

# Hawaii Department of Education

## Hawaii Statewide Evaluation of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Program

### PROGRAM YEAR 2019-2020 ANNUAL EVALUATION REPORT

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**Evaluation Team Members:**

Linda Toms Barker, M.A., *Project Director*  
Colleen McLelland, B.A., *Research Analyst*



***Submitted to:***

Community Engagement Branch  
Hawaii Department of Education  
4680 Kalaniana'ole Highway, TB1A  
Honolulu, Hawaii 96821

***Submitted by:***

IMPAQ International, LLC  
10420 Little Patuxent Parkway, Suite 300  
Columbia, MD 21044  
[www.impaqint.com](http://www.impaqint.com)

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## 1. INTRODUCTION

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The following report provides information on the full program year 2019-2020 (PY 2019-20, encompassing Summer 2019 through Spring 2020) of the Nita M. Lowey 21st Century Community Learning Centers (21CCLC) grant program throughout the State of Hawaii. In particular, it examines program information related to participation, activities, and hours of service, summarizes performance on Hawaii's 21CCLC key indicators, and provides feedback for ongoing program improvement.

Overall, the data collected indicate that students who participated in Hawaii's PY 2019-20 21CCLC programs made significant gains in all of the areas measured.

- In addition to serving over 13,000 students, subgrantees served over 8,900 parents and family members in collaboration with 690 partners.
- The percentage of students who participated in the program 30 days or more during the school year has increased from roughly one-third in previous years to almost 44%.
- The percentage of students who were chronically absent from school (15 days or more) was lower among students who participated in 21CCLC for 30 days or more (10.5%) than among students participating fewer than 30 days (14.8%).
- The percentage of students with behavioral referrals was lower among students who participated in 21CCLC for 30 days or more (8.7%) than among students participating fewer than 30 days (9.4%).
- Although statewide data on student academic achievement was not available due to the COVID-19 pandemic and school closures, subgrantees that used other sources such as surveys or third quarter grades reported improvement for a substantial portion of students who needed to improve their grades.

In PY 2019-20, the Hawaii 21CCLC program included **22 subgrantees**. These subgrantees provided 21CCLC services through **85 centers** to **13,658 students** during the 2019-2020 program year from Summer 2019 through Spring 2020. The results described in this report point to the significant contributions that 21CCLC programs have made to the academic achievement and youth development of the students served across the state.

Please note the difference in data between various data sources. Output Report data represents the **full program year**, combining Summer 2019 data with school year data, providing an unduplicated count of a total of 13,658 students participating in PY 2019-20. Subgrantees' APR (Annual Performance Report) includes **school year** data only, showing 11,893 students participated during SY 2019-20.

Some of these positive outcomes can be attributed to programmatic changes that have resulted from improvements in program administration and a focus on several areas:

- Continued high student enrollment;
- An increase in the number of students participating 30 or more days per year;

- Continued focus on serving family members, more than doubling the number of family members served over the last two (2) years;
- Continued emphasis on community partnerships;
- An increase in the number of centers that offer summer and intersession programs; and
- Improved data collection procedures, resulting in more complete data than in previous years.

Over the last few years, the Hawaii Department of Education (HIDOE) has implemented a new statewide data system. Subgrantees report Annual Performance Report (APR) data on centers, partners, activities, staffing and program participation to the state agency instead of inputting the APR data themselves. This allows HIDOE to own the data, more effectively monitor data quality, and combine the data reported by subgrantees with the state's student and outcomes databases. Data on student outcomes, including chronic absences and academic assessment results, are produced centrally by a HIDOE contractor and provided to the subgrantees as well as used to populate the APRs. This reduces the data collection and reporting burden on the subgrantees as well as ensuring more timely and accurate analysis to support program improvement.

This evaluation is based on five (5) primary data sources:

1. Annual Performance Report (APR) data submitted to HIDOE by subgrantees;
2. Output Reports created by Data+Design that draw data directly from HIDOE's state data system;
3. Data Stories created by Data+Design that include data on students at participating schools who did not participate in 21CCLC;
4. Subgrantee Evaluation Reports submitted to HIDOE annually by subgrantees; and
5. Triannual Reports submitted to HIDOE by subgrantees at the end of summer, fall and spring terms.

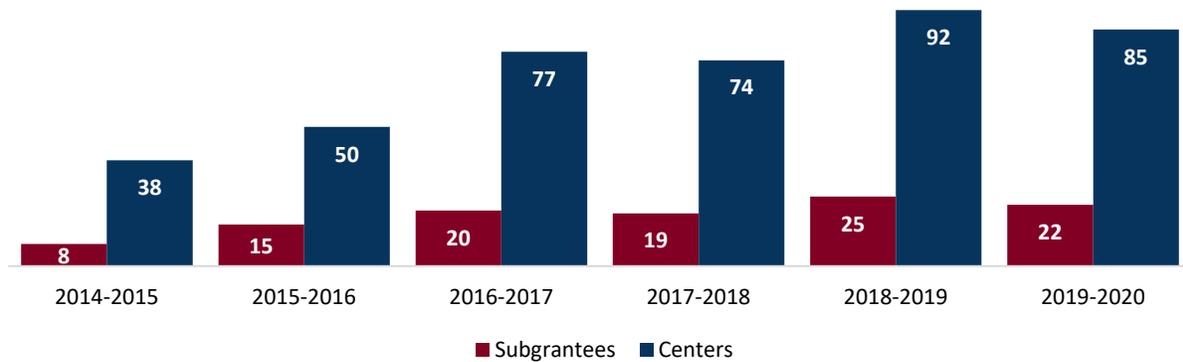
## 2 . OVERVIEW OF HAWAII’S NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

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### 2.1 Program Overview

As noted earlier, in PY 2019-20 (Summer 2019 through Spring 2020), the Hawaii 21CCLC program included **22 subgrantees**. These subgrantees provided 21CCLC services through **85 centers** to **13,658 students** during PY 2019-20. As shown in Exhibit 1, the number of subgrantees and centers has generally increased over time, although there were one (1) fewer subgrantee and three (3) fewer centers in PY 2017-2018 than in the prior year, and three (3) fewer subgrantees and seven (7) fewer centers in PY 2019-20 than the prior year.

**Exhibit 1: Number of Subgrantees and Centers**



Source: APR data, Subgrantee Evaluation Reports.

### Types of Subgrantees

Prior to SY 2014-15, all subgrantees were HIDOE complexes or complex areas (high schools and their feeder schools.) In School Year 2014-2015 HIDOE awarded 21CCLC funds to three (3) community-based organizations. Since that time, the number of community-based organizations operating 21CCLC programs has increased. Exhibit 2 below shows that the majority of subgrantees (14 of 22) were HIDOE complexes and complex areas. Cohort 10+ grants were awarded in 2014 and were actually in their sixth year of operation, having received no-cost extensions to complete their grant activities during 2019-2020. Cohort 11 grants were awarded in 2015 and completed their funding period in 2019-2020. Cohort 12 grants were awarded in 2016 and will complete their initial funding period in 2020-2021 with possible renewal through 2023-2024.

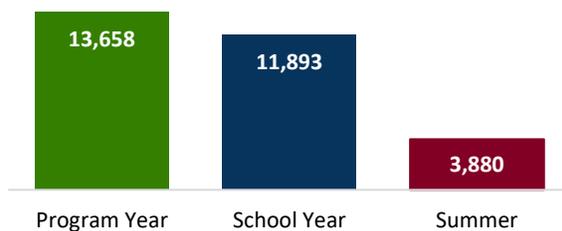
## Exhibit 2: Types of Subgrantee Organizations

HIDOE Complexes / Complex Areas (14 Subgrantees)	Community-Based Organizations (8 Subgrantees)
<b>Cohort 10+</b>	
Castle Complex	Friends of the Future (FOF)
Nanakuli Complex	Parents and Children Together (PACT)
<b>Cohort 11</b>	
Campbell Complex	Honolulu Community Action Program (HCAP)
Hana Complex	Kanu O Ka Aina Learning Ohana (KALO)
Kahuku Complex	Lanai High & Elementary School Foundation (LHESF)
Kapolei Complex	
Kaimuki-McKinley-Roosevelt (KMR) Complex Area	
Kohala Complex	
Pearl City Complex	
Waianae Complex	
Waipahu Complex	
<b>Cohort 12</b>	
Kau-Keaau-Pahoa (KKP) Complex Area	After-School All-Stars Kalakaua (ASAS)
Molokai Complex	Boys & Girls Club Maui (BGCM)
Waialua Complex	Pacific American Foundation (PAF)

## Students Served

As shown in Exhibit 3, a total of 13,658 students were served during the **full program year**, including summer. A total of 11,893 students were served during the **school year**, and 3,880 were served during **summer**.

## Exhibit 3: Number of Students Served



Sources: Output Reports, Spring APR, Summer APR

Note: These numbers should not be added together. Program Year numbers are unduplicated.

Exhibit 4 shows the characteristics of students participating throughout PY 2019-20.

- The program served roughly equivalent numbers of students in elementary school PreK-5 (6,830) and middle/high school (6,640).
- The students served were fairly evenly divided between boys and girls in in Grades 6-12 (50.3% females, 49.7% males) with a slightly larger gap in PreK-5 (51.0% females, 48.9% males).<sup>1</sup>
- Over half of the students served at each level were eligible for Free or Reduced (F/R) lunch<sup>2</sup>, with a higher percentage of eligible students in PreK-5 (53.4%) than in grades 6-12 (50.5%).
- The percentage of English Language Learners (ELL) was 8.8% in PreK-5, and 7.9% in Grades 6-12.
- The percentage of students with Special Needs (SpEd) was 9.2% for PreK-5, 11.5% for Grades 6-12.

#### Exhibit 4: Characteristics of PY 2019-20 Participating Students

Level	# Students	% Female	% Male	% ELL	% F/R Lunch	% SpEd
PreK–Grade 5	6,830	51.0 %	48.9%	8.8%	53.4%	9.2%
Grades 6-12	6,640	50.3%	49.7%	7.9%	50.5%	11.5%
<b>Overall</b>	<b>13,470*</b>	<b>50.6%</b>	<b>49.3%</b>	<b>8.3%</b>	<b>52.0%</b>	<b>10.3%</b>

Source: Output Reports

\*Total is less than the 13,658 served because grade level was not reported for some students.

### Professional Development

In the past, many subgrantees reported difficulty with various aspects of staffing their programs, from finding qualified staff, to high staff turnover. One (1) response to this challenge is to ensure program staff receive professional development. For example, in SY 2019-20 HIDOE created Key Staff Transition protocols used to train new staff in the policies and procedures in carrying out the 21CCLC program. HIDOE also asked subgrantees to describe their professional development efforts as part of the ongoing program monitoring effort. Many of the subgrantees reported providing professional development to their staff that went well beyond basic policies and procedures. Some examples of subgrantee professional development efforts include:

- **ASAS, KKP, KMR, Nanakuli and Waianae** provided professional development to all staff:
  - New staff complete Staff Training (which includes over 10 hours of training in Sexual Abuse; Identification and Reporting, Concussion Training, Ensuring a Safe Classroom Environment, Active Shooter, Fire Extinguisher and many more);
  - CPR and First Aid training is provided to all staff;
  - All staff who coach sports complete the NFHS Fundamentals of Coaching, Concussion in Sports, Heat Illness Prevention, Bully, Hazing and Inappropriate Behaviors Training; and
  - School year staff were provided with Positive Coaching and Successful Athletes (by Positive Coaching Alliance), We Are Ready - High School Transition Curriculum, First Tee Golf

<sup>1</sup> Percentages may add up to less than 100% because gender was not reported for some students.

<sup>2</sup> Some schools participate in the Community Eligibility Provision Program, which allows a school to serve free meals to all students. These schools are counted as 100% F/R lunch.

Curriculum, Working with Students with Intellectual Disabilities, STEM Team Building Activities, Classroom Management and Appropriate Student/Staff Relationships.

