

# Pearl City Complex

## Year 5 Final Evaluation Report SY2019-21

Reporting Period: June 4, 2019 – May 28, 2020

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# 1. General Information

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*Exhibit 1: Basic Information Table*

<b>Required Information</b>	
<b>Date Evaluation Report Submitted</b>	September 30, 2020
<b>Grantee Name</b>	Pearl City Complex 21st Century Community Learning Centers
<b>Program Director Name</b>	Christina M. Smith
<b>Program Director Email</b>	christina.smith@k12.hi.us
<b>Evaluator Name</b>	Tamara Tom
<b>Evaluator Email</b>	tmytom@hawaii.edu

*Exhibit 2: Center Information Table*

<b>Center</b>	<b>Name of Center</b>	<b>Grade Levels Served</b>
<b>Center 1</b>	Lehua Elementary School	PK-6
<b>Center 2</b>	Pearl City Elementary School	K-6
<b>Center 3</b>	Waiiau Elementary School	K-6

*Moving forward, the centers are in the same order for the tables to come.*

## 2. Executive Summary

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The Pearl City Complex 21st Century Community Learning Centers grant is comprised of three centers at Lehua Elementary, Pearl City Elementary, and Waiiau Elementary schools. This report covers Year 5, the final full year of funding. Centers provided before- and after-school, intersession, and summer activities to students from Pre-Kindergarten through Grade 6, with 39% of enrolled students, attending thirty days or more during the school year.

A continuous evaluation design monitored implementation of programming to conclude with an assessment of the impact on enrolled students' attendance, student behavior, and student achievement. A 21st CCLC Teacher Survey was to be used to measure improvement in student learning behavior, classroom achievement, and student participation. The survey was not administered due to school closures because of COVID-19.

The grant successfully delivered programming for 518 students from Pre-Kindergarten through sixth grade, exceeding the sub-grantee target of 405 students. The grant provided activities attended by 530 adult family members during Year 5, exceeding the sub-grantee participation targets of 200 adult family members. Programming met all implementation goals and objectives of providing math literacy instruction, tutoring and enrichment; reading and science enrichment; fine arts, performance arts, recreational, and health and wellness programs; and homework assistance. A focus on the General Learner Outcomes (GLOs) set expectations for learning and behavior in all center programming.

The Pearl City Complex 21<sup>st</sup> Century Community Learning Center program was successful in implementing this grant. The goals and objectives were consistently met with integrity and the impact of implementation was documented throughout the five years. Each of the three centers grew their enrollment and regular attendance. After a monitoring in 2018, the project addressed all findings satisfactorily including implementing and documenting a comprehensive emergency readiness program that aligns with the school-day protocols. Reflecting on the program, two areas must be addressed during any sustaining efforts.

First, supplemental programs must plan to communicate regularly with the school-day staff and administration to align curriculum goals and social/emotional norms (i.e. General Learner Outcomes). This communication is vital to creating a program that meets the specific needs of the students. The communication and alignment promote unity and helps with eliminating confusion between the school-day programs and out-of-school time programs for parents.

Second, Family Engagement Activities should be designed with a focus to bring student/parent/educational objective together in an active, non-threatening activity to acknowledge the roles the student, parent, and school all play in working toward academic success. Gathering a large group in a cafeteria will get the information out through a guest speaker, however, a more interactive agenda will welcome families to be engaged in learning. It is important to be creative like having stations that families rotate through to gather the information: a photo-booth, a craft project, an online survey with QR coding, a meet and greet with school-day administration and counselors through a scavenger hunt. These creative activities lead to the success of the Pearl City 21CCLC family engagement attendance.

## 3. Program Description

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### 3.A. Program Description

The *Pearl City Complex: 21<sup>st</sup> Century Community Learning Centers Project* was established and is implemented by the Pearl City Complex to meet the community and student academic needs by providing after-school academic and enrichment activities at identified sites. Site programs address three identified needs. The first is a lack of after-school programming. The second is persistent achievement gaps in its eligible schools. The third is student transience.

Site Coordinators planned and implemented site-level activities lead by a Project Director who provided oversight, direction, and ensured implementation compliance across the complex. School-day Administrators actively participated on an Advisory Council together with community partners to review progress, make recommendations for new programs, and pursue sustainability plans. The Administrators provided site collaboration between school-day and out-of-school time activities including aligning student needs to programming offerings, collaborating on curriculum, identifying and recruiting students, and providing demographic and academic data needed for reporting.

In 2015, three complex schools were eligible to apply for the 21<sup>st</sup> CCLC grant, Lehua Elementary (LEL), Pearl City Elementary (PCEL), and Waiiau Elementary (WEL), with over 40% of their student population receiving free or reduced lunch status. In the final year of this grant (Year 5), the number of economically disadvantaged students remains above the state average.

*Pearl City Complex 21CCLC SES Percentages*

School	Y1 2014-15 SY	Y5 2019-20 SY	2019-20 SY State Average
Lehua Elementary (LEL)	53%	58.46%	46.27%
Pearl City Elementary (PCEL)	58%	55.61%	
Waiiau Elementary (WEL)	48%	49.90%	

Over the five years of the grant, programs gradually provided a more diverse range of enrichment activities offered to students. Program started with math enrichment classes and some basic arts and crafts and physical education activities and grew to include gardening, ukulele, a

variety of sports, drama, puppetry, song writing, leadership, and digital media. Each site consistently provided tutoring in core academic areas and homework assistance.

All sites consistently provided summer, intersession, and school year programs and grew enrollment. A focused effort was made to increase regular attendance (attending 30 days or more) in each year of the grant. Results varied each year.

