Hawaiʻi 21CCLC Evaluation Report Template – SY2019-20 Cohort 10+ and Cohort 11 – Final Evaluation

OVERVIEW

To assist subgrantees with meeting state evaluation requirements the HIDOE has created a standardized template for evaluations of the 21CCLC programs. Cohort 10+ and Cohort 11 subgrantees are required to complete this template with SY2019-20 information. The checklist below serves as a list of required elements and provides a tracking tool for completion. **Due September 30, 2020.**

Evaluation Element	Complete?
1. General Information	☐
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Exhibit 2: Center Information Table	☐
2. Executive Summary	☐
3. Program Description	☐
3.A. Program Description	☐
3.B.1 Goals	☐
3.B.2 Objectives	☐
3C1. Attendance	☐
Exhibit 3: Students Served Summer 2019	☐
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Exhibit 5: Students Served 2019/20 (Combined and Unduplicated)	☐
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Exhibit 7: Characteristics of Students Served	☐
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3.D. Programming	☐
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3.E.1 Program Materials	☐
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3.F. Staff and Others Involved in the Program	☐
Exhibit 9: Number of Staff by Position	☐
Exhibit 10: Average Hours per Week by Position	☐
Exhibit 11: Partners	☐
Partnership Description	☐
3.H. Parent/Family Involvement	☐
4. Evaluation	☐
4.A.1. Evaluation Design Overview	☐
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4.B.1. Implementation of Evaluation Results	☐
Evaluation Implementation Discussion	
4.B.2. Key Performance Indicators – Objective 1	☐
Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services	☐
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Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities	☐
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4.B.4. Achievement of Program-Specific Objectives	☐
Exhibit 21: Progress on Program-Specific Objectives	☐
Achievement of Program-Specific Objectives Discussion	☐
4.C.1. Success Stories	☐
4.C.2 Best Practices	☐
4.C.3 Student, Teacher, Parent, Staff, or Community Input	☐
4.C.4 Pictures	☐
5. Sustainability Plan	☐
5.A. Original Sustainability Plan	☐
5.B. Updated Sustainability Plan	☐
6. Conclusions and Recommendations	☐
6.A. Conclusions	☐
6.B. Reflections on Program Implementation and Impact	☐
6.C. Evaluation Dissemination	☐

1. General Information

Please retain the pre-set formatting of 12 pt. font for narrative sections of the report and 10 pt. in the tables throughout this document.

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	October 28, 2020
Grantee Name	Waianae Complex
Program Director Name	Wingkan Hui
Program Director Email	Wingkan.Hui@k12.hi.us
Evaluator Name	Betsy Bounds
Evaluator Email	betsybounds@mac.com

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Makaha Elementary	K-6
Center 2	Waianae Elementary	K-6
Center 3	Waianae High School	9-12
Center 4	Waianae Intermediate School	5-9
Center 5		
Center 6		
Center 7		
Center 8		

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

2. Executive Summary

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

The Nanakuli-Waianae Complex Area administers the CCLC grant with Wingkan Hui being the project director for the Waianae Complex subgrantee. At the intermediate school, After School All Stars (ASAS) provides the student services. This is the final year (5) of the grant. Initially there were 6 schools in the grant but at the end of year 3, Leihokui and Maiili opted out due to what they considered to be too much work plus difficulty in finding staff to provide programming. The other 4 schools, Makaha Elementary, Waianae Elementary, Waianae Intermediate and Waianae High School all provided programming throughout the grant period. The areas served by the grant are characterized by high poverty with all of the schools designated as school-wide eligible for free/reduced lunch.

Activities included tutoring, homework help, instruction on literacy, math, science, music/art, and physical/sports activities. The intermediate school, through ASAS, provided field trips, quarterly family nights and weekend sports activities as well, some with one or more of their 65 partners. After the schools were closed due to COVID 19, in-person services were suspended but the schools continued to provide services virtually.