- **BGCM** provided virtual training to their staff:
  - Via the School of Youth Development at Spillett Leadership University through Boys & Girls Clubs of America.
  - Mindfulness and meditation training was offered through the While Wellbeing Platform app. This included access to training collections in basic mindfulness, balancing emotions, yoga, and more.
- Every year, **Castle** focuses on at least one (1) professional development opportunity for Site Coordinators, Principals, and Leadership Team:
  - In the past, Code.org was implemented with Saturday trainings for 21CCLC staff, principals, and other interested educators.
  - The following year, Ozobot and Evo training was provided to offer the students a 3-dimensional operation of coding using literature, bowling, and writing of the ozobot's journey.
  - The focus of professional development was on direct and explicit reading instruction training through TeachWell.
  - In May 2020, Castle began preparing to contract and implement Achieve 3000 Professional Training Sessions and Coaching to ensure that the program is followed with fidelity and teachers learn the data-management tools to inform their differentiated instruction.
- **HCAP** decided to “level up” its staff during this time of change and adaptation. Staff attended at least seven (7) pertinent seminars, webinars, and trainings:
  - Beyond School Hours Conference;
  - Hawaii Afterschool Alliance's Youth Entrepreneurship Training;
  - Staff Training on new Full Option Science Systems: Mixtures and Solutions;
  - National Afterschool Associations Webinars;
  - American Lung Association Asthma Basic;
  - Desmos Interactive Activity Builders webinar; and
  - PCS Edventures webinar on tech curriculum
- The **Kahuku** Project Director, one (1) school Principal and two (2) Site Coordinators attended the Beyond School Hours Conference in Orlando, Florida.
- **KALO** offered a Hawaiian language professional development to all Site Coordinators.
- **LHESF** provided teachers who worked and volunteered for their programs professional development opportunities to learn website development on *Google Sites*, *Weebly* and *Wix*.
- **PACT** provided New Hire Training and Monthly Relias Trainings: Child Abuse and Neglect, Back Injury Prevention, Boundaries, Defensive Driving, Ergonomics, Ethical Decision Making, Fire Safety, HIPAA, Code of Ethics and Conflict of Interest, Performance and Quality Improvement, Risk Management, Preventing Slips, Trips, and Falls, Workplace Emergencies and Natural Disasters, Workplace Harassment, Workplace Violence.

- **PAF** provided teachers with a variety of different training opportunities:
  - Google Earth Training - Technical assistance to help interested teachers use Google Earth as a platform for place-based learning;
  - “Teachers Teaching Teachers” series by Hanahahuoli School - Best Practices for Crisis Online Instruction (included a distance learning workshop, resources and tools for online instruction);
  - Trauma Informed Care - How to help youth during highly stressful times; and
  - Venture Lab.
- **Waialua** found that due to the COVID-19 pandemic, online programming and virtual content training was essential for their staff, including:
  - Weekly virtual meetings coordinated by the Hawaii After School Alliance, including sharing frustrations, challenges, and successes with other subgrantees;
  - Apple professional development classes in Arts & Sciences and Digital Media; and
  - 2-day Entrepreneurship training workshop sponsored by the Hawaii Afterschool Alliance.

## Social and Emotional Learning

In its efforts to refine the state’s 21CCLC Key Performance Indicators in PY 2018-19, HIDOE added an indicator addressing social and emotional learning: “Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate improved social and emotional skills.” This new indicator has had two (2) important implications for the most recent group of six (6) subgrantees (Cohort 12). First, it has required subgrantees to provide services that target social and emotional learning (SEL), and second, it has required them to document students’ demonstrated social and emotional skills. Due to the complexity of reporting SEL impact, HIDOE has decided to eliminate the requirement to measure and report on SEL growth in subsequent years. However, since the six (6) Cohort 12 subgrantees with this requirement were asked to provide information on how they addressed this new program component, we provide a summary of their efforts here.

Two (2) of the subgrantees reported adopting a specific SEL curriculum. Others seem to have taken a fairly broad view of the kinds of activities that contribute to social and emotional learning. As HIDOE takes a step back to reconsider the best way to roll out SEL as a component of 21CCLC programming, and as both HIDOE and subgrantees become more experienced in this area, they may find it will be important to provide targeted social and emotional learning curriculum in order to see improvement in students’ SEL skills over time, as well as important to provide subgrantees with assistance selecting appropriate measures of students’ SEL skills.

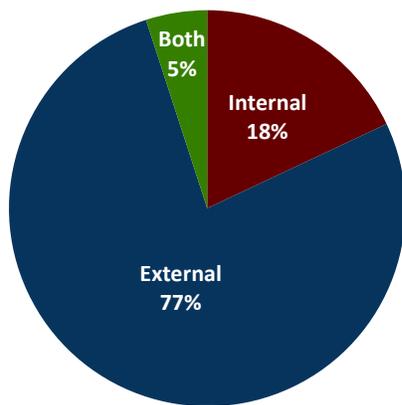
- **ASAS** included SEL in its summer program as well as during the school year for both their own grant program and through its role in the **KKP** program. This included the “Choose Aloha” curriculum based on the Jesse Lewis Choose Love curriculum and Hawaiian Value of the Week, as well as program elements such as collaborative projects and activities, hands-on, explorative learning; empowering students through providing input based on their interests and values, and engaging positive role models; and exposing youth to new ideas and experiences. ASAS has introduced a pre and post SEL survey for SY 2020-21.

- **BGCM** has incorporated Motivational Mondays as a new program to help participants with the emotional impacts of the pandemic and encourage self-care awareness.
- **Nanakuli** surveyed students and parents and found that 57% of students answered “yes” when asked if they feel safe emotionally and physically, while 40% said sometimes; 86% of parents agreed that 21CCLC is a safe place for their child.
- **PACT** was able to dig deep into social-emotional learning in their summer program by offering weekly sessions specifically geared toward SEL competencies. They leveraged great connections with Surf Rider Spirit Sessions, a program that teaches social-emotional learning through surfing.
- **PAF** provided center-driven culture- and place-based learning opportunities that included service learning, project-based learning, scientific inquiry and data collection, family engagement and school-community partnership development.
- **Waialua** provided specific SEL online content to help students and families cope with loss of employment, school closures, and health/well-being during the COVID-19 pandemic.

### Subgrantee Evaluation Practices

All subgrantees conducted an evaluation of their grant-funded programs. As shown in Exhibit 5 below, most contracted with external evaluators (77%). It is interesting to note that the 17 external evaluations were conducted by 10 different evaluators. That is, three (3) evaluators have been serving as evaluators for three (3) different grants – Pacific Research and Evaluation, Cecily Chun, and Betsy Bounds. Two (2) evaluators have been serving as evaluators for two (2) grants. Five (5) evaluators have been evaluating just one (1) grant. One (1) subgrantee, KKP, uses both an internal and an external evaluator.

**Exhibit 5: Use of Internal vs. External Evaluators (N=22)**



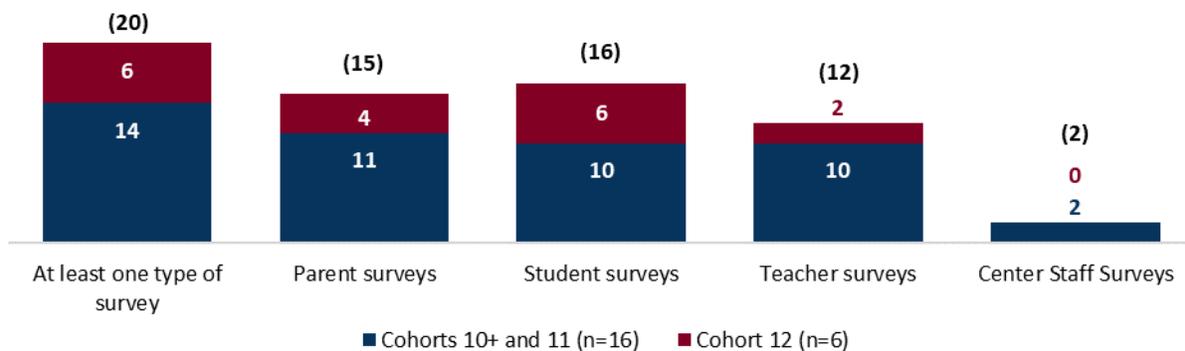
Source: Subgrantee Evaluation Reports

Subgrantees typically use daily attendance, course enrollment, documentation of field trips, parent/family events, guest speakers and athletic activities to assess achievement of targets for program implementation and outputs. They also receive Output Reports and Data Stories from HDOE with data on characteristics of students, behavioral outcomes and academic progress. Many subgrantees supplement these data sources with a variety of other types of data collection. The following are some of the most common examples.

## Surveys

Most subgrantees (20 of 22) reported conducting surveys as part of their evaluation approach. While some of these surveys were designed primarily to gauge student interests and in one (1) case to gauge the types of activities parents would like to engage in, most subgrantees used surveys to assess student outcomes and/or program satisfaction and to provide student voice in the planning of activities. Exhibit 6 shows the number of subgrantees reporting using surveys of different kinds of stakeholders. In a few cases subgrantees were unable to collect student or parent surveys due to school closures associated with the pandemic. Most subgrantees using teacher surveys reported they were unable to collect them this year due to pandemic-related school closures.

**Exhibit 6: Subgrantee Use of Surveys**

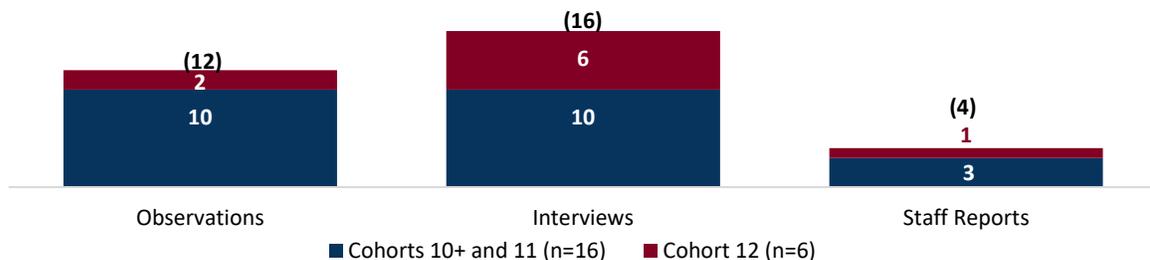


Source: Subgrantee Evaluation Reports

## Other Data Sources

In addition to surveys, subgrantees reported several other types of data collection. As shown in Exhibit 7 over half (12 of 22) of the subgrantees reported conducting observations. It is interesting to note that although these were included in their description of their evaluation designs, in only one (1) case was it reported that these observations were conducted by the evaluator. In the other 11 cases the observations were either conducted by the project director, Site Coordinators or other 21CCLC staff, or the observer was not specified.

**Exhibit 7: Subgrantee Use of Other Data Sources**



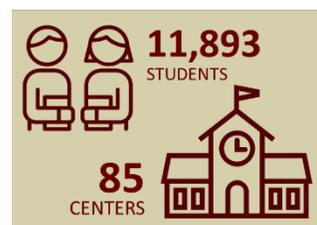
Source: Subgrantee Evaluation Reports

Another fairly common data source mentioned by subgrantees (9 of 22) was interviews. In some cases, these were interviews with students; in other cases parents or teachers were also being interviewed. In one (1) case the interviews were of community partners. Finally, several subgrantees developed special reports for collecting specific types of data from staff. Examples include:

- **BGCM** produced monthly project director reports.
- The evaluator for **Campbell** and **Kaploei** developed a Weekly Successes and Challenges Form submitted by Site Coordinators to the Project Director, regarding program attendance issues, student/teacher/family engagement and skills development.
- **Castle** continued to complete CAFÉ progress reports.

## 2.2 Overview of School Year Programs

A total of 11,893 students were served in Hawaii’s 21CCLC program statewide at 85 centers during SY 2019-2020 school year (Fall 2019 through Spring 2020, excluding summer). This section gives a summary of their characteristics, the activities offered to the students by the centers during the school year, and an overview of the staff providing those activities.



### Program Participants

Exhibit 8 summarizes the characteristics of students served in the 21CCLC program during SY 2019-20:

- The majority of students were in middle or high school (6,068), although nearly as many were in PreK-5 (5,825).
- The students served were fairly evenly divided between boys and girls in in Grades 6-12 (50.3% females, 49.6% males) with a slightly larger gap in PreK-5 (51.8% females, 48.1% males).
- About half of the students served at each level were eligible for Free or Reduced (F/R) lunch, with a higher percentage of eligible students in in PreK-5 (52.7%) than in grades 6-12 (49.9%).
- The percentage of English Language Learners (ELL) was 8.6% in PreK-5, and 8.3% in Grades 6-12.
- The percentage of students with Special Needs (SpEd) was 8.5% for PreK-5, and 10.9% for Grades 6-12.