### 3.B. Program Goals and Objectives

#### 3.B.1. Goals

Goal 1	Provide academic opportunities, improving achievement standards in core academic subjects during non-school hours.
Goal 2	Offer enrichment and recreation activities to reinforce and complement the regular academic program of participating students to improve positive behavior changes.
Goal 3	Provide opportunities for the educational development of adult family members of students served by community learning centers.
Goal 4	Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity.

#### 3.B.2. Objectives

Goal	Objective	Measure
Goal 1	Establish a Math Academy at each site to provide math literacy instruction, tutoring, and enrichment to increase understanding of concepts, acquire appropriate terminology, and construct high quality written responses.	Weekly Schedules; Activity Forms; Program Observations
	Establish reading and science enrichment activities at all sites providing learning activities focusing on providing highly engaging content that fosters an excitement in learning.	Weekly Schedules; Activity Forms; Program Observations
	Demonstrate and document student academic and behavioral improvements. Students regularly participating in the program will show improvement in achievement through measures including teacher surveys, Strive HI individual scores and/or quarterly report card marks.	Strive HI scores; report card marks; teacher surveys
Goal 2	Provide enrichment programs such as fine arts, performance arts, recreational, and health and wellness programs.	Weekly Schedules; Activity Forms; Program Observations
	Integrate the General Learner Outcomes (GLOs) to provide high expectations for students' learning and behavior.	Program Observations
	Provide homework assistance centers.	Weekly Schedules; Activity Forms; Program Observations

Goal	Objective	Measure
Goal 3	Provide educational opportunities for adult family members of 21st CCLC student participants including parent meetings for program orientations and student support.	Family Engagement Reports; Attendance of adult family members
Goal 4	Increase and maintain collaboration with stakeholders. An Advisory Council will be formed to monitor program progress, determine areas of need, and provide resources to the program.	Agenda, sign-in, meeting minutes
	Supplement and sustain identified program components through partnerships and networking.	Agenda, meeting meetings, documentation of partnerships

### 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
Lehua Elementary School	54	K-3
Pearl City Elementary School	76	K-6
Waiau Elementary School	96	K-6
<b>Subgrantee Total</b>	<b>220</b>	

*Exhibit 4: Students Served in School Year 2019-20 (Fall & Spring combined)*

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Lehua Elementary School	194	68	PK-6
Pearl City Elementary School	157	32	K-6
Waiau Elementary School	167	101	K-6
<b>Subgrantee Total</b>	<b>518</b>	<b>201</b>	

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

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	
Lehua Elementary School	194	68	35%
Pearl City Elementary School	180	32	20%
Waiau Elementary School	167	101	60%
<b>Subgrantee Total</b>	<b>541</b>	<b>201</b>	<b>39%</b>

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

### Attendance Discussion

Students continue to be recruited in a variety of ways at each center.

At Lehua Elementary School, priority is given to students who teachers nominate for enrollment based on academic or social/emotional needs, students who qualify for Free/Reduced Lunch and students who indicated a limited access to technology at home are also prioritized to attend out-of-school time classes. This site continued to offer Interest Based classes including Choir, Student Leadership, Basketball, Math Olympiad, and Leadership/Community Service. Any interested student may enroll if the class is available in their grade level.

Pearl City Elementary School sends applications all students. Students are assigned to an academic-focused class and then may select an interest-based activity including Career & Character Development, Digital Media, Language, Drama, Gardening, Music (Vocal/Instruments), and Sports. Continued participation is monitored and students must keep up with school day classwork to continue participation. Classroom teachers, the school counselor, and/or administration report any behavioral concerns that may help or hinder the school-day success of the student and the 21CCLC team works closely with the school staff to ensure a positive experience both during the school-day and after-school.

At Waiiau Elementary School, invitations are sent to identified students based on a) RTI level, b) teacher recommendation, c) counselor/administration recommendation, and d) parent request (if space available). Students may come from the A-Plus Afterschool program for a class and then return after 21CCLC programming has ended. Consistent follow-up when students miss 21CCLC class to grow regular attendance made a difference this year. Follow-up included a call home to discuss absences, visiting the student during the 21CCLC class to “check-in” and monitor involvement, and working with the school-day teacher to assist in reminding the student to head to 21CCLC class at dismissal.

All sites met their Targeted Participation goals which indicated enrollment, not on regular attendance.

*Pearl City Complex 21CCLC Longitudinal Enrollment (19/20 combined and unduplicated)*

Center	Target	Year 1	Year 2	Year 3	Year 4	Year 5
Lehua Elementary School	105	43	166	177	206	194
Pearl City Elementary School	150	44	170	156	185	180
Waiau Elementary School	150	48	176	175	192	167
<b>Subgrantee Total</b>	<b>450</b>	<b>135</b>	<b>512</b>	<b>508</b>	<b>583</b>	<b>541</b>

*\*Project funding received March 2016, not a fully funded year*

### 3.C.2 Participant Characteristics

The following two tables to indicate for each site the characteristics of program participants including: Free/Reduced Lunch eligible, Special Needs qualified, identified English Language Learners, Gender, Race/Ethnicity.

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Lehua Elementary School	110	57%	22	11%	41	21%	98	51%	96	49%
Pearl City Elementary School	87	48%	13	7%	21	12%	88	49%	92	51%
Waiau Elementary School	97	58%	6	4%	1	1%	71	43%	96	57%
<b>Subgrantee Total</b>	<b>294</b>		<b>41</b>		<b>63</b>		<b>257</b>		<b>284</b>	

*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 +
Lehua Elementary	0	0%	29	15%	40	21%	11	6%	46	24%	31	16%	37	19%
Pearl City Elementary	0	0%	42	23%	35	19%	1	1%	39	22%	13	7%	50	28%
Waiau Elementary	0	0%	22	13%	51	31%	0	0%	49	29%	0	0%	45	27%
<b>Subgrantee Total</b>	<b>0</b>		<b>93</b>		<b>126</b>		<b>12</b>		<b>134</b>		<b>44</b>		<b>132</b>	