The evaluation was designed to monitor progress towards meeting objectives, determine program satisfaction, elicit ideas for program improvement to determine outcomes and provide the information needed for grant reporting. The evaluation analysis provides information about
program effectiveness and recommendations for areas in need of improvement. The implementation evaluation. plan was designed to determine if the project has been implemented as planned and if progress is being made on meeting objectives. The outcome evaluation was designed to collect and analyze data on student and family participation, academic achievement gains, classroom performance changes, and program satisfaction. Some of the evaluation activities could not be completed due to the school closure. The Smarter Balanced Assessment (SBA) was not given this year and the teacher surveys normally distributed in May could not be completed. The Data+Design reports were used in lieu of the other methods this year.

Evaluation results indicate:

- On the Data+Design report, the number of students who attended CCLC and had 15 or more absences was 228 versus 820 of non-participants indicating that the attendance in CCLC can positively impact regular school attendance.
- Of students needing to improve grades in English, 53% at Waianae Intermediate and 28% at Waianae High School did improve grades prior to school closure before the 4th quarter.
- 1032 students participated in CCLC for the combined end of year Data+Design report.
- In the Spring Data+Design report, 56% of the students were regular attendees.
- In the area of behavior, the students with the lowest percentage of behavior referrals were the students who attended 90 days or more at 0% and 235 of non-participants had A,B,C and D offenses compared to 103 of those who attended CCLC.
- Waianae Intermediate reported 65 partners and 1259 family member participants.
- All sites provided continued virtual programming after the school closure due to COVID

Conclusions and Reflections:

Of the six original schools in the grant, four had consistent programming throughout the grant period. and had some positive outcomes. The schools offered a variety of activities in CCLC. The interruption as a result of COVID 19 closures limited data collection and CCLC activities but each site continued to offer some after school activities through the end of the grant period. Even with the shortened school year, at the intermediate and high school, there were students that were able to improve their grades (none available for elementary schools). Surveys have indicated that students and families have been happy with the program and many report an increased student interest in school. It is a shame that two schools opted out but they have found alternative ways to address their student's needs.

3.   Program Description

3.A.   Program Description

Provide a brief description of the program, including the following bullet points:

- Describe the organization operating the grant program.
- Provide the grant year (i.e., Year 5 or Year 6.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- How did the program shift over the life of the project?

The Nanakuli-Waianae Complex Area administers the CCLC grant with Wingkan Hui being the project director for the Waianae Complex subgrantee.   At the intermediate school, After School All Stars (ASAS) provides the student services. This is the final year (5) of the grant. Initially there were 6 schools in the grant but at the end of year 3, Leihokui and Maiili opted out due to what they considered to be too much work plus difficulty in finding staff to provide programming. The other 4 schools, Makaha Elementary, Waianae Elementary, Waianae Intermediate and Waianae High School all provided programming throughout the grant period. The areas served by the grant are characterized by high poverty with all of the schools designated as school-wide eligible for free/reduced lunch.

Activities included tutoring, homework help, instruction on literacy, math, science, music/art, and physical/sports activities. The intermediate school, through ASAS, provided field trips, quarterly family nights and weekend sports activities as well, some with one or more of their 65 partners.   After the schools were closed due to COVID 19, in-person services were suspended but the schools continued to provide services virtually.

3.B.   Program goals and objectives

All Hawaiʻi 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.	SAMPLE: Improve academic achievement in math

Goal	Objective	Measure
1.	The overarching goal is to support college and career readiness of students with out-of-school opportunities that are appropriate for each stage of their educational journey: elementary, intermediate and high school	

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.	Students will demonstrate educational and social benefits and exhibit positive behavioral changes	Data+Design Data (Teacher Survey could not be completed due to school closure)
	School sites will offer a range of educational, developmental, and recreational services.	Activities Form, course description
	Students in the 21st CCLC program will demonstrate academic improvement based on formative and summative assessments given throughout the school year	Data+Design data (SBAC and teacher surveys could not be completed)

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
Makaha El.	64	2-6
Waianae El.	75	K-6
Waianae HS	10	9-12
Waianae Int	212	5-9
Subgrantee Total	361	K-12

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Makaha Elementary	152*	36*	K,1,2,3,4,5,6
Waianae Elementary	196*	44*	K,1,2,3,4,5,6
Waianae HS	128*	51*	9,10,11,12
Waianae Int.	386	222	6,7,8,9
Subgrantee Total	862	353	K-12

Number reflects the total with students added for whom there was not complete data.