### Exhibit 8: Characteristics of SY 2019-20 Participating Students (N=11,893)

Level	# Students	% Female	% Male*	% ELL	% F/R Lunch**	% SpEd
PreK–Grade 5	5,825	51.8%	48.1%	8.6%	52.7%	8.5%
Grades 6-12	6,068	50.3%	49.6%	8.3%	49.9%	10.9%
<b>Overall</b>	<b>11,893</b>	<b>51.1%</b>	<b>48.9%</b>	<b>8.5%</b>	<b>51.3%</b>	<b>9.7%</b>

\*Percentages may add up to less than 100% because gender was not reported for some students.

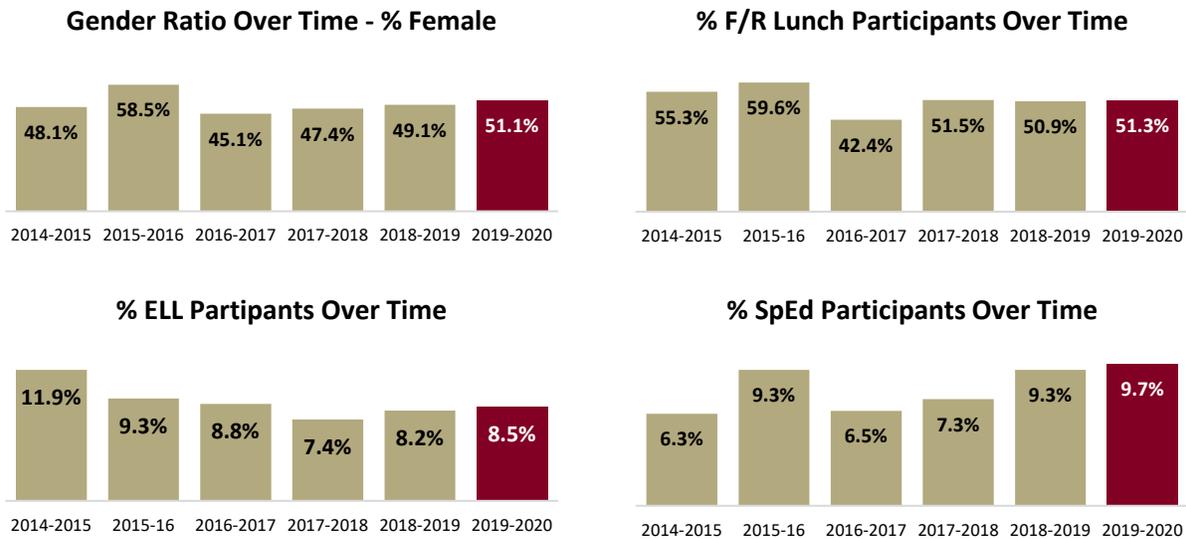
\*\*For schools that participate in the Community Eligibility Provision Program, 100% of students are counted as F/R lunch eligible.

Exhibit 9 shows the characteristics of students served during the school year. The exhibit shows that the proportion of students who are English language learners, those who are eligible for Free & Reduced (F/R) lunch, and those receiving special education services have increased over time. These reflect the HDOE's efforts to expand the program to more students and increased emphasis on serving high needs students. The exhibit also shows that the total number of students served has generally increased over time, although there was a small decrease in the total number of students served in SY 2019-20 reflecting the fact that there were fewer subgrantees and centers compared to SY 2018-19.

**Exhibit 9: Changes in Characteristics of SY 2019-20 Participants Over Time**

All Grades	# Students	% Female	% Male	% ELL	% F/R Lunch	% SpEd
<b>2019-20</b>	↓ 11,893	↑ 51.1%	↓ 48.9	↑ 8.5%	↑ 51.3%	↑ 9.7%

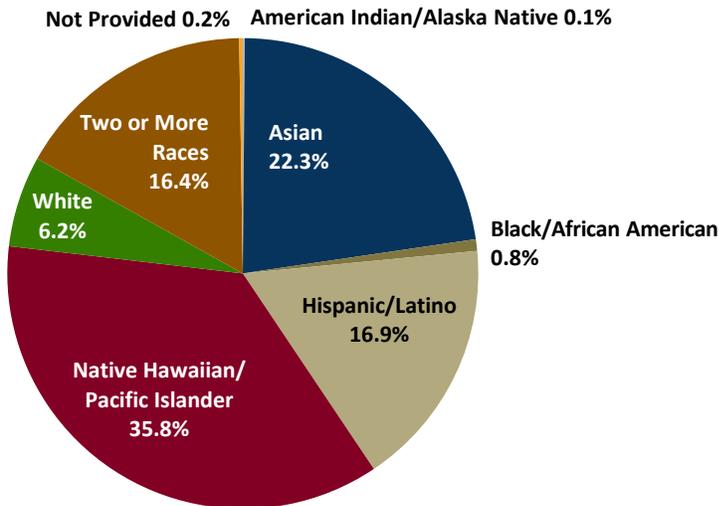
Source: Spring APR data. Arrows indicate an increase or decrease since SY 2018-19.



Source: Spring APR data.

Exhibit 10 shows the largest proportion of students self-identified as Native Hawaiian/Pacific Islanders (35.8%). The smallest proportions identified as American Indian/Alaska Native (0.1%) and Black/African American (0.8%).

**Exhibit 10: Ethnicity of Students Served**



Source: Spring APR Data

Exhibit 11 shows the number of students enrolled and days of participation in the program during the school year over the past six (6) years. The graph shows that in general, there has been an increase in the number of students participating, as well as an increase in the number of students participating 30 days or more. In fact, the percentage of students participating 30 days or more was almost 44% this year (5,154 out of 11,754) compared to roughly one-third in prior years.

**Exhibit 11: Level of Student Participation During the School Year**



Source: Spring APR data; Total number of 11,754 students for SY 2019-20 is less than the 11,893 shown in Exhibit 8, because the number of days of participation was missing for a few students.

## Activities Provided

All subgrantees provided activities in at least one (1) core academic area, with STEM (Science, Technology, Engineering and/or Math) being the most common. All subgrantees provided at least one (1) type of enrichment activity, with art and music being the most common (See Exhibit 12). Most classes or activities were offered two (2) to three (3) times a week at each center. The number of times per week shown in Exhibit 8 reflects the total across all subgrantees. For detail on individual subgrantees, see Appendix Exhibits 1 and 2.

### Exhibit 12: Number of Centers Providing Each Type and Frequency of Programming

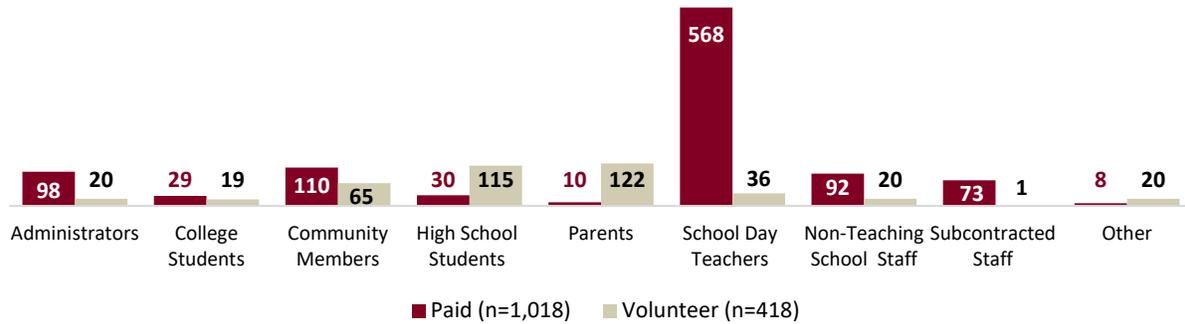
Core Activities	Number of Centers	Times per Week
STEM	70	263
Literacy	43	161
Tutoring	39	141
Homework Help	48	218
English Language Learners Support	5	15
Enrichment Activities	Number of Centers	Times per Week
Entrepreneurship	6	15
Arts & Music	64	230
Physical Activity	50	202
Community/Service Learning	28	53
Mentoring	6	22
Drug Prevention	3	<1
Counseling	4	3
Violence Prevention	3	<1
Truancy Prevention	13	52
Youth Leadership	21	40
College & Career Readiness	19	33

Source: Spring APR data.

## Staffing

As shown in Exhibit 13, the proportion of paid vs. volunteer 21CCLC staff varies greatly according to the type of staff. Most staff were school day teachers. Nearly all school day teachers are paid for their work with the 21CCLC program. Over one-quarter (418 out of 1,436) of the staff were volunteers; most volunteers were high school students, community members and parents.

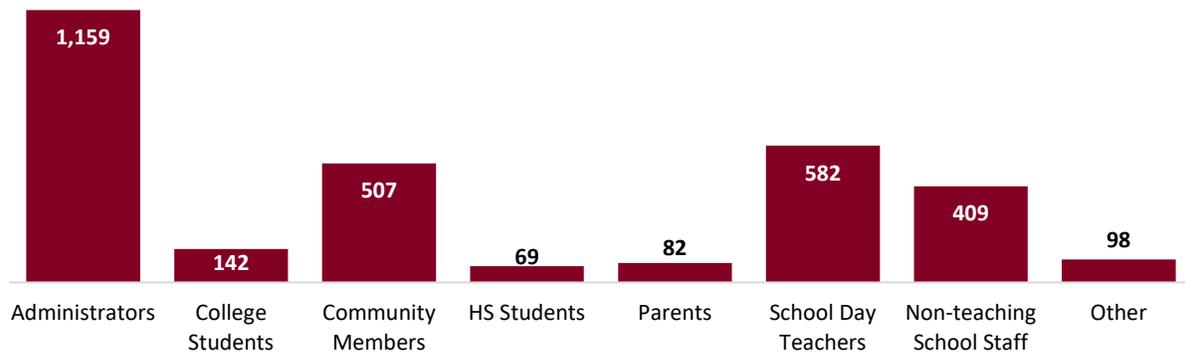
**Exhibit 13: Types of Paid and Volunteer Staff SY 2019-20**



Source: Spring APR data

Subgrantees reported the average staff hours by type of staff as shown in Exhibit 14. The data may reflect variation in the ways that subgrantees reported the data. For example, average staff hours reported was highest for administrators. This may be a result of reporting the average number of hours school administrators were on site at the school, rather than an estimate of the hours that administrators dedicated to the 21CCLC program. It will be important to clarify correct reporting of this information for next year.

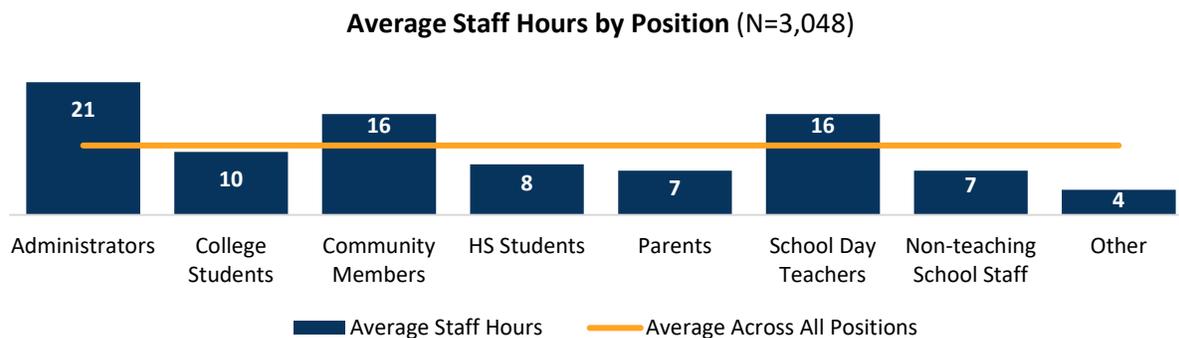
**Exhibit 14: Total Average Staff Hours Per Week Across All Subgrantees by Position**



Source: Subgrantee Evaluation Reports

Exhibit 15 shows the average hours spent by **each** staff person by type of position. The average hours per week across all types of staff was 11 (orange line.) Again, the administrators show as having the highest average number of hours per week. It is interesting to note that across the program as a whole, community members match school day teachers in the average number of hours spent per week.