*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

#### *Activities Offered During Summer 2019*

Center	Summer 2019 Activities
Lehua Elementary School	<ul style="list-style-type: none"> <li>Arts &amp; Music (Polynesian Dance, Grade K, 2, 3)</li> <li>Literacy (Ramp Up – Kindergarten, Grade 2, Grade 3)</li> </ul>
Pearl City Elementary School	<ul style="list-style-type: none"> <li>Arts &amp; Music (Beginning and Advanced Digital Media, Grade 3-6; Cooking, Grade 1-6; Dance, Grade 3-6)</li> <li>Community/Service Learning (Gardening, Grade 1-6; Life Skills, Grade 3-6; Recycling Crafts, Grade 1-4)</li> <li>Counseling Programs (Social Skills, Grade 1-4)</li> <li>Entrepreneurship (Entrepreneurship Skills, Grade 4-6)</li> <li>STEM (Building and Creation, Grade 3-4; Chess and Other Strategy Games, Grade 2-5)</li> <li>Tutoring (ELA Building Skills, Grade 2-3; Math Building Skills, Grade 2-3)</li> </ul>
Waiau Elementary School	<ul style="list-style-type: none"> <li>Arts &amp; Music (Art Around the World, Grade 4-6)</li> <li>Literacy (Hawaiian Language Immersion Class, Grade 1-6)</li> <li>STEM (Science Fun, Grade 1-3; Bricks 4 KIDZ, Grade 1-3; Coding, Grade 4-5)</li> </ul>

#### *Activities Offered During School Year 2019-20*

Center	School Year 2019-20 Activities
Lehua Elementary School	<ul style="list-style-type: none"> <li>Arts &amp; Music (Art Club, Grade 2-4; Na Mele O Lehua, Grade 3-6; Ukulele, Grade 6)</li> <li>Physical Activity (Basketball, Grade 4-6; Girls on the Run, Grade 3-6; Track, Grade 4-6)</li> <li>STEM (Math Olympiad)</li> <li>Tutoring/Homework Help (Lehua Learning Center, Grade 1-3; Lehua Learning Center, Grade 4-6)</li> <li>Youth Leadership (Student Lighthouse Team, Grade 4-6)</li> </ul>
Pearl City Elementary School	<ul style="list-style-type: none"> <li>Arts &amp; Music (Art, Grade K; Art Around the World, Grade 4-6; Beginning and Advanced Digital Media, Grade 3-6; Student Showcase, Grade K-6; Vocal Instruction, Grade 3-6)</li> <li>Community/Service Learning (Gardening, Grade K-6; Positive Action Matters!, Grade 4-6)</li> <li>Literacy (DIY-Magazine Junk Journaling, Grade 4-6)</li> <li>Physical Activity (Physical Education, Grade 5-6)</li> </ul>

Center	School Year 2019-20 Activities
	<ul style="list-style-type: none"> <li>• STEM (Chess and Other Strategy Games, Grade 4-6; Coding and Technology, Grade 5; Fun with Math Facts, Grade 1-2; Math Games, Grade 3-4)</li> <li>• Tutoring/Homework Help (Reading and Writing, Enrichment, Grade 4-6)</li> </ul>
Waiau Elementary School	<ul style="list-style-type: none"> <li>• Arts &amp; Music (Art, Grade 2-3; Art, Grade 4-6; Puppetry, Grade 1-2)</li> <li>• Community/Service Learning (Winter Program, Grade 2-6)</li> <li>• Homework Help (Morning Centers, Grade 1-6)</li> <li>• Literacy (Hawaiian Immersion Music Class, Grade 1-6)</li> <li>• STEM (Aquaponics, Grade 4-6)</li> <li>• Tutoring (Hawaiian Immersion Tutoring, Grade 1-6)</li> <li>• Youth Leadership (Hui Mālamalama, Grade 4-6)</li> </ul>

*Activities Offered during Spring 2020 During COVID-19 School Closure*

Activities Offered During Spring 2020 During Covid-19 School Closure	
Center	Covid-19 School Closure Activities
Waiau Elementary School	<ul style="list-style-type: none"> <li>• Literacy (Book Study &amp; Writing Enrichment, Grade 1-6)</li> </ul>

### 3.E. Characteristics of Program Materials and Resources

#### 3.E.1. Program Materials

Programming at each center complemented and supplemented regular school-day initiatives and curriculum. Program leaders used the same curriculum maps, benchmarks, and standards. Software used in homework centers and tutoring classes included iReady – a diagnostic assessment software used by all three schools to identify students’ needs and monitor academic progress during the school year.

#### 3.E.2 Resources

Centers utilized grant funds to hire staff and purchase supplies. The school provided physical facilities and equipment usage (copier, Internet, lab computers, air conditioning, electricity) and in-kind personnel (administration, counselors, school-day staff) to provide a safe environment

for programs. Community Partnerships included local businesses providing guest speakers, facility tours, and small incentives for student participants.

### **3.F. Staff and Others Involved in the Program**

**Project Director:** The Project Director was responsible to plan, develop, implement, and evaluate overall programs, services and activities to ensure they meet state objectives and the needs and interests of students. The Project Director ensured the reporting of student data and information from each center to meet grant reporting requirements to ensure that timelines will be met.

**Clerk:** Provided administrative and clerical services integral to a 21CCLC programs including payroll, payroll certification, purchasing, and invoice payments.

**Site Coordinators:** The Site Coordinators at each center were responsible to plan, implement, hires, supervises, and evaluates all staff, programs and activities to help students strive to improve in academics, attendance, and behavior. The Site Coordinator was also responsible for site safety and submitting required documentation and proposal deliverable in a timely manner.