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	
Makaha Elementary	180	44	K-6
Waianae Elementary	221	52	K-6
Waianae HS	129	50	9-12
Waianae Int	502	231	6-9
Subgrantee Total	1032	377	K-12

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

Attendance Discussion

Describe attendance at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged attendance?

The percent of regular attendees in the Fall/Spring report was 58% at Waianae Intermediate, 40% at Waianae High School, 23% at Makaha and 22% at Waianae Elementary. In the end of year (EOY) report, Waianae Intermediate had 46% regular attendees, Waianae High had 39%. Regular attendees, Waianae Elementary had 24% regular attendees and Makaha had 24% regular attendees. A total of 1032 attended during the full year combined report and 36.5% were regular attendees. On the Data+Design report, the number of students who attended CCLC and had 15 or more absences was 228 versus 820 of non-participants indicating that the attendance in CCLC can positively impact regular school attendance.

3.C.2 Participant Characteristics

What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including:

- F/R Lunch
- Special Needs
- English Language Learners
- Gender
- Race/ethnicity

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Makaha Elementary	104	58%	32	18%	6	3%	85	47%	95	53%
Waianae Elementary	165	75%	23	10%	32	14%	99	45%	122	55%
Waianae HS	72	56%	14	11%	9	7%	59	46%	70	54%
Waianae Int	271	54%	82	16%	14	3%	296	59%	206	41%
Subgrantee Total	612	59%	151	15%	61	6%	539	52%	493	48%

Note: These data should match data reported in Exhibit 6.

Exhibit 7: Race/Ethnicity of Students Served (19/20 combined and unduplicated)

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2 +	% 2 +
Makaha El.			2	1%	76	42%	1	1%	64	36%	10	6%	27	15%
Waianae El.			2	1%	133	60%			59	27%	3	1%	24	11%
Waianae HS			10	8%	78	60%			26	20%	3	2%	12	9%
Waianae Int	1	0%	31	6%	266	53%	2	0	122	24%	14	3%	66	13%
Subgrantee Total	1	0	45	4%	553	54%	3	0	271	26%	30	3%	129	13%

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.

> All three schools offered STEM, Makaha offered literacy activities, Waianae Elementary and Waianae intermediate offered academic tutoring, the elementary schools offered art and music, the intermediate school offered physical activities including sports and community service and. Makaha had truancy prevention activities.

Describe activities offered during school year 2019-20.

> During the school year, activities included homework help, tutoring, physical activities, arts/music, field trips, family nights and credit recovery. Waianae offered entrepreneurship. The intermediate school and Makaha Elementary offered community service opportunities. The high school offered counseling. The intermediate school offered youth leadership and college and career readiness activities in addition to field trips.

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

> **Wai'anae High** scheduled virtual tutoring and counseling sessions, used the features on the online platform to do step by step instruction and tutoring, and conducted home visits.
>
> **Wai'anae El had 3 different sessions:**
> Seahorse Media: Students in 4th - 6th grade with an enthusiasm for video production will join Seahorse Media to learn and build their skills in storyboarding, filming, recording, editing, live broadcasting, reporting, and publishing multimedia works onto various platforms. Seahorse Media students will learn how to use tools such as WeVideo, Podcasting, iMovie, Kizoa, LiveCast, digital photography, audio recording, and video editing software. Home video projects may include recording of interviews (Seahorse Q&A), conducting book read-alouds, creating DIY tutorials, recording dance/music videos, producing mini-documentaries, and more.