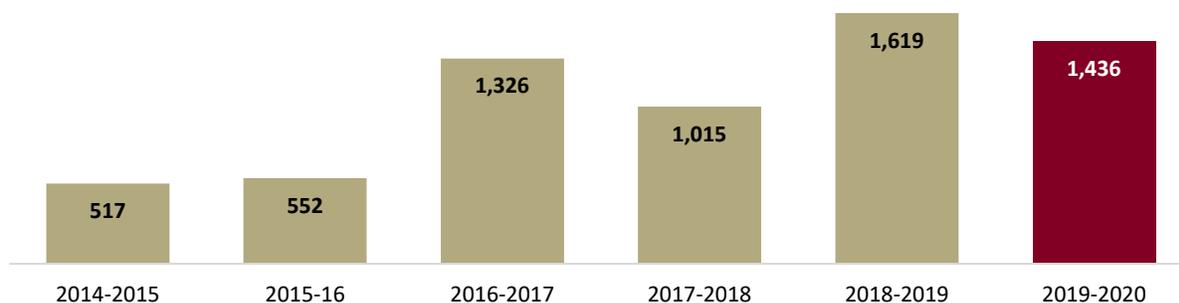
**Exhibit 15: Average Staff Hours Per Staff Person Per Week by Position**



Source: Subgrantee Evaluation Reports

As shown in Exhibit 16, there was a substantial increase in the number of staff during SY 2018-19 compared to the prior year. This reflected the increase in number of grants, number of centers and number of students served. There were somewhat fewer staff in SY 2019-20, reflecting the fact that there were three (3) fewer subgrantees, but the numbers were still higher than the years prior to SY 2018-19. This reflects the fact that new subgrantees were successful in becoming fully staffed within their first year, while several older subgrantees were still reporting having difficulty recruiting and retaining staff, a challenge that HIDOE has been addressing by working with partners Hawaii Afterschool Alliance and the Office of Talent Management to find ways to increase outreach and create partnerships with community colleges and teacher education programs in the coming year.

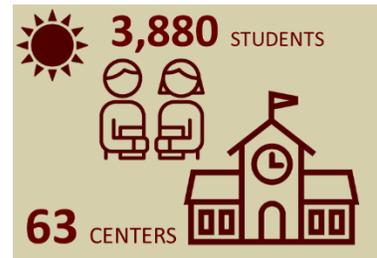
**Exhibit 16: Change in Total Number of Staff Over Time**



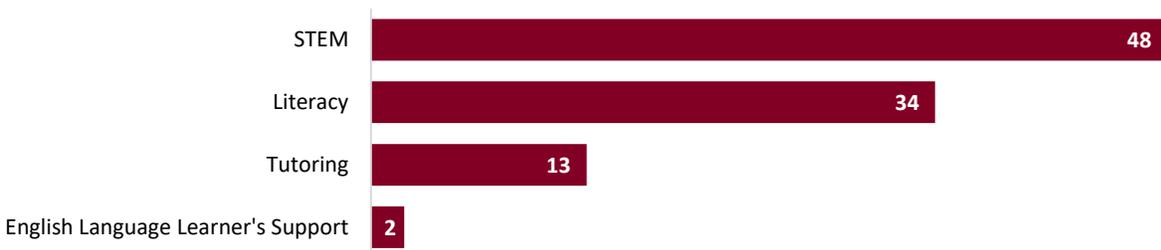
Source: Spring APR Data

## 2.3 Overview of Summer Programs

About three-quarters of the 85 centers provided summer programs in 2019. All subgrantees provided summer programs in at least one center. These centers served a total of 3,880 students. Exhibit 17 shows that STEM was the core academic program provided by three-quarters of the centers offering summer programs (48 of 63). Over half of the centers overall offered literacy programs in the summer.



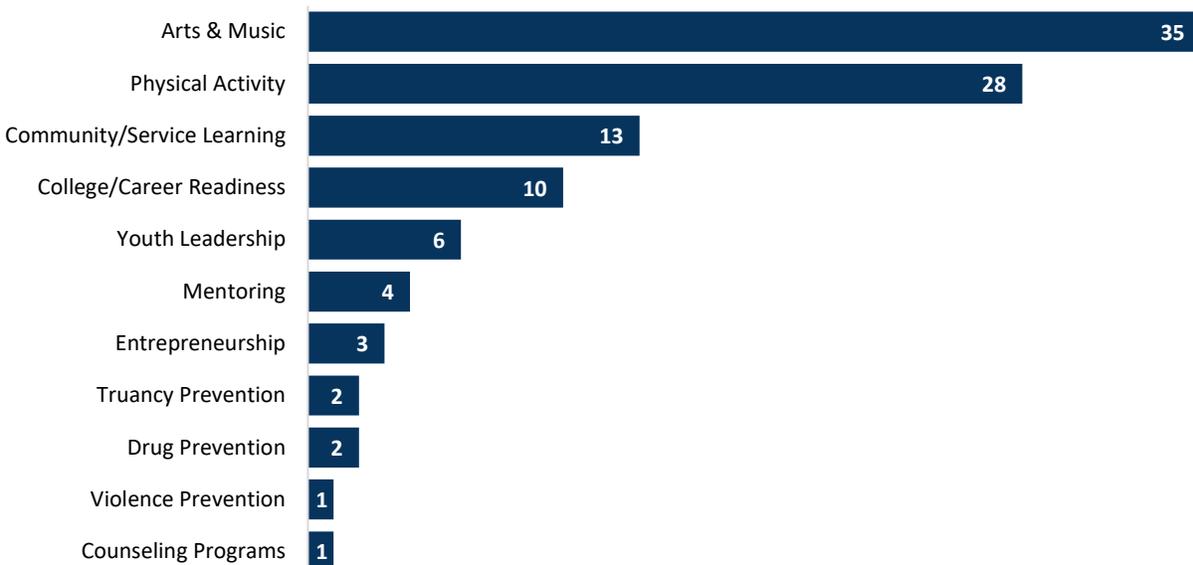
**Exhibit 17: Number of Centers Offering Core Activities in the Summer (N=56)**



Source: Summer APR data

Exhibit 18 shows Arts & Music as the enrichment activity offered by the largest number of centers providing summer programs, provided by 35 of the 63 centers with summer programs. The next most common activity, offered at 28 centers, was Physical Activity, followed by community/service learning offered at 13 centers.

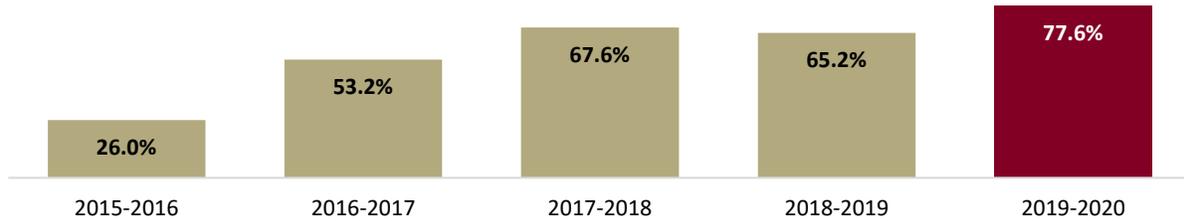
**Exhibit 18: Number of Centers Offering Enrichment Activities in the Summer (N=51)**



Source: Summer APR Data

Exhibit 19 shows that the proportion of centers providing summer programming has generally increased over time. Over three-fourths of the centers provided summer programming in 2019 compared to two-thirds in the summers of 2017 and 2018, and only about one-fourth in the summer of 2015.

**Exhibit 19: Percentage of Centers Offering Summer Programming Over Time**



Source: Summer APR data

### 3. PERFORMANCE ON HAWAII STATE KEY PERFORMANCE INDICATORS

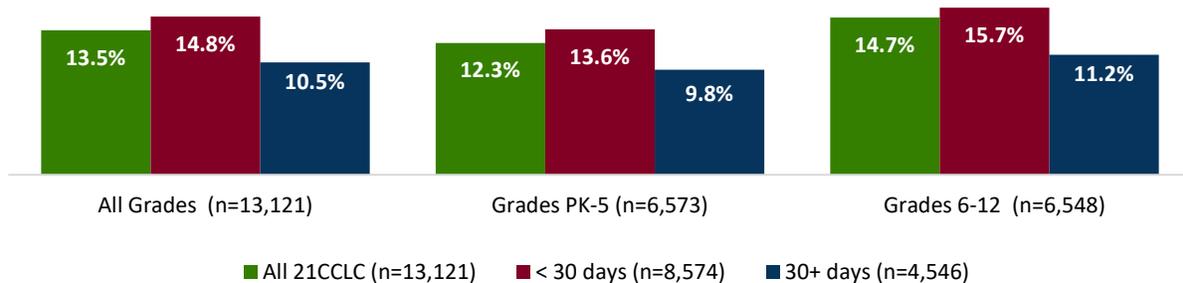
This chapter presents program outcomes to the extent possible, in three (3) areas: behavioral outcomes, academic outcomes, and achievement of project objectives. It is important to note that the school year was truncated by about 25% (45 days) due to the COVID-19 pandemic. Not only did this shorten the length of time for achieving outcomes, but also interfered significantly with data collection. Here we report the best data available as of the end of the school year in May 2020. This is especially important to keep in mind as some of the exhibits below compare SY 2019-20 to prior years.

#### 3.1 Behavioral Outcomes

##### Chronic Absences

One (1) measure of student behavior included in this year’s evaluation was the percentage of students who missed 15 or more days of school. As Exhibit 20 shows, fewer students participating in 21CCLC 30 days or more were chronically absent (10.5%) than those who participated fewer days (14.8%). This positive result was true for both PreK-5 students and those in grades 6-12.

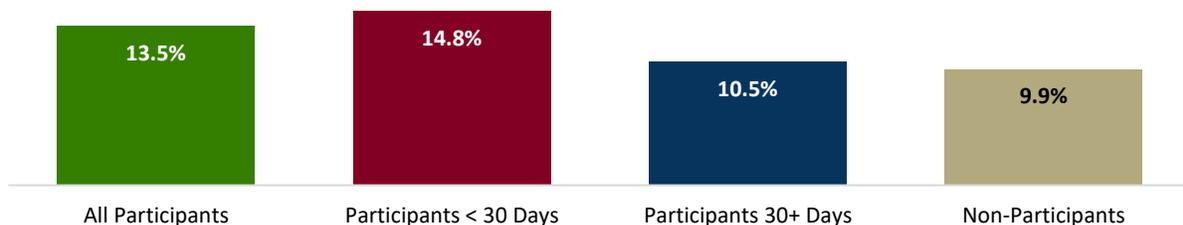
**Exhibit 20: Chronic Absences – Percentage of Students Absent 15 or More Days**



Source: Output Reports

Exhibit 21 shows that the percentage of 21CCLC participants who were chronically absent this year was actually higher for program participants than non-participants. Even those participating 30 days or more were more likely to be chronically absent than non-participating students. It is possible this reflects the fact that the 21CCLC program is reaching students who have the greatest need.

**Exhibit 21: Percentage of 21CCLC Participants and Non-Participants Absent 15 or More Days**

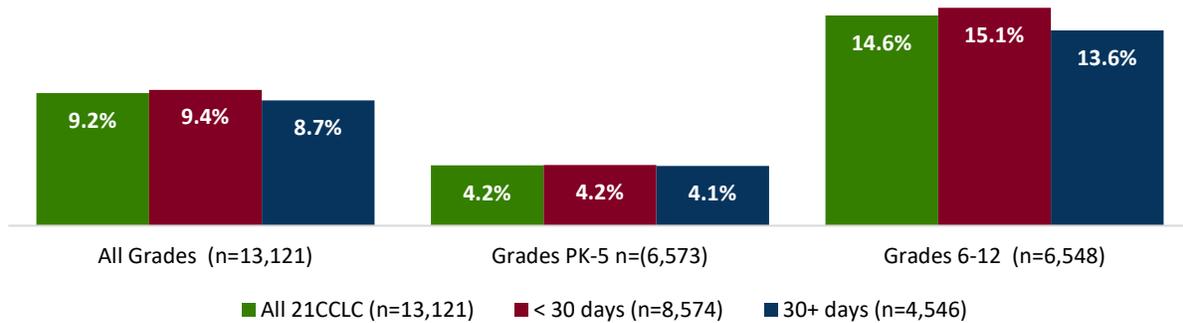


Source: Output Reports and Data Stories

## Behavioral Incidents

The second measure of behavioral outcomes, which is included in this year’s evaluation for the first time, is the number of behavioral incidents.<sup>3</sup> These are defined as student referrals for Class A, B, C, or D<sup>4</sup> level offenses. As shown in Exhibit 22, the numbers of referrals were fairly low for elementary students, with a slightly lower percentage of students with referrals among those participating in 21CCLC 30 days or more. Even for older students, the percentage of students with referrals is lower among those who participated 30 days or more than among those participating fewer than 30 days.