**Activity Leaders:** Activities leaders were responsible to plan, prepare, and direct learning of specific classes offered during 21CCLC programs. These individuals ensured a safe and organized program, facilitating a safe and welcoming experience for program participants. Activity Leaders were required to take attendance, initiate and maintain communication with school-day teachers, student families, and follow health and safety protocols (emergency drills, maintain records of arrival/dismissal times of students, releasing student to approved adults).

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
Lehua	1	0	0	0	0	0	0	0	0	0	10	1	0	0	0	0	0	10
Pearl City	1	0	0	0	7	1	0	0	0	0	6	0	1	0	0	0	0	0
Waiau	2	0	0	0	0	1	0	0	0	0	12	0	0	1	0	0	0	0
<b>Subgrantee Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>

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
Lehua	12	n/a	0	n/a	n/a	4	0	n/a	n/a
Pearl City	17	n/a	8	n/a	n/a	10	10	n/a	n/a
Waiau	15	n/a	5	n/a	n/a	10	10	n/a	n/a
<b>Subgrantee Total</b>	<b>16</b>	<b>n/a</b>	<b>8</b>	<b>n/a</b>	<b>n/a</b>	<b>10</b>	<b>12</b>	<b>n/a</b>	<b>n/a</b>

### 3.G. Partnerships

#### Partnership Data

Exhibit 10: Partners

Partner Contributions	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	0
Raise funds	0	2
Provide programming/activity related services	0	11
Provide goods	0	5
Provide volunteer staffing	0	2
Provide Paid Staffing	0	3
Other	0	0
<b>Subgrantee Total</b>	<b>0</b>	<b>23</b>

### Partnership Description

The Pearl City Complex 21<sup>st</sup> Community Learning Centers continue to have strong partnerships and work closely with the host school administration and staff to recruit students, identify out-of-school time programs and activities to support school's Academic Plan and provide additional supports to assist student in achieving academic success.

Community partnerships include coordination with the A-Plus Afterschool programs so students may attend programming at both afterschool programs.

Local business are sources of miscellaneous supplies during Family Engagement Activities and student incentives, provide facility tours, and schedule guest speakers.

It is always a challenge to maintain established partnerships and establish additional ones. The after-school program does vie for resources against school-day initiatives and activities. As relationships are built, community partners have begun to lend more support during the school day, as their own employees are able to volunteer during their work day for "credit." It has been vital that we work through the Advisory Council to help community partners see the importance of their continued support, responsibility, and value to the 21<sup>st</sup> CCLC programs in addition to their generosity to the entire school.

### **3.H. Parent/Family Involvement**

Centers planned for a variety of Family Engagement Activities for the 2019-20 School Year. Center 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.

Announcements and invitations to Family Engagement events are distributed through 21CCLC classes and school monthly bulletins because some events are used to recruit students for enrollment. Site Coordinators maintain records of activities through a Family Engagement Report requiring information including logistics, flyers, agendas, sign-in sheets, results of evaluation/survey completed by participants.

Evaluations and surveys are a challenge to be completed. Feedback is used to plan future events or follow up with family needs.

*Lehua Elementary Family Engagement Activities During School Year 2019-20*

Center	Description	Adult Attendees (Grade K-5)	Adult Attendees (Grade 6-12)
Lehua Elementary School	Family Fun Fest <ul style="list-style-type: none"> <li>• Music, games/crafts, family photo booth, mini pumpkin patch, popcorn</li> <li>• Meet other 21CCLC families</li> <li>• Participate in costume contest (superheroes, cutest, scariest, most original)</li> </ul>	50	20
	Girls on the Run Mock 5K <ul style="list-style-type: none"> <li>• Practice 5K for the upcoming GOTR 5K</li> <li>• Come to run/walk with the girls, or cheer on and encourage them</li> </ul>	3	0
	ELL Meet and Greet <ul style="list-style-type: none"> <li>• 21CCLC ELL students meet &amp; greet ELL staff, administration, bilingual school home assistants</li> <li>• Connect with other parents</li> <li>• Learn about the ELL program</li> <li>• Create a pumpkin catapult with child</li> </ul>	5	1
	Deaf/Hard of Hearing Family Social <ul style="list-style-type: none"> <li>• Parents are invited to socialize, network, and share. Special guest, Mr. Ed Chevy, an adult member of the deaf community and parent of a D/HH child will share magic, sign language, songs, and fun</li> <li>• Encourage families to sign up for 21CCLC programming if not already enrolled</li> </ul>	5	1
	Winter Festival <ul style="list-style-type: none"> <li>• Gingerbread house building</li> <li>• Holiday craft</li> <li>• Photo booth</li> <li>• Festive music</li> <li>• Enjoy a night with 21CCLC family and friends</li> <li>• Open House for 21CCLC classes</li> </ul>	38	7
<b>Lehua Elementary Total</b>		<b>101</b>	<b>29</b>

*Pearl City Elementary Family Engagement Activities During School Year 2019-20*

Center	Description	Adult Attendees (Grade K-5)	Adult Attendees (Grade 6-12)
Pearl City Elementary School	21CCLC Open House and Summer Showcase <ul style="list-style-type: none"> <li>• Open House for fall 21CCLC students and families</li> <li>• Showcase of summer classes (projects, assessments, pictures, etc.)</li> </ul>	67	8
	Harvest Fest <ul style="list-style-type: none"> <li>• Read aloud activity</li> <li>• Craft with speaking/listening skills focus</li> <li>• Bonding with 21CCLC family members through collaborative activities</li> </ul>	46	0
	Winter Wonderland <ul style="list-style-type: none"> <li>• Winter family crafts</li> <li>• 21CCLC class displays</li> <li>• 21CCLC family networking</li> </ul>	103	20
<b>Pearl City Elementary Total</b>		<b>216</b>	<b>11</b>