Coding with Tynker: A fun tech class to learn the basics of coding. Using Tynker students get introduced to basic programming as they create interactive stories, design animations, and make mini-games in Tynker's game-like interface.

Musical: Students practiced running lines and performing songs in preparation for their postponed musical, Aladdin.

Makaha El's program was geared to each student specifically. Teachers scheduled small groups and one to one appointments to meet the needs of their students, as they helped to support their reading and math skills.

Waianae Intermediate had virtual activities for students and families with demonstration of projects to make, online instruction, virtual field trips and utilized social media platforms to reah students.

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)?

Regular classroom materials are sometimes utilized. There are teacher made materials. Computer access can make software programs such as DimensionU, a video game format to teach mathematics skills to students. For STEM activities, the Engineering is Elementary curriculum from the Boston Museum is utilized. CompassLearning has been used for credit recovery opportunities and is available for students and family members to utilize.

3.E.2 Resources
What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?

In addition to grant funds, in-kind support was provided by the schools including use of the classrooms, sports fields, computer lab and some classroom materials. Partnerships
provided field trips, instruction, enrichment activities

3.F. Staff and Others Involved in the Program

Provide a brief description of staff and roles. Complete the following tables as they apply to your program. Totals will be automatically computed.

Waianae had a coordinator at the site who was there during the school day and available to consult with school-day teachers on student needs. Three schools utilized school day teachers. The. Intermediate offered a wider variety of activities and utilized non-teaching staff, community members and high school students, some of whom were volunteers.

Schools without an administrator paid by grant funds provided administrative support as a match.

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
Makaha El.											16							
Waianae El.											14		1					
Waianae HS											19							
Waianae Int	1				4	7	10						8					
Subgrantee Total	1				4	7	10				49		9					

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
Makaha El.						10			
Waianae El.						10	10		
Waianae HS						10			
Waianae Int	40	5	5	5			10		
Subgrantee Total									

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	
Contribution Type	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	
Raise funds		
Provide programming/activity related services		65
Provide goods		
Provide volunteer staffing		
Provide Paid Staffing		
Other		
Subgrantee Total	1	65

Partnership Description

Provide a brief description of successes with partnerships.

> The only site reporting partners was Waianae Intermediate where ASAS was the student activities provider. They had many partners that work with them across sites and were able to utilize many at Waianae Intermediate. Some activities that were possible included volleyball, choir, performance arts, robotics, wrestling, cooking and field trips supported by partners.

Provide a brief description of challenges with partnerships.

> While the intermediate school had the benefit of many partnerships, the other schools did not build partnerships for CCLC. It's possible they utilized a school partnership but it was not reported.

3.H. PARENT/FAMILY INVOLVEMENT

Provide a brief description of your program's parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

> The only school reporting parent activities was Waianae Intermediate which had quarterly Hoi'ke family nights where parents could come to the school and participate in activities with there child as well as talk to their child's teachers and see their child's work. While the other schools welcome parents to come visit, they did not report a specific parent activity.

Describe how the activities and services promoted active and meaningful engagement of parents and families in their children's education and opportunities for literacy and related educational development.

> At Waianae Intermediate, family nights engaged family members with their child in doing activities together.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview
Provide a one-paragraph brief overview of the evaluation design.

The purpose of the evaluation is to monitor progress towards meeting objectives, determine program satisfaction, elicit ideas for program improvement to determine outcomes and provide the information needed for grant reporting. The evaluation analysis provides information about program effectiveness and recommendations for areas in need of improvement. The implementation plan was designed to determine if the project has been implemented as planned and if progress is being made on meeting objectives. The outcome evaluation was designed to collect and analyze data on student and family participation, academic achievement gains, classroom performance changes, and program satisfaction. Data were limited this year by the school closures and SBA scores and teacher surveys were not able to be collected. The results provided by Data+Design adds some additional information to address some of the areas.