**Exhibit 22: Behavioral Referrals – Percentage of Students with A, B, C, D or Level Referrals**



Source: Output Reports

<sup>3</sup> <https://docs.google.com/document/d/1hjUctAfcZs7WzCTpmTu6d0O2ewCwco5bkRZWIU5IYh8/edit>

<sup>4</sup> **Class A Offenses**

Assault; Burglary; Dangerous instrument, or substance; possession or use of; Dangerous weapons; possession, or use of; Drug paraphernalia; possession, use, or sale of; Extortion; Fighting; Firearms; possession or use of; Homicide; Illicit drugs; possession, use, or sale of; Intoxicating substances; possession, use, or sale of; Property damage or vandalism; Robbery; Sexual offenses; or Terroristic threatening.

**Class B Offenses**

Bullying; Cyberbullying; Disorderly conduct; False alarm; Forgery; Gambling; Harassment; Hazing; Inappropriate or questionable uses, or both of internet materials or equipment, or both; Theft; or Trespassing.

**Class C Offenses**

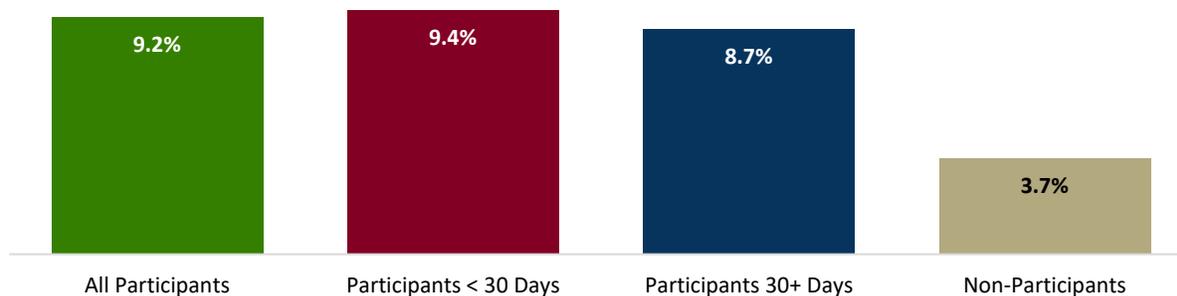
Class cutting; Insubordination; Laser pen/laser pointer; possession or use of; Leaving campus without consent; Smoking or use of tobacco substances; or Truancy.

**Class D Offenses**

Contraband; possession or use of; Minor problem behaviors; or Other school rules.

Exhibit 23 again shows that referrals were slightly lower among students participating for 30 days or more than among those participating fewer than 30 days. The figure also shows that 21CCLC participants were more likely to have behavioral referrals than non-participants. This is surprising, given that student, parent and teacher feedback suggests participation improved student behavior. One (1) explanation is that the program is serving students most in need of additional support.

**Exhibit 23: Percentage of Participants and Non-participants with Level A, B, C, or D Level Referrals**



Source: Output Reports and Data Stories.

### 3.2 Academic Outcomes

This is the second year that HIDOE has used the state data system to extract student characteristics and state student performance data to reduce the need for subgrantees to collect this data. An Output Report was designed to provide this information back to projects in a user-friendly way, including both standardized assessments and grades or course marks. Unfortunately, the state did not collect assessment data in SY 2019-20 due to COVID-19 school closures. HIDOE was granted a waiver to statewide assessments from the USDE on March 20, 2020. A few schools did report grades, however sufficient data was not available to report grades statewide. Some subgrantees reported a limited amount of data on academic outcomes that was available outside of HIDOE’s planned year-end reports. The following are some examples of academic outcomes reported by subgrantees:

- **ASAS** reported that based on the student survey, areas of potential improvement include helping students get their homework done and helping students do better in school. To strengthen their academic components, ASAS Hawaii increased STEM offerings this year. Looking ahead, they anticipate focusing more on tutoring and academic support to mitigate learning loss caused by COVID-19.
- **Campbell** reported that limited grades data appeared to show notable grades growth in English, math, and science for program attendees who needed to improve at the intermediate school and in Science at the high school.
- **Castle** reported that using the CAFÉ progress reports as a data tool, 97% of students who attended CAFÉ programs showed academic improvement.
- **Hana** reported that overall grades have continued to improve throughout the complex. Classroom attendance also continues to improve. Our partners all report that overall, their students are meeting or exceeding their stated goals. Finally, student overall behavior continued to improve

this year. Students, especially those involved in construction related activities, now have many new skills that will relate well to the job market.

- **Kahuku** reported that based on parent and student survey results which were received on all students who attended the program, 100% of parents indicated that the program had helped their child do better in school, and 100% of students indicated that the program had helped him or her do better in school.
- **Kapolei** reported that middle school grades showed some promise – of the 39 program participants who needed to improve in English, 51% improved, and of the 39 program participants who needed to improve in Math, 41% improved. Further, for the 22 program participants who needed to improve in Science, 55% improved.
- **KKP** reported academic improvement in ELA and math met the key indicator of success; 51% improvement in ELA and 48% improvement in math - exceeding KKP 21CCLC targeted outcome of 10% improvement.
- **KMR** reported that grades through quarter three (3) indicated that at one (1) middle school, 38% of the students who needed to improve their grade in ELA did improve; 48% of the students who needed to improve in math did improve; and 28% of those who needed to improve in science improved. At the other middle school, 35% of those who needed to improve their grade in ELA improved; 13% of those who needed to improve in math improved; and 29% of those who needed to improve in science did improve. They also reported that 59% of students at one (1) school and 78% of students at the other believe the afterschool helped them do better in school.
- **Nanakuli** reported that when asked if the program helped them do better in school, 61% of students said yes, and 36% said sometimes; 86% of parents agree that 21CCLC motivates their child to do better in school. Of those students who needed to improve in English, 32% did improve. Of the 33% who needed to improve in math, 45% improved. Of students that needed to improve in science, 35% did improve.
- **Waialua** reported that based on student grades, 60% of the students who attended the program regularly (30 or more days) showed improvement in math in SY 2019-20, compared to no students in SY 2018-19. Seventy one percent (71%) of the students who attended the program regularly showed improvement in ELA in SY 2019-20 compared to no students in SY 2018-19.

### 3.3 Achievement of Program-Specific Objectives

In their evaluation reports, subgrantees were asked to report on their own goals and objectives. For each objective they were asked to provide the measure used to assess achievement, the results, and whether or not the objective was met. Many subgrantees used the Key Performance Indicators to construct their objectives, in some cases simply repeating them and in other cases establishing their own targets for the level of achievement they intended to meet. Other subgrantees had objectives that were unique or specific to their programs.

Some of subgrantees' goals and objectives were fairly broad, such as:

- Encourage parents/caregivers and teachers to read to children on a regular basis;

- Experience and learn about traditional Hawaiian agriculture; and
- Incorporate healthy choices, healthy foods, healthy activities.

Others included specific targets for service delivery, such as:

- 100% of centers will provide computer labs for participants and family members during regular operation hours.
- 80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements.
- Centers will expand family participation, as evidenced by a 50% increase in the number of family events, or a 100% increase in the number of shared (between schools) family events.

Some objectives were focused on participants’ satisfaction with services, such as:

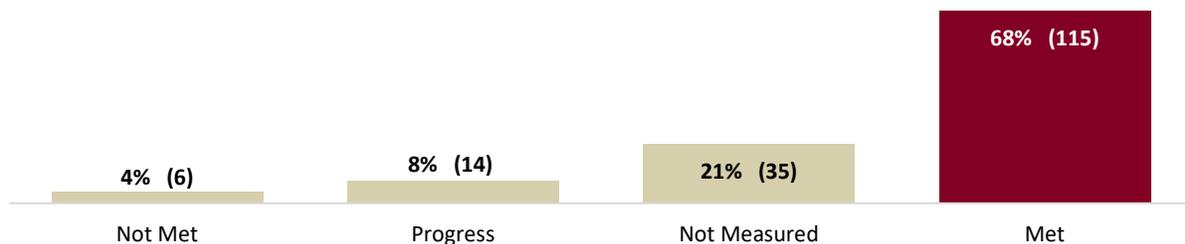
- 50% or more of students and their parents will report an overall satisfaction with after-school services.
- 50% or more of students would tell others to participate in the after-school program if asked.
- 75% or more of stakeholders will report perceived benefits of student participation in the after-school program.

Still others focused on specific student outcomes such as:

- 50% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of SY 2019-20.
- 80% of junior and senior high school students indicate an interest in attending college.
- Students will experience fewer behavior incidents.

Overall, subgrantees were successful in meeting most of their goals and objectives. As shown in Exhibit 24, of the 170 specific objectives, subgrantees reported meeting 115, or 68% of them. They accomplished this despite the fact that many of the objectives could not be measured this year, due to the COVID-19 pandemic and associated school shut-downs.

**Exhibit 24: Achievement of Program-Specific Objectives**



Source: Subgrantee Evaluation Reports

### 3.4 Other Key Performance Indicators

While the recently revised Hawaii Key Performance Indicators for 21CCLC programs focus on the student behavioral and academic outcomes reported above, Cohorts 10 and 11 were funded under the previous Key Performance Indicators which included community partnerships, services to parents and families, hours of operation, and serving communities most in need. These are still high priorities for HIDOE but are considered essential for all programs and are thus now documented through ongoing monitoring rather than considered to be performance indicators for Cohort 12 subgrantees.

#### Community Partnerships

As shown in Exhibit 25, statewide, Hawaii’s 21CCLC subgrantees reported working with a total of 690 partners during SY 2019-20. As the exhibit shows, the development of partnerships has increased substantially over time, although there was a small decrease in the total number of partners in SY 2019-20 reflecting the fact that there were fewer subgrantees and centers compared to SY 2018-19. The number of partnerships ranged from a high of 78 for one subgrantee, to one subgrantee that reported only one partner. For additional detail on the number of partnerships for each subgrantee, see Appendix Exhibits 3 and 4.



#### Exhibit 25: Number of Partners Over Time



Source: Subgrantee evaluation reports, APR data

Exhibit 26 shows the number of paid and unpaid partners and the types of roles they have played or contributions they have made. The total number of partners included in this exhibit is fewer than shown in Exhibit 25 because in some cases subgrantees did not provide detail on the type of contributions their partners made or whether they were paid or unpaid.

**Exhibit 26: Number of Paid/Unpaid Partners by Role (N=576)**

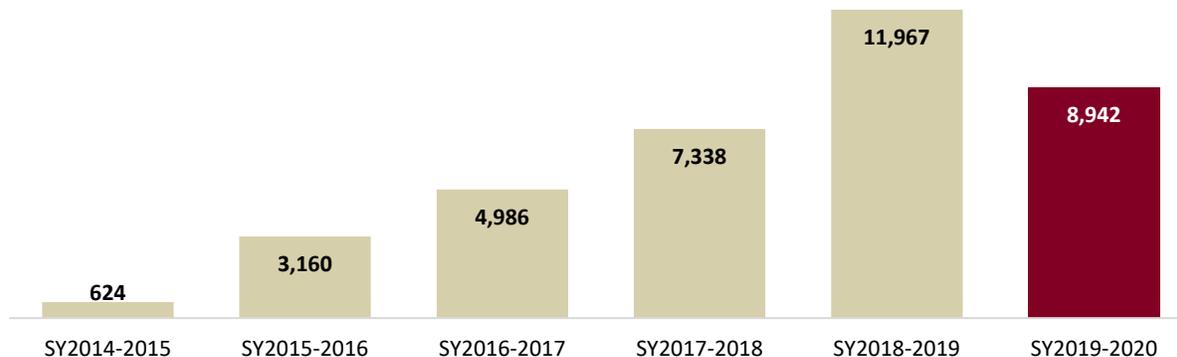
Type of Partner Contribution	Paid Partners	Unpaid Partners
Provide evaluation services	11	81
Raise funds	3	74
Provide programming/activity related services	28	334
Provide goods	18	109
Provide volunteer staffing	5	61
Provide paid staffing	29	8
Other	12	13
<b>TOTAL</b>	<b>94</b>	<b>492</b>

Source: Subgrantee Evaluation Reports

**Services to Parents and Other Family Members**

Most centers encouraged parent and family engagement through family nights, athletic events, student educational fairs, and learning experiences such as workshops and classes for parents and community members. In SY 2019-20, subgrantees reported serving more than 8,900 family members. As shown in Exhibit 27 the number of family members served has substantially increased over time, although there was a small decrease in the total number of students served in SY 2019-20, reflecting the fact that there were fewer subgrantees and centers compared to SY 2018-19. For additional detail on the number of family members served by each subgrantee, see Appendix Exhibit 5.

