total	0	0%	2	2%	114	90%	2	2%	4	3%	1	1%	4	3%

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.

PACT's 21st CCLC offered the following activities during the Summer 2019: Late Night Basketball League, SPARK (Sports and Recreation), Making Proud Choices (Comprehensive Sex Education), Polynesian Dance, All Stars/Boys Group (Substance Abuse Prevention), Surfrider Spirit Sessions, Middle and High School Transitions, Social Emotional Learning Skill Development, Math Skills, Girls Group, and Drop-In Center. Program youth were also able to participate in activities offered by other contracts including Love Languages, Lomi Lomi (Hawaiian Massage), and Our Whole Lives (comprehensive sex education for younger participants).

During the summer we were able to dig deeper into social-emotional learning by offering weekly sessions specifically geared toward SEL competencies. We leveraged great connections with Surfrider Spirit Sessions, a program that teaches social-emotional learning through surfing. We were able to take 7 boys and 6 girls to the program (although attendance was sporadic for a number of the youth).

Youth also successfully participated in another season of Late Night Basketball -- and players were required to attend Making Proud Choices (a comprehensive sex education curriculum) as a requirement of their participation. Our Polynesian Dance group performed at PACT's Annual Hoolaulea in July. They were a highlight of the day's program; over 500 people parents and community members were in attendance to support them.

While parent involvement has been a struggle within this community – we were able to hold a successful Parent Hui Back to School event on August 1st with 10 parents attending. A parent interest survey was given out to gauge the types of events parents would like to get involved in. We can now use this data to provide programs geared towards their interests.

Describe activities offered during school year 2019-20.

Groups and activities offered during the Fall 2019 included: Study Hall/Homework Help, SPARK (sports and recreation) Undokai (physical activities based on a popular Japanese Sports Festival), Volleyball, Boys Group, Social Emotional Learning skill development, Drop-In Center, Healthy Kids Club (cooking/nutrition provided by EFNEP – University of Hawaii Cooperative Extension), and I Am A Scientist (provided by Chaminade University).

Groups and activities offered during the Spring 2020 included: Study Hall/Homework Help; Drop-In Center, Master Minds (Ed. Enrichment), Cultural Exchange Club, Coconut Sessions (guitar lessons), STEM, SPARK (sports and recreation), Math Hoops, Undokai, Math Whiz, Dodgeball, Arts and Crafts, Hour of Code, Fooducate, Boomwhackers, WOW (Wild Over Work). These were a combination of activities provided by 21st Century staff and staff funded through other contracts.

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

Things changed dramatically after March 16th. PACT implemented a modified services approach for a week – continuing to offer in-person services, with limited numbers of youth, social distancing, and enhanced cleaning procedures. When the Governor's stay at home order was issued on March 23rd, all in-person services closed. Staff continued to work but the following changes were made, and activities implemented:

1. All staff participated in the USDA lunch service program, providing nutritious Grab and Go lunches to youth in the KPT community. Lunch service started during Spring Break week and continued throughout the Spring reporting period
2. Days of the week were changed from Tuesday through Saturday to Monday through Friday
3. Staff attempted to connect remotely or in-person with youth and families to conduct wellness checks and attempt to gain youth participation in remote services. The checks were completed via phone (conversations and texting) or in-person during lunch service. Frequently changing phone numbers was a barrier to successfully making contact with youth and families. Staff attempted to update phone numbers and addresses for our clients during this process.
4. Staff set up a Teen Program Instagram account (@pact_teen) beginning April 17 with check-ins for youth and parents, weekly updates, COVID-19 information (handwashing, DIY masks, etc.), Instagram challenges, and prizes and giveaways. A barrier to youth connecting with us through Instagram, was the lack of computers/tablets at home and little access to the internet.
5. Staff developed a daily Zoom study hall that started in April. Only a few youth attended. As with the Instagram participation, a lack of devices and internet access was a barrier to youth participating in our online study hall.
6. PACT found out in April that we received funding to purchase 100 tablets and Chromebooks to distribute to youth for use at home. With the increased demand for these devices, we had difficulty sourcing them but were finally able to place an order in early May but did not receive our first delivery until June.