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?	Has each site implemented a CCLC that includes academic support, core academic instruction and enrichment activities? What partnerships have been developed and what do they provide? Are teachers and parents satisfied with program offerings? What challenges were encountered and how were they resolved?
What data collection methods are being used (e.g. interviews, observations)?	Surveys, interviews and review of documentation of services offered and participation.
What is the timing of data collection?	Surveys for parents and students are sent out at the end of the semester.. Quarterly consultation with the project director and evaluator is used to determine progress and identify challenges and changes. Activities and staffing information is collected each semester and in the summer. Prior to the COVID19 school closure, the SBAC scores and teacher surveys were used but this year are not available as both would have occurred after the school closure date.
How have the recommendations from previous evaluations been implemented? (Provide examples)	The high school was recommended to be sure they addressed ELA and results were better this year with 28% improving their ELA grade. The academic emphasis was apparent through course descriptions.

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	-Do students participating in CCLC have teacher reported improvement in classroom behaviors?	Normally a teacher survey-NA this year so Data+Design data used	Only 6% of students who did not attend received behavioral referrals versus 10% who attended 30 days or more. However, the students with the lowest percentage of behavior referrals were the students who attended 90 days or more at 0%. . 235 of non-participants had A,B,C and D offenses compared to 103 of those who attended CCLC.
2	Do regular attendees that needed to improve their grades in ELA and Math improve them from first to fourth quarter?	In lieu of teacher survey, Data+Design output data used	Note that there were no 4th quarter grades due to school closure. The reported improvement through 3rd quarter for the students that needed to improve their grades was that at Waianae Intermediate, 53% that needed to improve English grades did, 45% of those needing to improve math grades did and 39% that needed to improve in. science did. At Waianae High School, 28% improved English, 8% improved in math and 30% improved in science.
3	Do regular attendees have better academic proficiency than non-CCLC	Data +Design data	This could not be determined this year due to there not being an SBA test administered.

students?		

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.

Each of the four schools provided a CCLC with academic support, core academic instruction and enrichment activities. The only school with partnerships reported was Waianae Intermediate and they provided field trip, sports and other activities. Due to school closure, not all surveys were obtained. However for those that were obtained, satisfaction was high.   One challenge that schools encounter is staffing but they encourage school staff to work at CCLC where possible and recruit from within the community.

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)**
Makaha El.	y			
Waianae El			y	
Waianae HS	y	y		
Waianae Int.		y	y	

Core Educational Services Discussion

Provide a brief description of evidence that these services are of <u>high quality</u>.

Each of the sites coordinates CCLC with school day teachers to ensure they are addressing the student needs while addressing the state standards. Purchased programs are researched based.

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)
Makaha	y	y	y		y	Community Service
Waianae El	y	y			y	Entrepreunership
Waianae H		y			y	Counseling, Truance Prev.
Waianae Int.	y	y	y	y	y	Community Service, Truancy prev., college, career readiness

Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement

Objective 1.3: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.		
Center	Number of community partnerships	Description of community partners and their services .
Makaha	None noted	
Waianae El.	None noted	
Waianae High	None noted	
Waianae Int.	65	Partners offered sports instruction, field trip opportunities, resources, guest speakers, arts instruction and music instruction.
.		

Community Involvement Discussion

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

Three of the schools reported no partnerships although they may have had some. At Waianae Intermediate School, there were 65 active partners. Those partners worked with ASAS at other schools as well and ASAS was able to leverage partnership activities due to the many sites that they service. The partners were active in providing a variety of services including providing resources, field trip opportunities, sports activities, and more.

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

It seems that schools were reluctant to pursue partnerships or were not aware of how they might utilize them. ASAS provided services at Waianae Intermediate and had a lot of partnerships they were able to utilize in a variety of ways.

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.**
Makaha	None reported	
Waianae El.	None reported	
Waianae HS	None reported	
Waiane Int.	1259	Quarterly Hoike family nights brought parents and their child together at the school to participate in activities such as art projects, cooking, movies and more. Family members were able to see what their child had been doing in CCLC and to meet the child's teachers.