**Exhibit 27: Number of Family Members Served Over Time**

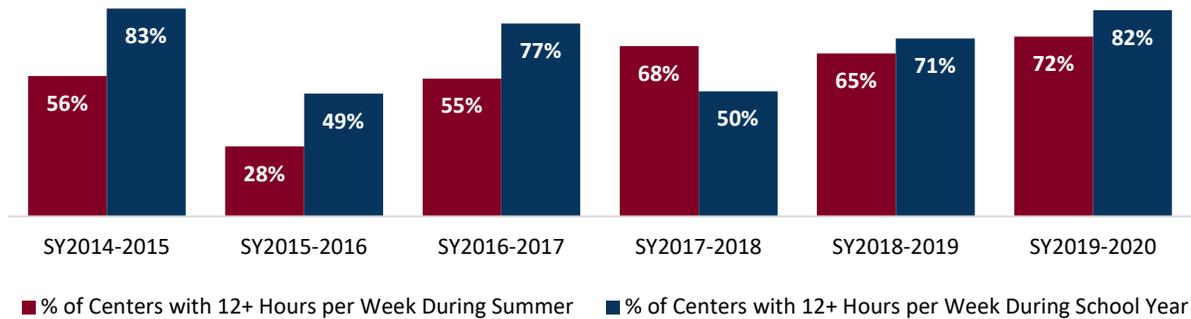


Source: Spring APR data, Subgrantee Evaluation Reports

## Hours of Operation

As shown in Exhibit 28, HIDOE collects data from subgrantees on the number of centers providing 12 or more hours per week of programming during the school year and during the summer. As the exhibit shows, 72% of centers offered summer programming in the summer of 2019. The proportion of centers offering summer programming increased compared to last year. The percentage of centers offering at least 12 hours per week of programming has also increased over time. While several subgrantees raised concerns about their ability to do that given competition with other after school programs, this is an issue that HIDOE has addressed through clarifying 21CCLC programming expectations and formal and informal monitoring. Beginning with Cohort 12 (SY 2018-19), the minimum hours per week have actually been modified such that now the goal is for 100% of centers to offer at least 12 hours of programming for grades K-8, and 10 hours per week for grades 9-12. In addition, centers are required to operate at least 2 hours per day and at least 4 days per week. The result is that among the six (6) Cohort 12 subgrantees, all but one (1) of the 23 centers provided at least 12 hours of programming during the school year.

**Exhibit 28: Hours of Operation Over Time**



Source: Subgrantee Evaluation Reports

## Serving Those With the Greatest Need

The school-wide percentage of students who qualify for free or reduced (F/R) priced lunches is a commonly used proxy for identifying schools in high needs communities. The evaluation looked at this measure in two (2) ways: 1) by the proportion of participating students who qualified for F/R lunch, and 2) by the proportion of participating schools that qualified for Title I funding. In SY 2019-20, 61% of students in participating schools qualified for F/R lunch. This is substantially higher than the 47.4% of students who qualified for F/R lunch statewide.

As shown in Exhibit 29 below, a total of 61% of students at participating schools qualified for F/R lunch. 46.1% of participating schools qualified for Title 1 funds. These findings suggest that the 21CCLC program effectively targeted schools and communities with the greatest need for the program’s services. For additional detail by subgrantee, see Appendix Exhibit 7.

### Exhibit 29: Serving High Needs Communities

Indicator of High Needs Communities	Schools Participating in 21CCLC Programs	Statewide
Percent of students who qualify for F/R Lunch	61.0%	47.4%
Percent of schools that qualify for Title I funds	46.1%	62.0%

Source: Spring APR data; HIDOE StriveHI data; HIDOE SSIR Data, Title I Eligibility Data by Complex Area  
<https://www.hawaiipublicschools.org/DOE%20Forms/StriveHI2020/2020StriveHIStateSnapshot.pdf>  
<https://www.hawaiipublicschools.org/DOE%20Forms/TitleI1920.pdf>



- **Kahuku** used small group instruction where teachers provided small group programming for students which encouraged collaboration, provided increased opportunity for feedback for students and allowed for greater student participation.
- **LHESF's** program has focused on encouraging and supporting all of their high school participants in enrolling in the dual enrollment program through the University of Hawaii Maui College. They felt this initiative was critical because Lanai is an island with a small population, limited resources, and no physical college on the island.
- **Molokai** introduced archery into its program and obtained NASP [National Archery in Schools Program] certification. This allowed them to offer a skill like archery to students, many whose families depend on hunting. They also implemented a successful gardening program, where the importance of aloha aina, proper cultivation of foods, and reaping the benefits of hard work is emphasized, which has been especially valuable, given Molokai is a community of farmers that, for generations, has lived off the land.
- **PACT** brought on board a new staff person with the added skill of being a fluent Chuukese speaker who has been able to interpret for Chuukese families and translate program documents.

## 4.2 Enhancing Student Engagement

One (1) common approach used by many of the subgrantees to enhance student engagement has been to replace the concept of “classes” with “clubs,” which helps to promote a sense of belonging. Some have gone further to join sports leagues and other kinds of leagues that promote teamwork and healthy competition with students from other schools. Subgrantees report that these efforts promote a sense of belonging, boost attendance and help to strengthen students’ social skills. Participation in these leagues also helped to boost parent interest in 21CCLC programs. Some examples include:

- **ASAS** launched the All-Stars Athletic League, which provided weekly competitive league games in Volleyball, Basketball and Pylon Football between seven (7) Oahu ASAS programs, with 929 family and community members attending the games.
- **Kapolei** and **HCAP** participate in a LEGO league.
- **LHESF** reported that the Lanai Flag Football program has grown to offering three (3) different leagues with the help of coaches from the Maui Police Department and Lanai High School Football program.
- **PACT** offered Late Night Basketball League during the summer through a community partnership
- **Waipahu** participates in both the LEGO League and the VEX robotics League.

In addition to participating in competitive leagues, several subgrantees reported other strategies for enhancing student engagement include:

- **PACT** reported its reward-based field trips to be the most successful way to acknowledge and increase youth participation.

- At one (1) **PAF** school, older students mentored younger students, demonstrating deep understanding of subject matter, leadership skills and empathy. This initiative seems to increase the engagement of both the older students and the younger children.
- **Pearl City** emphasized student-led activities. For example, 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 their value of contribution to a healthy environment.

### 4.3 Encouraging Parent/Family Involvement

In addition to participating in competitive leagues, several subgrantees reported other strategies for encouraging parent/family involvement.

- **Castle** distributes Café Progress Reports to parents and school day teachers to increase communication on the academic performance and behavior of the students.
- **KMR** has found that family activities where students and family members participate together has been very effective in involving family members.
- **LHESF** launched their Watch, Learn, Eat & Be Inspired program in response to the COVID-19 restrictions. Through flyers sent in advance, families were instructed to stream and watch a particular movie with instructions on the type of discussions they could have and learn as a family, based on the movie topic and themes. They were also instructed on the types of food related to the movie. In collaboration with local restaurants, the type of food was offered for take out to the community. Finally, the families could post their photos and images of inspiration on the community Facebook page. There was an enthusiastic positive response from the community to the project.
- One (1) of the **PAF** schools added a Parent Engagement Specialist to help with scheduling more field activities. At another site staff planned walking tours throughout the neighborhood. Participants visited the library, fire station, police station and nearby businesses using a “scavenger hunt” approach. The effort increased family participation and familiarization with community resources.
- **Pearl City** has found that communication with parents/family is vital – from the beginning of enrollment, throughout 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. They also designed enrichment activities to involve parents. For example, Girls on the Run at Lehua Elementary School encourages training and developing healthy lifestyles to meet a goal and involve parents in keeping time, attending and cheering at a mock 5K, and learning about healthy foods needed during training.

## 4.4 Increasing Enrollment and Attendance

Not surprisingly, maintaining full enrollment has been difficult for some subgrantees, especially given the COVID-19 spring school closure. Several reported strategies that seem to be helping:

- **Waialua** has made a concerted effort to conduct continuous communication and follow-up of students who were absent, parents of participating students, those that were interested in participating in the program offerings, and to promote the program to the feeder schools. Forms of communication included email, phone calls, flyers, social media announcements, school bulletin announcements, virtual conferencing such as Zoom, Google Hangout, and WebEx.
- **Waianae** followed up with students who were consistently absent and communicated with parents/grandparents about the schedule and the need for commitment to classes and its relation to academic success. At the intermediate and high school centers, the Site Coordinator established student log in/log out using Google Forms. The resulting document was helpful for monitoring attendance and identifying specific students and families to target for additional follow up.
- **Campbell** has found that encouraging students to invite their friends to participate in programs appears to have a positive impact on increasing program enrollment.

## 4.5 Virtual Programming

When schools shut down in March 2020, subgrantees were challenged to continue providing programming virtually, if possible. Some school-based centers paused their programming, while others found creative ways to continue to provide services. Here are several examples of efforts that subgrantees made to continue providing engaging 21CCLC services through virtual programming:

- **ASAS** and the programs they have been operating at **BGCM, Castle, KMR, KKP and Castle** maintained connections with students through social media platforms and engaged students in a wide range of virtual group activities that helped to maintain connections among the students as well as between students and their teachers. 21CCLC staff also provided daily exercise activities and resource links to educational content providers such as PPO Crafts, Science Buddies, Paper Craft Art, STEAMsational, and Science Fun for Everyone.
- **BGCM** reported that staff quickly embraced the virtual clubhouse programming, changing to working from home and implementing virtual programs such as fitness time, nutrition programs, motivational Mondays, and music-making shakers. Staff found it effective to have shorter programming slots, so most virtual programs only ran 20-30 minutes, but physical activities and games ran longer. They also had “screen breaks” built-in on the hour, so kids could have a break to stretch, get a snack, or use the bathroom. This kept everyone engaged.
- **HCAP’s** HA Initiative quickly transitioned onto an online platform within a week, they consolidated their classrooms into one (1) site and delivered hours of educational content daily. They also adapted their field excursions into live video streams and virtual tours and transitioned their family engagement efforts into take home STEM kits.

- **PAF** converted existing aina-based curricula for online delivery; produced virtual field activities such as 3D Virtual Reality Tours and interactive maps with embedded historical, scientific and cultural information; produced and uploaded instructional videos to a “Malama Club” section on the PAF website for 24/7 student/family access with topics such as arts and crafts, dance, nutrition and health information, cooking, gardening, do-it-yourself STEM projects, digital music lessons and culture-based science; provided live virtual enrichment activities (like yoga and family fitness) to keep students engaged and physically active; offered social-emotional activities and chat sessions for students and their families to address physical, mental and spiritual burnout.
- **Waianaë** established a rotating online schedule allowing students to take multiple classes, which helped attract new students who had never come to the after-school program.

## 5. PROGRAM CHALLENGES

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### 5.1 Challenges Before the COVID-19 Pandemic

By far the biggest challenge subgrantees faced during SY 2019-20 was the COVID-19 pandemic and associated school closures. However, they faced many important challenges prior to the March 2020 shutdown. Below are examples of ongoing challenges reported by the subgrantees in their triannual reports and evaluation reports.

- **BGCM** reported a challenge in logistics with one (1) of the host schools. The program space was relocated twice before opening, which made it particularly difficult to foster parent/family involvement and bridge the gap between home and club. To address this, they began regularly posting activity calendars to their social media accounts, using handouts and flyers to highlight specific programs, and encouraging ongoing parent communications.
- **Castle** found it challenging to ensure that all of their vendors had to meet the state of Hawaii vendor payment guidelines to receive timely payment. This required the project director to dedicate an extended amount of time working with the partners.
- **Hana** found that maintaining community partnerships was extremely difficult when funding for the program was delayed due to poor performance supplying required reports. Some partners were unable to continue their activities.
- **HCAP** encountered challenges in recruiting part-time STEM teachers. They also found parent communication to be a challenge.
- Attendance continued to be a challenge for **Castle, Kahuku, KALO, KMR, Molokai, Nanakuli and Waianae**, especially in cases where teachers were only available to teach their classes once a week, or staff were college students or individuals with multiple jobs with frequent schedule changes. Another challenge was parents who would pick up students early.
- **Kapolei** reported that some students were not fully engaged in the Robot Fun class and classes were also not as diversified as hoped – mostly tutoring and enrichment. It was also challenging scheduling substitutes to cover times when teachers were out sick.
- **KKP** found it challenging to provide regular athletic leagues and games for the students with the ASAS Sports Showdown event often the only regularly scheduled event. Due to the vast geographic areas represented, KKP students living in remote areas often have trouble getting to school and participating in after-school programs. The district of Kau, for example, spans more than 930 square miles. Some students commute for an hour to attend school each day. There is limited access to transportation for students unless it is provided by the schools.
- **Kohala's** elementary Site Coordinator felt challenged by growing too quickly. In an effort to connect with as many families as possible, they may have created too many classes, enrolling 150 students, which felt unwieldy.