*Waiau Elementary Family Engagement Activities During School Year 2019-20*

Center	Description	Adult Attendees (Grade K-5)	Adult Attendees (Grade 6-12)
Waiau Elementary School	Open House/21CCLC Showcase <ul style="list-style-type: none"> <li>• Orientation for enrolled 21CCLC students and parents</li> <li>• Showcase of summer activities similar to planned fall classes</li> </ul>	53	0
	Papa 'Olelo Hawai'i (Hawaiian Language Parent/Child Classes) <ul style="list-style-type: none"> <li>• Mondays, 5-6 pm</li> <li>• Weekly Focus/Themed activities</li> <li>• Continued support through a hawaiian Language Parent/Child class to increase Hawaiian Language Development with families (<i>Waiau Elementary is a Hawaiian Immersion School</i>)</li> </ul>	120	0
<b>Waiau Elementary Total</b>		<b>173</b>	<b>0</b>

## 4. Evaluation

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### 4.A. Evaluation Plan

#### 4.A.1. Evaluation Design Overview

Ongoing evaluation to assess the implementation and impact of the Pearl City Complex 21st Century Community Learning Centers (21CCLC) included student program attendance, student behavioral changes, and student achievement.

A planned Teacher Survey would have been used to measure improvement in student learning behavior, classroom achievement, and student participation in a classroom setting. Unfortunately, due to the COVID-19 school closures during the 4th quarter, program attendance was severely affected and the survey was not conducted.

#### 4.A.2. Implementation Evaluation

<p>What implementation questions are being answered?</p>	<ol style="list-style-type: none"> <li>1. Has the program been implemented as planned in the grant application? If no, what changes were made, and why?</li> <li>2. What challenges have been faced in implementing the program, and how are those challenges being addressed?</li> <li>3. Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?</li> <li>4. Are program activities interesting and valuable to students, teachers, administrators, and community partners?</li> <li>5. What are effective program implementation strategies?</li> </ol>
<p>What data collection methods are being used (e.g. interviews, observations)?</p>	<p>Activity Leaders collect data on attendance and monitor academic progress in their class using formative and summative assessments.</p> <p>Site Coordinators gather enrollment data, compile attendance data, complete Program Observations, and report on programming and family engagement activities.</p> <p>The Project Director compiles attendance/demographic data on enrolled students and staffing; makes site visitations to observe programming implementation, conducts interviews of students, staff, and parents, and reports on fiscal data as requested by the state.</p>

<p>What is the timing of data collection?</p>	<p>Data is collected regular by semester. The reporting periods of the 2019-20 grant year were:</p> <p style="text-align: center;">Summer Semester: June 4 – July 26, 2019          Fall Semester: August 5, 2019 – January 3, 2020          Spring Semester: January 7 – May 28, 2020</p>
<p>How have the recommendations from previous evaluations been implemented? (Provide examples)</p>	<p>Recommendation: Maintain the number of enrolled students at each center. Increase the number of Regular Attendees (attending 30 days or more in fall and spring) at each center. Continue family engagement activities at each center.</p> <ul style="list-style-type: none"> <li>• Centers were on track to maintain the number of enrolled students from the previous year. Due to the COVID-19 school closures, enrollment levels were less than the previous year, however all centers did meet their target enrollment goal.</li> <li>• Centers were able to improve the number of students designated as regular attendee despite the COVID-10 school closures by focusing on encouraging regular attendance starting with fall programs.</li> <li>• All centers provided family engagement activities and met targeted attendance goals.</li> </ul> <p>Recommendation: Continue to administer the Teacher Survey in order to understand educator perspectives at each center. Consider administering a student survey to gauge the program impact from the student point of view and gain an understanding of student interests. Consider administering a family survey to assist in describing parent perspectives on program impact. Re-examine school-level achievement gap information from 2014-2014 to assess where gaps may have changed.</p> <ul style="list-style-type: none"> <li>• Centers were unable to administer the teacher surveys due to the COVID-19 school closures.</li> <li>• Centers were unable to administer a family survey at the end of the program year due to the COVID-19 school closures.</li> <li>• Centers were unable to administer student surveys at the end of the program year due to the COVID-19 school closures.</li> <li>• Due to COVID-19 school closures, there were no Quarter 4 or End of the Year grades or other school-level achievement gap information that could be used to compare similar data points from the data used to initially identify student needs for this grant proposal.</li> </ul> <p>Recommendation: Continue to meet as an Advisory Council to explore sustainability options once grant sunsets.</p> <ul style="list-style-type: none"> <li>• In the fall semester, the Advisory Council began to identify specific programs/activities to target for sustainability. The programs were initially identified through high enrollment, high attendance, and informal student/parent/community feedback.</li> <li>• Initial programs included summer transitional programs, aligning programming with the complex area Literacy Grant efforts (for staff development, curriculum, and funding), aligning with the district EL efforts (initiative direction and funding), and creating a tutoring training program for employees of community partners to provide volunteer tutoring staffing.</li> <li>• During the summer, the Advisory Council met virtually to discuss sustainability through the 2020 21CCLC RFA.</li> </ul>

### 4.A.3. Outcomes Evaluation

*Exhibit 11: Outcomes*

	<b>What outcomes questions are being answered?</b>	<b>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)</b>	<b>For each question, describe the outcome.</b>
<b>1</b>	To what extent do students who participate in the program show improvements in behavior?	Student behavioral improvement is measured using the 21CCLC Teacher Survey completed at the end of the school year by school-day classroom teachers for students attending 30 days or more.	Survey was not conducted due to COVID-19 school closures.
<b>2</b>	To what extent do students who participate in the program show academic gains?	Student behavioral improvement is measured using the 21CCLC Teacher Survey completed at the end of the school year by school-day classroom teachers for students attending 30 days or more.	Survey was not conducted due to COVID-19 school closures.
<b>3</b>	To what extent has the program achieved its objectives?	<p>Attendance data is measured against the program target student enrollment and family participation figures.</p> <p>Site Coordinators meet to report on how center activities contribute toward meeting program objectives.</p> <p>Project Director maintains Semester Reports, Activity Forms, Family Engagement Reports, Emergency Readiness Reports, and Advisory Council minutes to document the program has achieved its objectives.</p>	<p>All centers met both student enrollment and family participation targets.</p> <p>All centers meet Goals 1, 2, and 3 of the program's proposal.</p> <p>The Advisory Council minutes reflect efforts to meet Goal 4 objectives.</p>