Parent/Family Services Discussion

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

Waianae Intermediate actively sought family participation and provided activities to engage them with their child. All schools welcome parents to visit the program but three did not actively recruit them.

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

Schools appear to struggle with ideas for providing services to family members. They are focused on the student needs but would benefit from having activities geared for family participation.

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**
Makaha Elementary	15	
Waianae Elementary	17	
Waianae High	NA	10
Waianae Intermediate	16	15

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

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

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

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

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

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

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

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

4.B.4   Achievement of Program-Specific Objectives

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
   - Not met
   - Progress
   - No progress
   - Unable to measure

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
Students will demonstrate educational and social benefits and exhibit positive behavioral changes	Normally the teacher survey is used but not available this year so report from the Data+Design report is used with some data from the student survey	At Waianae Intermediate and Waianae High School, students were asked if they had friends in CCLC and 100% at Waianae Intermediate and 97% at Waianae High School reported they had friends. The students with the lowest percentage of behavior referrals were the students who attended 90 days or more at 0%. There were 235 of non-participants that had A,B,C and D offenses compared to 103 of those who attended CCLC.	Met
School sites will offer a range of educational, developmental, and recreational services.	Program and class descriptions and schedule.	Activities chart and class descriptions indicate all schools had the variety of activities	Met
Students in the 21st CCLC program will demonstrate academic improvement based on formative and summative assessments given throughout the school year	Normally the teacher survey and SBA results would be utilized. Due to school closure early, the only measure is for grade improvement on the Data+Design report and it is only for intermediate and high school.	Data were limited this year to just the grade report and grades were only available for the intermediate and high school through the 3rd quarter. At Waianae Intermediate, 53% that needed to improve English grades did, 45% of those needing to improve math grades did and 39% that needed to improve in. science did. At Waianae High School, 28% improved English, 8% improved in math and 30% improved in science.	Met

Achievement of Program-Specific Objectives Discussion

Describe success and challenges in meeting program-specific objectives.

On the student survey, students indicated they had friends at CCLC. Students that attended for 90 days or more had zero behavior referrals which can indicate that regular participation in CCLC may help reduce behavior referrals. There was very limited academic information but for the intermediate and high school, some students that needed to improve their grades did improve.

4.C.   ADDITIONAL DATA

4.C.1   Success Stories

Waianae Intermediate with After School All Stars has had great success in getting partners and having broad family engagement. They also provided a broad range of activities.

4.C.2   Best Practices

Waianae Intermediate and ASAS have been very successful in finding ways to engage families in a variety of activities. They also have effectively used networking opportunities to gain partners. Each school found creative ways to provide services to students after the school closure so that students could still benefit from programming.

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.]*

Student surveys were obtained from Waianae High and Waianae Intermediate. Parent surveys were obtained from Waianae Intermediate and Makaha Elementary although they asked some different questions. All parents indicated they believe their child is safe at CCLC and more than 87% reported their child is more interested or more motivated in school. On the student survey, at Waianae High, more than. 80% indicated they are doing better in school as a result of CCLC; more tan 90% like attending and more than 96% like the activities offered. At Waianae Intermediate, 100% like attending and like the activities offered at least sometimes. 100% would recommend the program to their friends at least sometimes. 99% indicate that the CCLC helps them do better in school at least sometimes. Complete survey results are at the end of the repot.

4.C.4   Pictures

Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress. The following are from Waianae Intermediate.

Every year, students come together and donate canned goods to help those less-fortunate during the holiday season. The donated cans serves as their ticket for participation in the annual one-mile Turkey Trot.

Hōʻike time is one of our favorite times of the holiday season. Sharing our students' success with the families and community

The Cooking Class prepared "Walking Tacos," for our students, staff and families. Using the bag of chips and then adding the other taco ingredients, ground beef, tomatoes, cheese and salsa, these tacos were a great hit.