- **Molokai** planned to use Achieve 3000 to track ELA progress throughout the year but ran into inconsistency of use among school sites and classrooms. Teachers are not required to test students at specific points throughout the year; some students had pre-scores recorded, no interim score, and no post-score, while others had no pre-score but had a post-score.
- **PACT** had a serious lice infestation, after which many students stopped attending the program. After a period of time they saw youth become re-infested as often it was only the students who were treated and not the entire household or the home. PACT also continued to struggle with hiring and retaining quality staff with personal commitment, cultural responsiveness, and the individual resilience needed to effectively facilitate the program.
- **Waialua** closed three (3) of its centers based on recommendations from their HIDOE monitoring visit to terminate services to the feeder elementary schools due to non-compliance and an inability to meet programming requirements.

## 5.2 Challenges Since the COVID-19 Pandemic

Once schools closed in March due to the COVID-19 pandemic, five (5) of the subgrantees discontinued their programs as planned on June 30, 2020: **Campbell, FOF, Kahuku, Kapolei** and **Kohala**. The other 17 subgrantees rose to the challenge and made the shift to virtual programming with varying degrees of success. Some of the challenges in making this shift included:

- Low participation numbers;
- Management of screen time;
- Lack of in-person interaction and friendship building;
- Keeping students engaged during school closures when staff, students and families were overwhelmed with schedule disruptions, information overload and health and safety concerns;
- Hiring or retaining staff to conduct distance learning sessions;
- School day teachers too overwhelmed with providing distance learning for their school day students to continue teaching afterschool classes;
- Difficulty doing hands-on learning;
- Staff working together as a distributed team;
- Getting principals to assist in figuring out how 21CCLC would fit into students' and families' lives, given they were overwhelmed with trying to figure out how the regular school day should operate;
- Lack of technology needed for at-home virtual learning, including not only computers, but also lack of internet access, especially in rural areas not serviced well by current service providers.

- The need to make major scheduling changes such as:
  - Condensing lessons from 4 hours of daily content to more fast-paced 2 hours sessions with 4 half-hour lessons with an interactive game at the end to review;
  - Changing days of the week from Tuesday to Saturday to Monday through Friday;
  - Establishing regular online weekly meetings between program administrators and center liaisons for updates, planning and alignment;
  - Teachers were flexible and worked outside of their normal hours. If a student could participate after dinner instead or after their parent got home from work, then the teacher accommodated.
  - Some teachers ended up doing more one-to-one time blocks spread out throughout the afternoon, to accommodate learning needs and family schedules.

Despite all of these challenges, many subgrantees had major success in continuing their programs after the shutdown. Some examples of particularly flexible adaptations include:

- **ASAS** and the programs they have been operating at **BGCM, Castle, KMR, KKP and Castle** engaged students in virtual group activities such as Coach Gabe’s push-up challenge; Ohana Vibes, a weekly video series with home-based activities; online music classes, and Field Trip Fridays, virtual tours of sites such as the International Space Station and Son Doong, the world’s largest cave. Staff members also provided daily exercise activities and resource links to a wide range of educational content providers.
- **LHESF** reached out to families and students with activities such as "social distance runs" where families were able to get out and be active while following social distance rules. They also utilized an app to track steps, which created a social media setting where participants became competitive while focusing on health and wellness in the home. They also distributed keiki bags and enrolled high school students in dual credit UHMH college courses.
- **PACT** staff participated in the USDA lunch service program, providing nutritious Grab and Go lunches to youth in the KPT community, did check-ins via phone (conversations and texting) or in-person during lunch pick-up service, set up a Teen Program Instagram account (@pact\_teen) with check-ins for youth and parents, weekly updates, COVID-19 information (handwashing, DIY masks, etc.), Instagram challenges, and prizes and giveaways; developed a daily Zoom study hall; received funding to purchase 100 tablets and Chromebooks, 75 hotspots and monthly data to distribute to youth for use at home; reached out to middle schools to help distribute remedial packets to students, encourage youth to complete them, and assist with returning packets to schools if needed. Lack of technology and internet access were barriers to participation for many families.
- **PAF** was quick to evaluate and act upon pandemic challenges and opportunities. They immediately set up closed social media platforms so site staff could continue connecting with their haumana and ohana online; contacted families regularly to assess needs and provide school updates and went door to door with supplies and food; helped organize food drives within their communities; acquired outside funding to purchase devices for schools; made arrangements with the library to provide free WiFi access and technology training for parents; converted existing

curricula for online delivery and offered alternative instructional approaches to continue offering place-based learning opportunities including:

- The TeleTeach website built to support teachers in providing culture-based, standards aligned curricula with online content, teacher guides and video resources for distance learning;
- Google Earth virtual field experiences where teachers, students and families could continue to explore the region; and
- A searchable database to find community partners and activities aligned with center learning goals.

Other subgrantees met with more limited success but were still able to provide virtual programming at one (1) or more of their sites. Some examples include:

- **Hana** reported that when the pandemic shut down most of their programs, they provided each student with a laptop for them to do enrichment work - out of 340 students, 176 students picked up electronic devices. Hana Arts and Ma Ka Hana Ka Ike also found ways to reach out to students either via virtual tutorials or outdoor distancing in groups less than 10.
- **Pearl City** discontinued all of its programs except for one (1) elementary school, which offered online programming to provide a social/emotional response to the stay-at-home order and help fill the gap in instructional learning at school.
- **Waialua** offered online virtual programming daily, but fewer students participated in the online programming than the average daily attendance prior to the pandemic. They also set up a special pandemic learning opportunity for a limited number of students that focused on the creation and support of providing face shields and face masks, that took place daily for 8 hours per day.
- **Waianae** found that even with support and ideas, at one (1) elementary school some teachers were hesitant to continue running their programs and those who tried faced very limited attendance and participation from students. In programs that did continue, teachers were flexible and worked outside of their normal hours. If a student could participate after dinner instead or after their parent got home from work then the teacher accommodated them.

## 6. AREAS FOR PROGRAM IMPROVEMENT

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### 6.1 Recommendations for 21CCLC Subgrantees and Their Centers

Our analysis of the subgrantee evaluations included reviewing recommendations made by the local evaluators, which identified a range of programmatic suggestions for improving subgrantee program effectiveness. These recommendations address six (6) different areas of improvement, described below.

- 1. Data Collection and Reporting.** This is an area that has been improving over time, and fewer evaluators made recommendations for improving data collection than last year. Several evaluators recommended monitoring data collection more closely throughout the grant period and providing support to centers or partners if they need help understanding the reporting requirements. Another recommendation that was made by several evaluators was to implement internal tracking of data from report cards, grades and test scores, on time grade advancement, improvements in attendance and behavior, rather than relying solely on the year end reports provided by HIDOE.
- 2. Family Involvement and Services to Adults.** While parent and family participation continues to increase, two (2) evaluators made recommendations for increasing family involvement. One (1) evaluator gave the same recommendation to two (2) subgrantees, to find ways to engage families and document their participation, with suggestions such as movie nights, family projects, demonstrations such as having a chef show how to create a particular kind of meal, create a family garden or make a lei, and to offer incentives such as gift certificates for a drawing at an event. Another evaluator recommended sharing weekly updates about the program to inform parents about upcoming events and activities.
- 3. Funding and Sustainability.** Some local evaluator recommendations related to funding and sustainability were very general, often simply suggesting that programs need to develop a plan to seek continued funding for effective, engaging programs and to sustain afterschool supports when funding from the grant ends. One (1) evaluator reminded the subgrantee to include in their long-term plans identifying a location or facility for their programs to continue operating.
- 4. Quality Programming.** Several evaluators made recommendations for improving programming including prioritizing attendance and academics while preparing students to transition to high school, establishing sports leagues, and incorporating nationally recognized programs.
- 5. Partnerships.** Most subgrantees have been successful with developing valuable partnerships, especially over the last two (2) years. Even so, several evaluators had recommendations for developing new partnerships. One (1) evaluator recommended that elementary schools currently operating without partners to 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.” Another recommended a subgrantee look for additional resources to implement cultural learning. A third evaluator recommended developing a deeper connection with the local community by connecting with artists, to raise awareness of the art program or even joining PTAs and local organizations to become more involved in the community and increase awareness of the out-of-school time program.
- 6. Professional Development.** One (1) evaluator recommended providing additional professional development opportunities in technology (e.g. distance learning, relevant apps for online learning, video production), strengthening cultural learning and career exploration, implementing place-based and project-based activities, olelo Hawaii and implementing HA in an afterschool setting.











to adopt practices that promote increased student attendance, including planning their program offerings in such a way that classes are offered long term (e.g., for a full quarter or semester) and multiple times per week, and building their programs around classes that are of the greatest interest to participating students. While some subgrantees have made substantial improvements in tracking student attendance more accurately, HIDOE should also continue to review subgrantees' procedures for enrolling students and taking attendance to ensure that all days of participation are being consistently documented.

### **Data Collection and Reporting**

Hawaii's 21CCLC program has made major improvements in data collection and reporting over the last several years, including having subgrantees report APR data to HIDOE rather than inputting the data themselves, thus giving HIDOE ownership of the data, providing subgrantees with evaluation report templates to increase standardization of the kinds and amount of information being reported, increased monitoring to identify and support improvements in data collection by individual subgrantees and at individual sites, and establishing procedures for producing data directly from the state data system to reduce reporting burden on the subgrantees and improve the quality and completeness of the data. This improvement has been quite apparent as we analyzed the data for this year's statewide evaluation report. We encourage HIDOE to continue this journey of improving the quality and completeness of the data being collected and the effectiveness of using the data for program improvement.

**Recommendation:** HIDOE should continue to devote resources to ongoing improvement of data collection and reporting with further improvements to the subgrantee evaluation report template, working with a new data analytics contractor to improve the accuracy of data stories and output reports, continued careful monitoring, and continuing to provide technical assistance and information sharing among subgrantees. We also recommend HIDOE look for opportunities for enhanced communication and coordination between the state data analytics contractor, statewide evaluation team, monitoring team and program office so that each can inform the other about administrative, programmatic and evaluation issues and uses of the data. For example, on-site visits and interviews with subgrantees could be an extremely valuable data source for the statewide evaluation, but if added to the current statewide evaluation effort, would need to be carefully coordinated with the monitoring effort so as not to unduly burden the subgrantees or result in any confusion about the purpose of each type of site visit or interview. In the absence of this kind of primary data collection as part of the statewide evaluation plan, providing the evaluation team with monitoring reports is another way that the monitoring and evaluation teams might further collaborate. Additional communication among the various teams might also help to improve the quality and relevance of the reports being produced by the state data analytics team.

### **Social and Emotional Learning**

As mentioned earlier, HIDOE added a new indicator in SY 2018-19 requiring subgrantees to document increases in participating students' social and emotional learning skills. However, the department recognized that documenting SEL skills and measuring effectiveness of SEL programming is very complex and have now dropped that requirement for subsequent years. In order to effectively address SEL, subgrantees would need substantial guidance for both program implementation and assessing effectiveness.



## **APPENDICES**

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**Appendix Exhibit 1: Number of Centers Providing Core Academic Services by Subgrantee**

**Appendix Exhibit 2: Number of Centers Providing Enrichment and Support Activities by Subgrantee**

**Appendix Exhibit 3: Number of Partners by Subgrantee**

**Appendix Exhibit 4: Number of Partners Over Time by Subgrantee**

**Appendix Exhibit 5: SY 2019-20 Family Participation by Subgrantee**

**Appendix Exhibit 6: Hours of Operation by Subgrantee**

**Appendix Exhibit 7: Students at Participating Schools Qualifying for Free/Reduced Price Lunch**

### Appendix Exhibit 1: Number of Centers Providing Core Academic Services by Subgrantee

All subgrantees reported providing Core Academic Services at one (1) or more of their centers. All but three (3) subgrantees reported providing core academic services at 100% of their centers.