7. Shortly after this, the Teen Program received permission to purchase 75 hotspots and monthly data to increase youth and families' access to online services.
8. Staff reached out to our middle schools to offer help to distribute remedial packets to students. We were able to distribute several packets, encourage youth to complete them, and even assisted with returning packets to schools if needed. Several youth were able to complete their packets and pass their class/grade level.

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)?

- Purchased/Borrowed Curricula – Making Proud Choices (MPC), All Stars, Food and Math, Our Whole Lives (OWL)
- Staff-Developed Curricula – Love Languages, Lomi Lomi, etc.
- Materials – books, worksheets, art supplies (paint, brushes, etc.), paper/pens/pencils,
- Sports Equipment – basketball, volleyball, dodgeball, life jackets
- Equipment – Bluetooth or wired speakers, cameras, computers, iPads
- Online School Programs – e.g., iReady

3.E.2 Resources

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

Grant Funds: In addition to 21st CCLC grant funds, funds from other PACT grants are used to provide services to youth enrolled in the 21st CCLC. These grants included Office of Youth Services - Positive Youth Development, BESSD Temporary Assistance to Needy Families (TANF), State of Hawaii Grant In Aid (GIA), and miscellaneous smaller private grants and donations. Through these other funds, 21st CCLC students have access to a wider variety of activities and services provided by staff funded by those grants.

Facilities:

- PACT's Teen Program space at the KPT Resource Center is used for staff offices and program activities
- Better Tomorrows provided resources such as our primary programming space in the B Building tower at KPT and use of outdoor space to support CCLC programs. We were also able to use other spaces in the Towers like the Hospitality Suites to provide other classes and services when needed.

Community Partnerships:

- On-going partnership with Kalihi youth serving agencies who continue to work together to provide our popular Late Night Basketball League and the 808 Junior Chef competition each year. Agencies included in these collaborations are: Kokua Kalihi Valley, Palama Settlement, Susannah Wesley Community Center, YMCA (Kalihi and Nuuanu Branches), Honolulu Police Department Community Policing and Weed and Seed, St. Elizabeth’s Church, Kapiolani Community College.
- Alapa Hoe Canoe Club who provided staffing to include our program participants in the winter regatta season.
- Chaminade University I Am A Scientist Program which brings grade level science experiments to youth in the community to “not only inspire the scientists of tomorrow but to also teach them valuable life lessons.”
- University of Hawaii Cooperative Extension EFNEP (Expanded Food and Nutrition Education Program) provided classes for youth focusing on improving nutrition intake, selecting and purchasing healthy foods, food preparation, storage, safety and sanitation, and managing food budgets.
- Win Together – a program headquartered in Japan who sponsored our Undokai activities. The primary objective of Undokai is to promote physical activity while emphasizing the value of teamwork and good sportsmanship.
- Surfrider Spirit Sessions – a local non-profit that “creates and delivers holistic, ocean-based experiential programs... serving at-risk youth through ocean awareness, environmental sensitivity and Hawaiian Culture.”

In-Kind Personnel

- A number of the groups listed above provided in-kind personnel services that positively contributed to the 21st CCLC program – Chaminade brought at least 10 University students in addition to the lead instructor for each session, EFNEP provided at least 2 instructors for each class, and Surfrider Spirit sessions provided supervisory staff and a mentor for each participant during the sessions.
- A University of Hawaii School of Social Work practicum student provided services through the Teen Program in the fall and spring semesters up through the COVID19 shutdown.

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.

PACT’s 21st CCLC was staffed by a Program Director (assigned part-time to this grant) and three Youth Development Specialists (although 5 Specialists worked for the program throughout the year, only 3 were employed at any given time. Additionally, four other PACT staff provided intermittent services to 21st CCLC youth through other grant funds. A contracted evaluator provided evaluation services.

The Program Director is responsible for oversight of all Teen programs and contracts including the 21st CCLC. Responsibilities include: budget development and management, supervision of staff, fulfilling reporting requirements, and administrative oversight.