As a newly adopted sport in the state HHSAA listing of sports, E-sports students prepare to compete with other students from around the state.

Students learn different styles of art including tracing and coloring art onto transparent surfaces to learn how different backgrounds effect the overall color.

Volleyball is popular sport in our community. Our student-athletes always love to participate in a good match.

Students in the cooking class practice making their favorite pupus in preparation for the Super Bowl. They learned how to make crab rangoons so they could make it for their families on Super Bowl Sunday.

Robotics
Students work together with little assistance from Mr. Donahue to prep for the World Competition that will take place in Kentucky.

5.   Sustainability Plan

5.A   ORIGINAL SUSTAINABILITY PLAN

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

Other grants that were in place at the time of the grant application were utilized to provide some services to CCLC. ASAS has been very successful in building partnerships that will continue to be available when the grant ends. The plan called for networking at groups such as the After School Alliance to continue to build partnerships and to consider other funding sources that could be utilized to support CCLC

5.B   IMPLEMENTING SUSTAINABILITY

Describe how programming levels will be sustained after the grant ends, including:
- What components of this project will be sustained after this final year?
- How will equipment transferred help to sustain out-of-school programming beyond this 21CCLC program?

The equipment purchased for Waianae High School will use to sustain the afterschool program. Both schools will keep the equipments to support the programs as planned:

21CCLC Center/School	Activities
After-school program for grade 7-8	The school will use title 1 fund and CA is planning to apply for the other grant to continue the program.
STEM Programs	Current complex area resources(Resource Teachers & their Resources) will be used to build teacher capacity to integrate STEM into instruction
Dimension U	Schools are currently using other technology-based educational programs to provide additional supports to improve the students' achievement gap through title 1 or other funding sources.
Credit Recovery	School will continue the credit recovery program using title 1 fund.
College Readiness	School will identify students with the highest need and provide support.
Academic Enrichment	Complex area is applying other grants to help the schools to continue the programs. At the same time, schools will continue to provide some of the programs using the school fund.
Summer Bridge Programs	One grant (Ke Ala Naauao) is supporting partial activities now and NW CA.

6.   Conclusions and Recommendations

6.A   CONCLUSIONS

Four schools completed the CCLC grant period and two did not. The two that did not reported difficulty with paperwork and staffing but found alternative ways to serve students after school. The four schools that did complete the grant period served a lot of students. All had core academic instruction and academic enrichment. Some results for students included improved grades, increased interest in school, and enjoying the activities offered. Waianae Intermediate had excellent family and partner engagement in the program and the other schools would benefit from using similar ideas at their sites. Should the sites pursue CCLC in the future, the recommendations would be the following:
- Find ways to engage family members in CCLC and be sure to document their participation. Some ideas might be movie nights, suggest a project family members could create with their child, have a student showcase of their work, find incentives to encourage parents to come (offer food, solicit donations of gift certificates for a drawing at an event, offer a demonstration such as having a chef show how to create a particular kind of meal, create a family garden, demonstrate how to make a lei and take it home, etc. A partner can offer a service as well as funds and they don't have to make a long-term commitment although it would be nice.
- Think broadly about how to find and utilize partners. For instance, a police department could talk about bike safety, a bank could offer information on financial literacy or how to start a savings account, a gardening club could offer information on growing vegetables, a technology person could talk about getting the most out of your cell phone, a service club would be asked to make a donation or provide help building something.

- From the start, monitor attendance to be sure and encourage students to attend for more than 30 days at a minimum. Students that attend longer have better outcomes.
- From the beginning, have a data collection system in place and be sure to monitor data collection throughout the grant period. Provide support to schools if they need help understanding the reporting requirements.