	<b>What outcomes questions are being answered?</b>	<b>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)</b>	<b>For each question, describe the outcome.</b>
<b>4</b>	What factors have affected program success?	<p>Program Observations</p> <p>Family Engagement Activities at specific centers</p> <p>COVID-19 school closures</p>	<p>Program Observations were conducted by a variety of community members (site coordinators, administration, school-day teachers, parents, and community partners). This simple form provided a directed opportunity for more members of the school community to become familiar with 21CCLC programs and experience programming.</p> <p>Family Engagement Activities were planned with school-day staff to ensure relevant initiatives were addressed and emphasized to 21CCLC families.</p> <p>COVID-19 school closures affected program success by cutting short programming and preventing any family engagement activities planned for the 4<sup>th</sup> Quarter.</p>

**4.B. Evaluation Results**

**4.B.1. Implementation Evaluation Results**

Has the program been implemented as planned in the grant application? If no, what changes were made, and why?

Yes, programs were implemented as planned in the grant application

What challenges have been faced in implementing the program, and how are those challenges being addressed?

Due to COVID-19 school closures, programming ended in March. One center attempted to provide virtual programming to enrolled students. Challenges included 1) contacting enrolled students, 2) ensuring students had appropriate technology to participate, 3) quickly training 21CCLC staff to use virtual software/applications, and 4) encouraging regular attendance of virtual classes. The Site Coordinators and Project Directors worked closely to assist staff and communicate with families.

Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?

All centers continued to maintain established partnerships.

Are program activities interesting and valuable to students, teachers, administrators, and community partners?

Yes. Enrollment and recruitment were not a challenge for centers. Site Coordinators took feedback from students and parents to try new enrichment activities based on student interest and continued other activities because of high regular attendance.

What are effective program implementation strategies?

- Offering interesting and enriching programming.
- Providing well-structured and diverse program offerings that involve members of the school-day and family.
- Implementing a results-oriented focus.
- Continually involved the community in sustainability efforts.

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

21<sup>st</sup> 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*

<b>Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science.</b>				
<b>Center</b>	<b>Reading &amp; Literacy</b>	<b>Math</b>	<b>Science &amp; Technology</b>	<b>Other (specify)</b>
Lehua Elementary School	Y	Y	Y	Specify other services.
Pearl City Elementary School	Y	Y	Y	Specify other services.
Waiiau Elementary School	Y	Y	Y	Specify other services.

*Core Educational Services Discussion*

All core academic area classes are taught or facilitated Hawaii State Department of Education, highly-qualified teachers. Each center works to collaborate with the school-day staff to curriculum and implementing the General Learner Outcomes (GLOs) into the daily rigor of 21CCLC programming. Lessons are aligned to the Hawaii Common Core Standards and the Hawaii Content and Performance Standards III.

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

<b>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.)</b>						
<b>Center</b>	<b>Arts &amp; Music</b>	<b>Physical Activity</b>	<b>Community Service</b>	<b>Leadership</b>	<b>Tutoring/ Homework Help</b>	<b>Other (Specify)</b>
Lehua Elementary School	Y	Y	N	Y	Y	
Pearl City Elementary School	Y	Y	Y	N	Y	
Waiiau Elementary School	Y	N	Y	Y	Y	

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

<b>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.</b>		
<b>Center</b>	<b>Number of community partnerships</b>	<b>Description of community partners and their services.</b>
Lehua Elementary School	6	Leeward Community Church, Pearl City Lions Club, Aloun Farms, Pearl City Community Church, Hawaii Community Foundation, Foodland Community Fund
Pearl City Elementary School	4	Pearl City Elementary PTO, KidzKare, Foodland Hawaii, McDonalds-Pearl City
Waiiau Elementary School	2	Waiiau A+ Afterschool Program, Windward Community College

Community Involvement Discussion

All centers maintained established partnerships with community and school-based groups. Community partnerships provided volunteers and guest speakers at family engagement events, offered facility tours, donate supplies and incentives for student activities, and provided members for the Advisory Council.

A constant challenge is sharing community resources with school-day initiatives and activities. As we solicit partnerships, groups are eager to help and sometimes that help migrates to school-day function including volunteer tutors or sponsorship of activities conducted by the school. Efforts to have community members sit on the Advisory Council has mitigated this trend to some extent.

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

<b>Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.</b>		
<b>Center</b>	<b>Number of parents/ family members participating SY19/20</b>	<b>Description of services to parents and other family members. (See Section 3.5 for more details.)</b>
Lehua Elementary School	130	Family Fun Fest, Girls on the Run Mock 5K, ELL Meet and Greet, Deaf/Hard of Hearing Family Social, Winter Festival
Pearl City Elementary School	227	21CCLC Open House & Showcase, Harvest Fest, Winter Wonderland
Waiau Elementary School	173	Open House/21CCLC Showcase, Papa ‘Olelo Hawai‘i

Parent/Family Services Discussion

All centers met their targeted Adult Family members participation goals. Centers worked within their unique relationships with families to encourage participation and attendance by promoting student performances or creating evening activities for family members to network, bond, and interact in a educational and social/emotional environment to promote academic success.