Direct service staff's responsibilities include:

- Development and implementation of all program activities
- Track attendance, pre/posttest assessments and other data collection as required
- Assist with 21st CCLC reporting requirements
- Recruitment of youth and family participation
- Data interpretation to inform next steps
- Family outreach

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

Center	Adminis-trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other		
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	
Kuhio Park Terrace	1	0	0	1	0	14	0	0	0	0	0	0	0	0	0	1	0	3*	4
Subgrantee Total		0	0	1	0	14	0	0	0	0	0	0	0	0	0	1	0	3	4

*5 paid staff were employed during they year with a maximum of 3 employed at any given time.

Exhibit 9. Average Hours per Week by Position

Center	Adminis-trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Kuhio Park Terrace	18	10	2	0	0	0	0	2	35
Subgrantee Total	18	10	2	0	0	0	0	2	35

3.G. PARTNERSHIPS

Partnership Data

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

Exhibit 10: Partners

Partner Contributions	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	0
Raise funds	0	0
Provide programming/activity related services	0	12
Provide goods	0	1

Provide volunteer staffing	0	4
Provide Paid Staffing	0	0
Other	0	0
Subgrantee Total	1	16

Partnership Description

Provide a brief description of successes with partnerships.

- Our partnerships with Kalihi service providers continued to be successful with our long-term activities - Late Night Basketball League (LNBL) and 808 Junior Chef activities. The LNBL partnership has been in place for nearly 30 years. While the agencies started planning this year's 808 Junior Chef showcase, we were unable to hold the event due to the COVID19 shutdown.
- A partnership with Mary Star of the Sea Church started to provide weekend snack packs to send home with our youth to help meet food needs when school was not in session. The church expanded their role and also began providing food for our pantry that staff could use to provide snacks during the week.
- All of the agencies and organizations who provided programming and activities (Alapa Hoe Canoe Club, Win Together, Surfrider Spirit Sessions, EFNEP, Chaminade University) were immensely helpful by supplementing program staffing and offering high-interest activities for our youth.

Provide a brief description of challenges with partnerships.

- Our partnerships have been very successful overall. One challenge that goes along with developing successful partnerships is the time commitment required to nurture them and coordinate scheduling and activities.
- Another challenge is for partners to have a good understanding of our population and community and being culturally responsive to their needs and characteristics. Fortunately, many of our partners regularly work in Kalihi and are experienced with similar populations and staff can provide insights and assistance for those partners who are new to working in the community.

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.

We continued to struggle with this component during the 2018-19 program year. Planned activities included:

- Back to School Meeting – 10 parents/families attended this event which is a successful turnout for us – it appears that a big motivator for attending this event was every family who attended received a school t-shirt for their middle school student(s).
- Staff scheduled a training with a Public Health Nurse to help parents and families deal with the uku infestation in October. No parents attended.
- Parents also expressed they wanted access to jobs for themselves or other household members. Staff arranged for Jackson Hewitt staff (a tax preparation business who was recruiting applicants) came to offer potential jobs. Again, no parents/family members attended.
- Family Bingo Night in February – Staff made at least 40 contacts with parents and families with many affirmative responses. However, only 3 parents attended.

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.

Active and meaningful engagement of parents and families in their children’s education is first defined by developing solid relationships with these families. Numerous attempts were made through various neighborhood outreach activities and strategic partnerships with community leaders. However, while initial interactions and conversation were started with some traction, overall momentum to maintain and further develop authentic relationships continues to be a challenge. As noted in previous reports, culturally, the integration of 1) school/formal educational organizations with child rearing and 2) educational development and home responsibilities are not widely recognized or acknowledged as activities related to family involvement.

1. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

Provide a one-paragraph brief overview of the evaluation design.

The evaluation design of the PACT C21 program has always been iterative, continually evolving as the program developed and adapted to the needs of its participants as a result of its participants active/passive participation, inconsistency and transiency. The program continued to be mired with staffing challenges in the last several years and therefore, the evaluation has had to respond flexibly. While consistent and long-lasting participation has been challenging, there has been qualitative improvements in the lives of individuals who chose to attend PACT C21 activities on a regular basis. Therefore, we have maintained a Success Case Study model of evaluation where qualitative data is used to describe and inform how the contextual factors impacted the lives of participants. Furthermore, this in-depth narrative provides a much-

needed story behind the numbers that tend to portray less than successful “outcomes” as typically defined.

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?