6.B   REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

In the final year of the grant, the four schools had a CCLC program implemented and had some positive outcomes. The interruption as a result of COVID 19 closures limited data collection and CCLC activities but each site continued to offer some after school activities through the end of the grant period. Even with the shortened school year, at the intermediate and high school, there were students that were able to improve their grades. Surveys have indicated that students and families have been happy with the program and many report an increased student interest in school. It is a shame that two schools opted out but they have found alternative ways to address their student's needs.

6.C   EVALUATION DISSEMINATION

The evaluation is provided to the project director and site principals. It is shared with the program staff, at parent meetings, and/or posted on their website.

The following are survey results:

Waianae CCLC Complex Survey Results 2020

<u>**Makaha Parent Survey**</u>

Participants were asked to indicate if the agreed, slightly agreed, slightly disagreed or disagreed. There were 7 respondents and results are as follows:

My child is more interested in school as a result of CCLC: 86% agreed, 14% disagreed

CCLC is of great benefit to my child. 100% agreed

CCLC staff communicates with me: 87.5%; 12.5% slightly agree

My child is safe at CCLC: 100% agree

My child learns more by participating in CCLC. 75% agree and 25% slightly agree

My child is more interested in school as a result of CCLC: 87.5% agree; 12.5% disagree

Waianae Intermediate Student Surveys 2020

Responses – 160

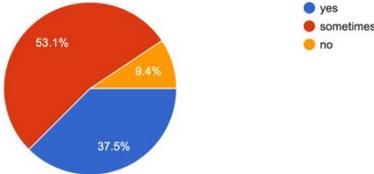| Question	% Yes	% Sometimes	% No	% No Answer
I like attending after-school program/classes	93%	8%	0	0
I like the activities offered afterschool	98%	2%	0	0
I have friends in my afterschool program/class	98%	2%	0	0
My afterschool program helps me do better in school	86%	13%	1%	0
The All-Stars staff knows me well	84%	15%	1%	0
I have a positive role model at All-Stars	95%	5%	0	0
I feel safe at All-Stars (physically and emotionally)	99%	1%	0	0
I get a lot done during homework hour	79%	21%	0	0
I learned something on a field trip or from a guest speaker that helps me do my best in school	76%	19%	5%	0
I learned how to help others or help my school through service projects	82%	16%	2%	0
I would recommend ASAS to my friends	98%	2%	0	0

Waianae Parent Survey 2020
Responses - 72

Question	% Agree	% Disagree	% Don't Know
A safe place for my child	100%		0
Keeps me well informed about after-school activities	93%	1%	6%
Provides quality activities that meet my child's interest and talents, such as sports, dance, art etc.	97%		3%
Invites me to hoike events	88%	1%	11%
Motivates my child to do better at school	97%		3%
Has improved my child's general attitude about school	93%		7%
Staff are respectful and helpful	96%		4%
Staff care about my child	97%		3%
Overall, I am very satisfied with ASAS in providing my child with a safe and supportive after-school experience	99%		1%

Waianae High School Student Surveys
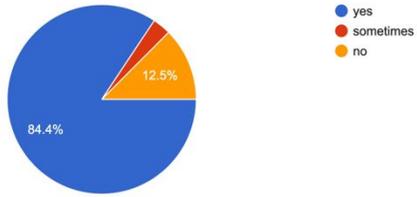
1. I like attending my after school program/class
32 responses

- yes
- sometimes
- no

53.1%
9.4%
37.5%

2. I like the activities offered after school
32 responses

- yes
- sometimes
- no

46.9%
50%
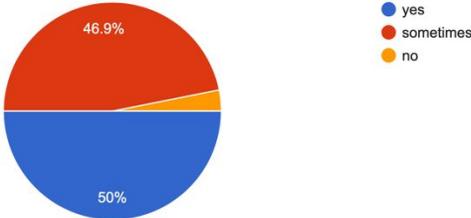
3. I have friends in my after school program/class
32 responses

- yes
- sometimes
- no

84.4%
12.5%

4. My after school program helps me do better in school.
31 responses

- yes
- sometimes
- no

41.9%
19.4%
38.7%