A challenge faced at all centers was the participation decrease as students get older. Events focusing on lower elementary grade levels are highly attended and family members are very interactive. As students move into upper elementary grade levels, attendance decreases. The challenge is to maintain family interest and involvement in the 4-6 grade levels.

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

<b>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.</b>		
<b>Center</b>	<b>Average number of hours per week services offered during summer 2019</b>	<b>Average number of hours per week services offered during the school year 19/20</b>
Lehua Elementary School	20	12
Pearl City Elementary School	32.5	15
Waiau Elementary School	20	11.5

**4.B.3 Key Performance Indicators (KPIs) Objective 2**

21<sup>st</sup> 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.4 Key Performance Indicators (KPIs) Objective 3**

**Participants in 21<sup>st</sup> 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.5 Achievement of Program-Specific Objectives

*Objective* - States the specific measurable objective

*Measure* – States the type of data collected to measure this objective

*Results* - Summarizes evaluation findings related to this objective

*Met/Not met* – Met, Progress, No progress, Not Met, Unable to measure

*Exhibit 21: Progress on Program Specific Objectives*

<b>Objective</b>	<b>Measure</b>	<b>Results</b>	<b>Met/ Not Met</b>
Establish a math academy at each site to provide math literacy instruction, tutoring, and enrichment to increase understanding of concepts, acquire appropriate terminology, and construct high quality written responses.	Weekly Schedules; Activity Forms; Program Observations	All sites provided classes in math literacy, instruction, and tutoring.	Met
Establish reading and science enrichment activities at all sites providing learning activities focusing on providing highly engaging content that fosters an excitement in learning.	Weekly Schedules; Activity Forms; Program Observations	All sites provided reading and STEM enrichment activities.	Met
Demonstrate and document student academic and behavioral improvements. Students regularly participating in the program will show improvement in achievement through measures including teacher surveys, Strive HI individual scores and/or quarterly report card marks.	Strive HI scores; report card marks; teacher surveys	Unable to collect data based on COVID-19 school closures.	Unable to measure
Provide enrichment programs such as fine arts, performance arts, recreational, and health and wellness programs.	Weekly Schedules; Activity Forms; Program Observations	All sites provided enrichment programs.	Met
Integrate the General Learner Outcomes (GLOs) to provide high expectations for students' learning and behavior.	Program Observations	All sites integrated GLOs into lessons and discipline plans.	Met
Provide homework assistance centers.	Weekly Schedules; Activity Forms; Program Observations	All sites offered homework assistance.	Met

Objective	Measure	Results	Met/Not Met
Provide educational opportunities for adult family members of 21st CCLC student participants including parent meetings for program orientations and student support.	Family Engagement Reports; Attendance of adult family members	All sites provided Family Engagement activities.	Met
Increase and maintain collaboration with stakeholders. An Advisory Council will be formed to monitor program progress, determine areas of need, and provide resources to the program.	Agenda, sign-in, meeting minutes	The Advisory Council meet during each semester (summer, fall, and spring). Program progress was shared and members were solicited input and support.	Met
Supplement and sustain identified program components through partnerships and networking.	Agenda, meeting meetings, documentation of partnerships	The Advisory Council met to address sustainability. Principals and Site Coordinators worked identify areas the school might fund with different funding sources. Advisory Council provided input on 2020 RFA 21CCLC Grant.	Progress

*Achievement of Program-Specific Objectives Discussion*

This program achieved success in strongly meeting seven of nine program-specific objectives. This sub-grantee successfully provided enrichment programs such as fine arts, performance arts, recreational, and health and wellness programs. The General Learner Outcomes (GLOs) were seamlessly integrated into classroom management and lesson designs to provide high expectations for students’ learning and behavior. All centers offered homework assistance through tutoring and/or enrichment focused classes.

The program provided educational opportunities for adult family members of 21st CCLC student participants including parent meetings for program orientations and student support, literacy events, parent/child classes, and networking and bonding times for families to feel welcomed and contributing members of the school community.

This program collaborated with stakeholders through an Advisory Council formed to monitor program progress, determine areas of need, and provide resources to the program. Each center had their own community partners to supplement program planning, staffing – through volunteers, and donations of small goods or refreshments, arts and crafts, and student incentives.

In Year 5, due to school closures, the program was unable to demonstrate and document student academic and behavioral improvements. In Years 2-4, this objective was met through administering a teacher survey to school-day teachers of 21CCLC students attending thirty days or more. The survey data demonstrated improvements in student academic and behavior. In Year 5, the program would have surveyed teachers for 201 regular attending students, the highest number in all years of the grant.

The Advisory Council was responsible to supplement and sustain identified program components through partnerships and networking. This effort was *in progress* when the school closures occurred. Then in July, the state released a Request for Applications for the 2020 21<sup>st</sup> Century Community Learning Centers. This application became a primary focus to sustain program components that had been identified as successful and needed by schools, students, and the community. The other efforts at sustaining programming are on hold.

#### **4.C. Additional Data**

##### **4.C.1 Success Stories**

At Lehua Elementary School, the Site Coordinator reports that students are engaged in the process of leading, executing and evaluating planned activities. The students work well together as a team and have shown growth, especially in the area of increasing their confidence in leading others.

At Pearl City Elementary School, the Site Coordinator reports that the number of 21CCLC parents coming to the activities both at night and during the school day have increased. Their involvement in the academic success of their children is bleeding into the school-day activities because of their increase after-school activity.