What implementation questions are being answered?	<p>Has the program been implemented as planned in the grant application? If no, what changes were made, and why?</p> <p>Which program activities have yielded high participation and /or retention rates?</p> <p>What challenges have been faced during program implementation and how are they being addressed?</p> <p>Which partnerships continue to collaborate and/or provide supports?</p> <p>What are the plans for appropriate program implementation or organizational institutionalization in the coming years?</p>
What data collection methods are being used (e.g. interviews, observations)?	<p>Open ended questionnaires</p> <p>Surveys</p> <p>Site visits</p> <p>Document review</p>
What is the timing of data collection?	<p>On-going</p> <p>Semi-annually</p> <p>Annually</p> <p>As needed</p>
How have the recommendations from previous evaluations been implemented? (Provide examples)	<p>Annual meetings to review recommendations and reflect on the previous year resulted in re-conceptualized participant and family recruitment methods; providing additional advertising for programs; meeting with in-community leaders; developing relationships with neighboring school personnel; reaching out to culturally relevant mentors/models/leaders; and purposefully measuring feasible outcomes.</p>

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	What were the program defined successes as a result of the C21 efforts?	Attendance Behavior reports Surveys Document review	Prior to COVID-19, program successes included steady attendance by regular participants; increased outreach to parents and families; stronger relationships with neighboring schools; increased partnerships with different organizations; improved participation in specific activities; responsive to COVID-19 shutdown needs (purchasing and disseminating technology equipment to remain in touch with participants).
2	What were the sustained partnerships that formed as a result of C21 efforts?	Surveys Document review	Over the past several years C21 has continued to develop and maintain authentic partnerships over time as well as depending on needs. These partnerships have resulted in innovative and culturally relevant academic, recreational, SEL and trade focused programs that best served our population.
3	To what extent did participants build strong professional relationships, with mentors?	Document review Surveys Observations	Youth Adult relationships is one of the most important ways to connect kids with services and although this year was weaker in this area than in previous years, youth did make these connections to staff, and longer term volunteers such as coaches. <ul style="list-style-type: none"> • Mentors included staff and long-term volunteers like our basketball coaches • Some kids – particularly our regular participants – sought out our staff that they had connected with by <ul style="list-style-type: none"> ○ Participating in their groups

			<ul style="list-style-type: none"> ○ Sitting with them at study hall ○ Showing respect even in a negative conversation ○ Spending more time at the Center ○ Improvements in behavior and more willing to problem solve
4	To what extent did participants fully utilize available services?	Attendance Document review Surveys	Some of our youth participated regularly and took advantage of offered groups and services. Full utilization depended on type of services, time of year offered and perceived social value.
5	In what ways did the program continue to make strides in cultivating family involvement?	Observations Attendance Document review	<p>Family/parent involvement has been an ongoing challenge with parents meeting the demands of multiple employment as well as cultural beliefs and practices surrounding this western expectation. Many of C21 families are first generation migrants from the Federated States of Micronesia (FSM) who must work several jobs to support their own as well as extended family members on island and from their home states.</p> <p>Participating in site sponsored events is often difficult, furthermore, the concept of involvement in their children’s education through organizational or institutional opportunities is not a familiar practice. Generational differences in acculturation, language differences and misconceptions about school, beliefs and attitudes, and issues of community identity have been cited as barriers to authentic participation in educational supports from schools and organizations (Onikama, et al, 1998).</p> <p>The participation of 10 families at the back to school event demonstrates progress in cultivating family involvement.</p>

Additional Program Outcomes Information. The summative evaluation established the degree to which the objectives and outcomes have been completed. The evaluation concentrated on the project’s desired outcomes as a result of implementing various activities. The summative evaluation takes the form of a Success Case Study method where the evaluation seeks to uncover the most impactful successes and failures of a program and then tell the stories behind them, backed by evidence.

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.

Has the program been implemented as planned in the grant application? If no, what changes were made, and why? Which program activities have yielded high participation and /or retention rates?

- All program components proposed in the grant application continue to be implemented – although some more successfully than others (see discussion below). However, staff respond to the changing needs and interests of the participants by adapting and adjusting activities.
- Sports and outdoor recreational activities continue to yield high rates of participation and groups, like our Boys Group, that provided a forum for youth to address their needs and concerns also tended to be popular.