At Waiiau Elementary School, the Site Coordinators report that the grant has provided a broad range of enrichment opportunities for our students. *“We are proud of the individual classes and the daily activities within those classes. We are proud of the committed teachers we*

*have had for the years of the grant. We are reflective throughout the year to ensure that we are continuing to support students that are in need at the school and are enrolled in the program.”*

#### **4.C.2 Best Practices**

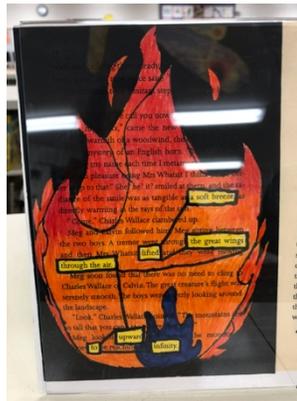
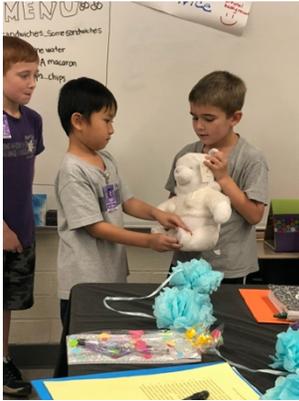
1. Designing enrichment activities to involve parents – Girls on the Run at Lehua Elementary School encourages training and developing healthy lifestyles to meet a goal. As the students learn this, the parents become involved by keeping time, attending and cheering at a mock 5K, and themselves learning about healthy foods needed during training.
2. Fostering relationships
3. Student-led activities – At Lehua Elementary Center, the students in the Lighthouse Program organized a successful food drive. At Pearl City Elementary Center, the Digital Media class now produces the school yearbook. As the students have learned and honed their skills over the past years, they have become avid photographers and masters at layout and design. Students are proud of their product and new students are eager to sign up for this class. At Waiiau Elementary Center, the students maintain a campus garden and aquaponics system. They weed, feed the fish, and harvest with care and ownership of the space containing their garden and the area around it, understanding the importance of environmental impacts to their efforts.

#### **4.C.3 Student, Teacher, Parent, Staff or Community Input**

Staff members shared their input regarding program successes, challenges, and Best Practices. Site Coordinators used this input in an ongoing process to improve programs including following up with student attendance or tardiness, determining class sizes, offering specific programs or eliminated ones, and helping to streamline administrative functions including emergency readiness drills and dismissal routines.

The Advisory Council input represented input from the community and was used to assess available resources that could be used to supplement continued activities.

#### 4.C.4 Pictures



## 5. Sustainability Plan

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### 5.A Original Sustainability Plan

The Advisory Council will be tasked with developing a sustainability plan to strengthen community partners' buy-in and understanding of the efforts needed to sustain programming. Building collaboration is a key ingredient for sustainability. Pearl City Complex (PCC) community partners each possess unique resources to contribute to the program and expand its base of support. They will advocate for the program and identify alternate and supplemental funding sources. The key components for the sustainability of PCC's 21CCLC project are:

1. Create a sustainability plan with the Advisory Council, in the initial stages of project implementation;
2. Pursue other funding sources before the grant expires;
3. Capitalize on program achievements in pursuing funding;
4. Engage the community partners on the Advisory Council to support and develop sustainability plans.

### 5.B Implementing Sustainability

The Advisory Council determined that programming through this grant met the student needs successfully and attributed some of that success to the Family Engagement component. Parent feedback supported the conclusion that creating relationships with the family go hand-in-hand with academic tutoring and enrichment activities to improve student academic success. This component will be sustained at all centers through school-day efforts and community partnerships to include family-oriented events like the Fall Festival and Career Fairs that bring the families together.

Summer transitional programs were highly successful in enrollment and regular attendance. This component is something the schools would like to continue and are seeking ways to provide services through Title I, English Learners programs, and another 21CCLC grant.

## 6. Conclusions and Recommendations

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### 6.A Conclusions

The Pearl City Complex 21<sup>st</sup> Century Community Learning Centers grant successfully delivered out-of-school time programming for 518 students from Pre-Kindergarten through sixth grade, and 530 adult family members, during Summer 2019 to May 2020.

Student participations enrolled in academic classes, homework assistance, and/or enrichment/recreational activities. All centers went beyond their targeted enrollment and all centers increased the number of regular attendees (students attending 30 days or more during the school year) from the previous grant year.

Families of participating students accessed educational and personal development opportunities through 21<sup>st</sup> CCLC at their local center and enjoyed opportunities to bond, network, and engage in activities to encourage academic success.

### 6.B Reflections on program implementation and impact

Staff at all centers were asked to reflect on the implementation of the 21CCLC programs and the impact the activities had on students who participated. Some highlights are below.

- When the same school rules and GLOs apply during the school hours and tutoring times, the students see that everyone is working together and transition between the school-day and 21<sup>st</sup> CCLC programs are smoother.
- Having regular specific communication between the school-day teacher and the afterschool tutor (i.e. sentence building using spelling words, skills from the Wonders program, counting on in math) enabled students to be able to focus on what areas they needed the most help.

- It was important to be flexible to allow children to participate in different activities, not all with an academic focus.
- Communication with parents/family is vital – from the beginning of enrollment, during the semester, and at the conclusion of the program. This establishes a relationship between the program and the family that the student is aware of and understands as important.

## **6.C Evaluation dissemination**

This report is submitted to the Community Engagement Office. A hard copy is filed in Tab 12 of the Project Handbook.

Each center (Lehua Elementary School, Pearl City Elementary School, and Waiiau Elementary School) will receive a hard copy of this Evaluation Report documenting the complex-wide performance of the 21<sup>st</sup> Century Community Learning Centers grant programs in Year 5. Centers will also be provided a link to an electronic version of the Evaluation.

Copies of this evaluation will be shared electronically with active, past, and prospective partners. Partners may request one hard copy.

Access to an electronic version of these evaluations will be shared within the Hawaii Department of Education. Individuals may request one hard copy.

- Pearl City/Waipahu Complex Area Superintendent, Keith Hui
- Pearl City/Waipahu Complex Area Complex Area Officer, Matthew Krlevich
- Pearl City/Waipahu Complex Area Business Manager, Lawrence Suan