What challenges have been faced during program implementation and how are they being addressed?

- See COVID-19 and response to stay at home orders above.
- Staff continues to develop activities that are attractive to youth, while youth still basically want a place to hang out. Mediating these two sides of the same coin remains an iterative process. They also continue to develop and maintain great relationships with kids, a necessary component when working with this population and especially in this environment. However, great relationships may not always transfer to changing school performance. There are various complexities and many variables that are difficult to simultaneously address.
- Consistent staffing continued to be a challenge. When a staffing vacancy occurs, PACT has a formalized hiring process that is implemented immediately. However, with the current unemployment rate and the program's non-traditional working hours, it is sometimes difficult to fill vacancies timely.
- The program continues to have challenges implementing their advisory committee. The committee was reformed and met for the first time in March of 2019.

Which partnerships continue to collaborate and/or provide supports?

- Our ongoing partnerships with Kalihi based youth serving agencies continue to work together to provide enhanced services for youth in this community.
- We had an opportunity to work with the Purple Maia Foundation (PMF) once again this year on the Kalihi Pride Mural Project through Supplemental B funding.
- We continue to work with The Michael's Organization, Better Tomorrows, and other PACT programs to provide holistic services and community events.
- Our strong working relationship with Dole Middle School continued through PACT staff participation on the School Community Council and by working together to provide a series of Career and College Readiness workshops on campus during the Fall of 2018.

What are the plans for appropriate program implementation or organizational institutionalization in the coming years?

- PACT continues to seek funding to maintain current Teen Program services including the 21st CCLC program (see Section 6). Through the 21st CCLC, we have been able to dramatically increase the number of middle and high school aged youth who we have been able to make and maintain connections with – and PACT is committed to continuing these services to address the needs of the young people and the needs of the community. Options include applying for the next round of 21st CCLC funding and seeking funding from other Federal, State, Local, and Private sources.

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)
Kuhio Park Terrace	N	Y	Y	Specify other services.

Core Educational Services Discussion

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

The I Am A Scientist program was provided by Chaminade University. This program has been longstanding in various iterations with different surrounding elementary schools and has been evaluated.

Math activities were offered through a variety of groups and sessions and students were provided access to computers so they could access iReady (an online program used by the schools to monitor student growth throughout the school year) during study hall.

Program-developed activities referenced Hawaii State Content Performance Standards.

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)
Kuhio Park Terrace	Y	Y	N	N	Y	Cultural Exchange Club

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 .
Kuhio Park Terrace	13	PACT had 13 partners active during the 2019-20 program year. These included: Other youth serving agencies and other organizations with whom we collaborated on the 808 Junior Chef project and Late Night Basketball: Susannah Wesley Community Center; Palama Settlement; Kalihi YMCA; Nuuanu YMCA; Kokua Kalihi Valley; Kapiolani Community College Culinary Arts Program; and the Honolulu Police Department Weed and Seed. Mary, Star of the Sea Church provided snack packs to send home with youth over the weekends. Win Together, Chaminade University and the University of Hawaii EFNEP program brought services to the youth at KPT. Surfrider Spirit Sessions and the Alapa Hoe canoe club provided services to youth in community settings.

Community Involvement Discussion

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

As discussed previously, PACT participated with a number of community partners during the year, including:

- Our partnerships with Kalihi service providers continued to be successful with our long-term activities - Late Night Basketball League (LNBL) and 808 Junior Chef activities. The LNBL partnership has been in place for nearly 30 years. While the agencies started planning this year’s 808 Junior Chef showcase, we were unable to hold the event due to the COVID19 shutdown.
- A partnership with Mary Star of the Sea Church started to provide weekend snack packs to send home with our youth to help meet food needs when school was not in session. The church expanded their role and also began providing food for our pantry that staff could use to provide snacks during the week.
- All of the agencies and organizations who provided programming and activities (Alapa Hoe Canoe Club, Win Together, Surfrider Spirit Sessions, EFNEP, Chaminade University) were immensely helpful by supplementing program staffing and offering high-interest activities for our youth.

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

- Our partnerships have been very successful overall. One challenge that goes along with developing successful partnerships is the time commitment required to nurture them and coordinate scheduling and activities.

- Another challenge is for partners to have a good understanding of our population and community and being culturally responsive to their needs and characteristics. Fortunately, many of our partners regularly work in Kalihi and are experienced with similar populations and staff can provide insights and assistance for those partners who are new to working in the community.

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.
Kuhio Park Terrace	13	Back to school meeting. How to deal with a lice infestation Jobs workshop Family Bingo Night

Parent/Family Services Discussion

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

Program staff continued to try various methods to recruit parents and families. Through a trial and error process these numbers reflect consistent low attendance at planned activities. The Back to School meeting saw 10 families participating representing a small success. While education is important to many families in the community, simply attending events often present challenges.

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

Family/parent involvement has been an ongoing challenge with parents meeting the demands of multiple employment as well as cultural beliefs and practices surrounding this western expectation. Many of C21 families are first generation migrants from the Federated States of Micronesia (FSM) who must work several jobs to support their own as well as extended family members on island and from their home states. Participating in site sponsored events is often difficult, furthermore, the concept of involvement in their children’s education through organizational or institutional opportunities is not a familiar practice. Generational differences in acculturation, language differences and misconceptions about school, beliefs and attitudes, and issues of community identity have been cited as barriers to authentic participation in educational supports from schools and organizations (Onikama, et al, 1998).

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
Kuhio Park Terrace	28	24

[Key Performance Indicators (KPIs) – Objective 2

Objective 2 - 21st Century Community Learning Centers are located in high-poverty communities. (Not included here - Communities are already described in [Section 3.A](#), and Free & Reduced Lunch Data are provided in [Section 3C2](#), and [Exhibit 6](#) above.)

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

Objective 3: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.

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

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

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

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

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

4.B.4 Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in [Section 3.B.2](#).

1. **Objective** - State the specific measurable objective
2. **Measure** – state the type of data collected to measure this objective
3. **Results** - Summarize evaluation findings related to this objective
4. **Met/Not met** – for each objective specify one of the following:
 - Met
 - No progress
 - Not met
 - Unable to measure

- Progress

Copy objectives and measures from the table in section [3.B.2](#) into Exhibit 21 below. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 21: Progress on Program Specific Objectives

Objective	Measure	Results	Met/Not Met
1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.	Smarter Balanced Assessment	The gap between percentage of low-income vs. middle or high income students meeting standard in 2019-20 was 9% compared to 15% in 2018-19	Met
1.1 PACT's 21st CCLC will offer a variety of high quality services and activities to promote non-cognitive (SEL) skill development.	Monthly calendars, activity plans	These activities were provided as planned.	Met
1.2 At least 3 non-cognitive (SEL) skill development activities will be offered each quarter or semester.	Monthly Calendars, activity plans, attendance data	These activities were provided as planned	Met
1.3 75% of regular participants will demonstrate improved behavior in school.	Teacher Surveys	NO teacher surveys were completed this year because of COVID	NA
2.1 PACT's 21st CCLC will offer a variety of high quality services and activities to assist youth in improving academic skills	Monthly calendars, activity plans	Activities were provided substantially as planned.	Met
2.2 At least 2 academic enrichment groups/activities will be offered each quarter or semester.	Monthly Calendars, activity plans, attendance data	These activities were provided substantially as planned	Met
2.3 60% of youth who regularly attend PACTs CCLC activities will improve homework completion and class participation.	Teacher Surveys	NO teacher surveys were completed this year because of COVID	NA
3.1 At least 4 parent/family engagement activities will be offered each program year.	Planning, recruitment, and attendance records	These activities were provided as planned but with poor attendance	Met

Achievement of Program-Specific Objectives Discussion

Describe success and challenges in meeting program-specific objectives.

PACT-specific objectives remained essentially the same while the activities to achieve these objectives continue to evolve. Staff worked hard to operationalize SEL activities and work on a way to measure improvement and progress.

Challenges included getting consistent attendance especially in groups designed to increase academic performance.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

- Community partnerships continued to enhance and support program services. PACT staff have continued to nurture partnerships that have been in place for many years and always seek to grow new partnerships. Partnerships have included long-standing relationships with other youth serving organizations to provide continued activities like Late Night Basketball League and 808 Junior Chef. As a result of these collaborations, other unique partners became involved including AlohaCare, a local, non-profit health plan, Honolulu Police Department Weed and Seed and Community Policing divisions. Through a partnership with Mary, Star of the Seas Catholic Church, we were able to provide weekend snack packs for participants to take home to meet some of their food needs when school is not in session and free/reduced meals are not available.
- PACT was able to positively respond to the COVID 19 pandemic and resulting shutdown by:
 - All staff participated in the USDA lunch service program, providing nutritious Grab and Go lunches to youth in the KPT community. Lunch service started during Spring Break week and continued even through the Fall 20-21 Semester
 - Staff attempted to connect remotely or in-person with youth and families to conduct wellness checks and attempt to gain youth participation in remote services. The checks were completed via phone (conversations and texting) or in-person during lunch service. Frequently changing phone numbers has been a barrier to successfully making contact with youth and families. Staff also took this opportunity to update phone numbers and addresses for our clients.
 - Staff set up a Teen Program Instagram account (@pact_teen) beginning April 17 with check-ins for youth and parents, weekly updates, COVID-19 information (handwashing, DIY masks, etc.), Instagram challenges, and prizes and giveaways. A barrier to youth connecting with us through Instagram, is the lack of computers/tablets at home and little access to the internet.
 - Staff developed a daily Zoom study hall that started in April. Only a few youth have attended. As with the Instagram participation, a lack of devices and internet access is a barrier to youth participating in our online study hall.
 - PACT found out in April that we received funding to purchase 100 tablets and Chromebooks to distribute to youth for use at home. With the increased demand for these devices, we had difficulty sourcing them but were finally able to order them but we don't anticipate our first delivery until June.
 - Shortly after this, the Teen Program received permission to purchase 75 hotspots and monthly data to increase youth and families' access to online services.

- Staff reached out to our middle schools to offer help to distribute remedial packets to students. We were able to distribute several packets, encourage youth to complete them, and even assisted with returning packets to schools if needed. Several youth were able to complete their packets and pass their class/grade level.
- 21 CCLC services will be continuing through other funding sources. PACT is pleased to report that there will be no 21 CCLC staff layoffs as a result of this funding ending and program services that were developed through this contract will not end although they may be adjusted to meet new contractual requirements. Nevertheless, a robust array of services will remain available to the targeted population

4.C.2 Best Practices

Community Teen Program philosophy and practices reflect the belief that all youth are worthwhile and can reach their full potential given opportunities to develop the knowledge, skills, competencies, and abilities needed to “complete the business of growing up.” Our Community Teen Program is community-based, and services are based on assets and strengths, focus on the achievement of outcomes, and incorporate the best practices of positive youth development (PYD). Youth Development programs, such as this, provide guidance and support; safe environments; a variety of opportunities that lead to healthy development; and help youth build a core set of assets and competencies that will help them to successfully navigate adolescents and adulthood. PYD programs also help meet the basic needs of youth, including: safety and structure; belonging and membership; self-worth and an ability to contribute; independence and control over one’s life; good relationships; and competence and mastery.

Staff also used evidence-based curricula in group sessions. For example, Making Proud Choices is an evidence-based comprehensive sex education curriculum that has demonstrated outcomes of increasing the age at which young people first become sexually active and reducing the number of partners they have. Youth also learn other responsible sexual health decision making skills.

As participation fluctuates and staffing has been inconsistent, existing staff have been creative in modifying and improving program activities to best meet the needs of this environment.

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.]*

PACT disseminates an annual Consumer Satisfaction Survey. See attached survey questions. Only 17 surveys were completed because of the COVID19 shutdown even though we were able to distribute it virtually this year. Results include:

- 100% of youth believe PACT services have helped them or their family.
- 100% state services were provided when they needed them
- 100% felt staff were friendly and caring
- % felt their culture and background was respected
- 88% thought the services were convenient

- 95% are satisfied with the progress they have made
- 94% expressed overall satisfaction with the program

4.C.4 Pictures

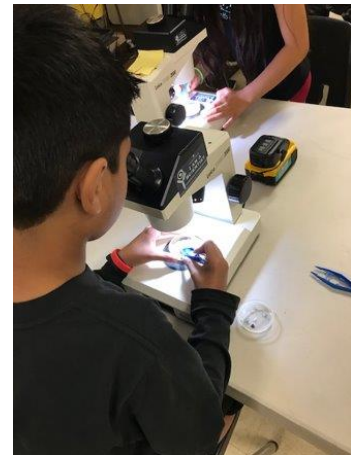
Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress.

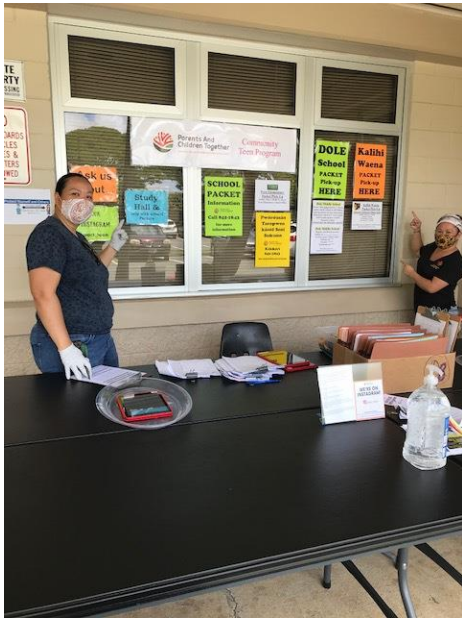


Alapa Hoe Paddling Club



Chaminade I Am A Scientist Program





Lunch Service and Outreach Activities during COVID19 Shutdown



↑*UNDOKAI Activities ↓



5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

Original Plan: Finding funding is only one piece of a sustainability plan. Sustainability starts with designing and implementing a cadre of strong, evidence-based services that show positive results. Next, we must build collaborative partnerships that contribute to the quality of the program and have a stake in making sure the program continues. And we must create advocates for the program (i.e., leaders in education, business, government, and others) who will use their influence to generate support for the continuation of the program. Finally, developing a diverse and stable funding base is the last piece of a strong sustainability plan that would also include hiring staff who understand the population and community.

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?

As of the writing of this report, funds have been obtained to maintain all staff and facilities involved in the 21st CCLC through the end of Fiscal Year 2021. PACT is committed to maintaining the progress that has been made during the tenure of this grant – even bringing it back to the pre-COVID level of services.

Components that will be maintained:

- Drop-In Services
- Study Hall/Homework Help
- Social Emotional Learning
- Skill Building Groups and Activities
- Family Engagement

Plans have been made to transfer all equipment purchased at a value of \$250 or more to Dole Middle School. This includes iPads, MacBooks, desktop computers, computer cabinet, storage cabinets, and a projector.

6. Conclusions and Recommendations

6.A CONCLUSIONS

- With COVID-19, the quick response to purchase & disseminate necessary technological tools to maintain connections should be recognized and commended.
- Consider integrating literacy with other academic or non-academic activities.
- Collecting grant program data via the Hawaii State Department of Education continues to be a challenge although it has been easier since the execution of the Data Sharing Agreement a 2 years ago.
- Hiring and retaining program personnel continues to be a major challenge especially this past year. However, organization staff were able to provide some coverage as well as fill in for specific activities when needed.
- Participant recruitment and active continued participation remains elusive along with family involvement. Program personnel continue to aggressively recruit with little change in the number of families who actually show up for events.
- There are many activities for youth to engage in that offer academic and non-academic opportunities.
- Data collection efforts have improved with regards to tool development, scoring, recording and storing.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

While PACT realizes the importance of improving academic performance, we also realize that for many of our youth, it is difficult to address academics when basic needs are not met, social issues take precedence over school achievement, and health and well-being are in question – and when the most important relationships and role models are peers who are equally in distress.

Program staff work hard – and successfully – at building relationships, establishing trust, mentoring, and providing support and guidance as a precursor to addressing school success. There needs to be a focus on these basic needs at least as much as a focus on academic progress. While there is much work to do, PACT is making a positive impact on youth and the community.

6.C EVALUATION DISSEMINATION

This evaluation report will be shared with the advisory group, partners, and PACT staff as appropriate. Staff will have access to an electronic copy of the report. Additionally, the report will be posted on PACT's website.