Subgrantee	# of Centers	STEM	Literacy	% Providing at Least One (1)
ASAS	1	1	1	100%
BGCM	2	2	2	100%
Campbell	6	5	6	100%
Castle	6	6	6	100%
FoF	5	4	4	100%
Hana	1	1	1	100%
HCAP	5	5	5	100%
Kahuku	4	4	4	100%
KALO	5	5	2	100%
Kapolei	5	5	5	100%
KKP	3	3	3	100%
KMR	2	2	2	100%
Kohala	3	3	3	100%
LHESF	1	1	1	100%
Molokai	5	4	4	80%
Nanakuli	3	3	2	100%
PACT	1	1	0	100%
PAF	9	8	4	89%
Pearl City	3	3	3	100%
Waialua	3	3	1	100%
Waianae	4	3	2	75%
Waipahu	8	8	8	100%
<b>OVERALL</b>	<b>85</b>	<b>80</b>	<b>69</b>	<b>96%</b>

Source: Subgrantee APR data and subgrantee evaluation report data.

## Appendix Exhibit 2: Number of Centers Providing Enrichment and Support Activities by Subgrantee

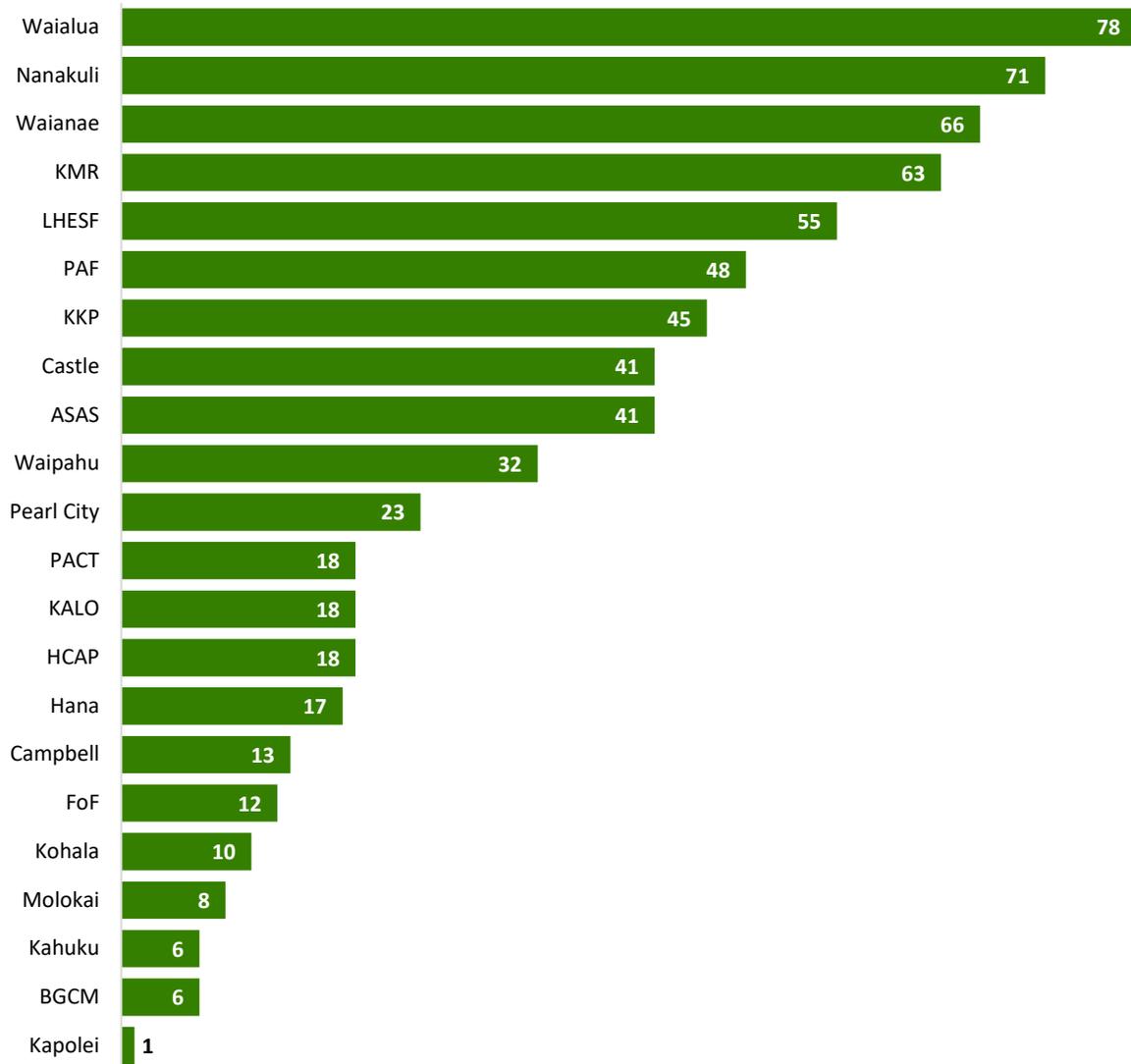
All but one (1) center reported providing a variety of enrichment and support activities, with Arts & Music being the most commonly reported.

Subgrantee	# of Centers	Tutoring/ Homework Help	ELL Support	Entrepre- neurship	Arts & Music	Physical Activity	Community/ Service Learning	Mentoring	Drug Prevention	Counseling Programs	Truancy Prevention	Youth Leader- ship	College & Career Readiness	% Providing At Least One (1)
ASAS	1	1			1	1	1				1	1	1	100%
BGCM	2	2		1	2	2	2	2	1			2	2	100%
Campbell	6	5			6	4	1					2	2	100%
Castle	6	6			4	4	2					2	1	100%
FoF	5	4	1		5	5								100%
Hana	1	1		1	1	1	1	1				1		100%
HCAP	5	5			5	5	5					5		100%
Kahuku	4	1			3	3	1							100%
KALO	5	3		1	5	1	1					1	5	100%
Kapolei	5	5			4	5	1					1		100%
KKP	3	3			3	3	3				3	3	3	100%
KMR	2	2			2	2	2				2	2	2	100%
Kohala	3	3			3	3	2	1					3	100%
LHESF	1	1	1	1	1	1	1	1	1	1		1	1	100%
Molokai	5	5			4	4	1							100%
Nanakuli	3	1			2	1	1				1	1	1	67%
PACT	1	1			1	1					1			100%
PAF	9	5			9	9	5					2	2	100%
Pearl City	3	3			3	2	2					2		100%
Waialua	3	1		1	3	2	1	1	1		1	1	1	100%
Waianae	4	4		1	3	4	2			1	2	1	4	100%
Waipahu	8	8			7	6	3					1	5	100%
<b>OVERALL</b>	<b>85</b>	<b>70</b>	<b>2</b>	<b>6</b>	<b>77</b>	<b>69</b>	<b>38</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>11</b>	<b>29</b>	<b>33</b>	<b>99%</b>

Source: Subgrantee APR data and subgrantee evaluation report data.

### Appendix Exhibit 3: Number of Partners by Subgrantee

All subgrantees had at least one (1) partner; one (1) subgrantee had as many as 78 partners.



Source: Spring APR, Subgrantee Evaluation Reports

#### Appendix Exhibit 4: Number of Partners Over Time by Subgrantee

Eleven subgrantees (50%) increased their number of partners from SY 2018-19 to SY 2019-20.

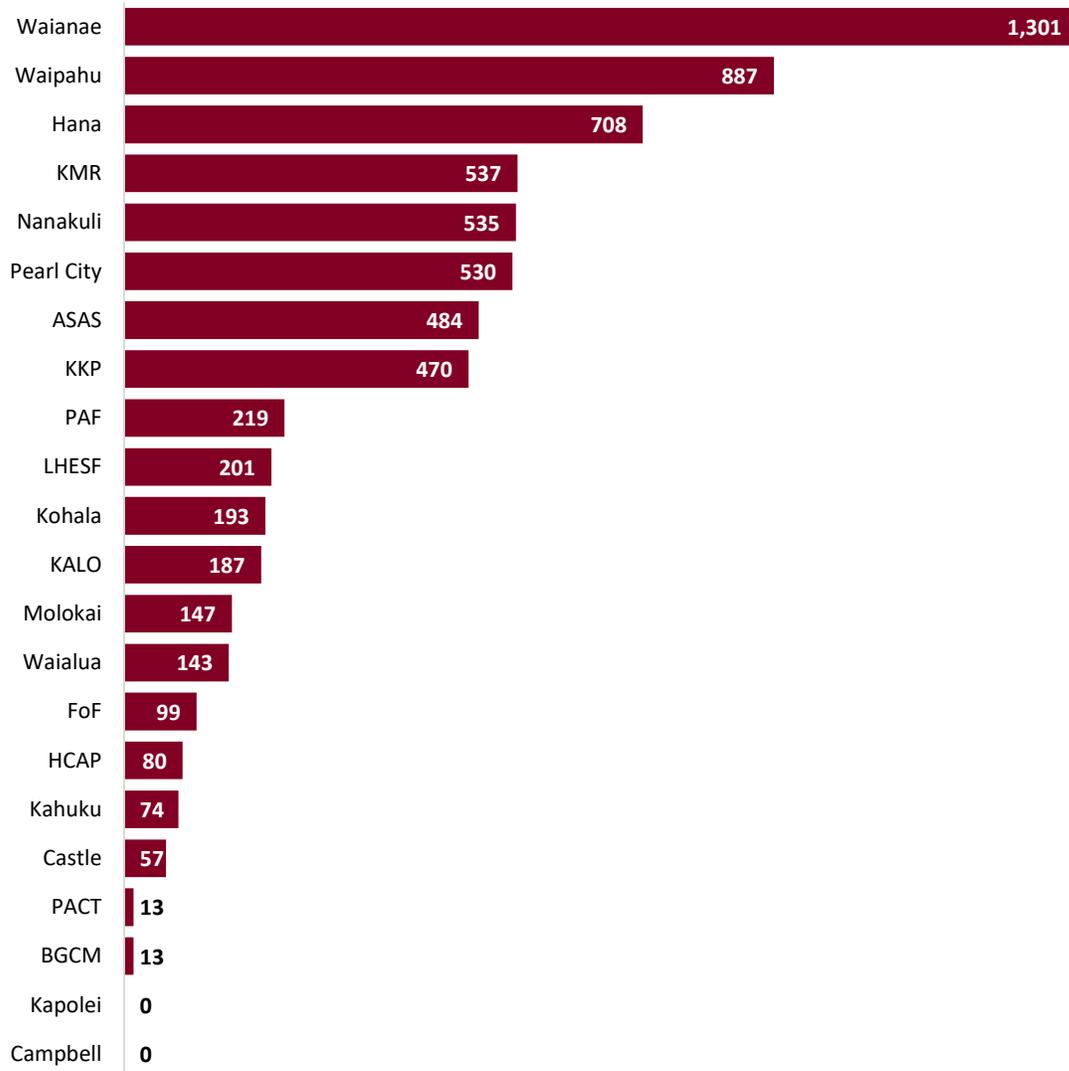
Subgrantee	2-Year Gain/Loss*	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20
ASAS		—	—	41	41
BGCM	↑	—	—	0	6
Campbell	↓	6	7	39	13
Castle		6	12	41	41
FOF	↑	9	8	10	12
Hana	↓	1	6	22	17
HCAP	↑	8	17	15	18
Kahuku		8	6	6	6
KALO	↓	2	1	30	18
Kapolei	↓	—	1	24	1
KKP		—	—	45	45
KMR	↑	1	36	58	63
Kohala	↑	5	7	9	10
LHESF	↑	9	14	28	55
Molokai	↓	29	36	11	8
Nanakuli	↑	1	10	50	71
PACT	↑	9	9	12	18
PAF		—	—	48	48
Pearl City	↑	—	10	16	23
Waialua	↑	—	—	49	78
Waianae	↑	2	20	50	66
Waipahu	↓	1	13	46	32
<b>OVERALL</b>	<b>↓</b>	<b>129</b>	<b>269</b>	<b>734</b>	<b>690</b>

Source: Subgrantee APR data, Subgrantee Evaluation Reports

\*Arrows indicate increase or decrease from SY 2018-19 to SY 2019-20

### Appendix Exhibit 5: SY 2019-20 Family Participation by Subgrantee

Twenty (20) subgrantees served family members. Five (5) Oahu-based subgrantees and one (1) Maui-based subgrantee each served over 500 family members.



Source: Spring APR data

### Appendix Exhibit 6: Hours of Operation by Subgrantee

Most centers (82%) provided 12 or more hours of programming per week during the school year. Almost three-fourths provided 12 or more hours of programming during the summer.

Subgrantee	# of Centers	# of Centers Providing 12+ Hours/Week – School Year	# of Centers Providing 12+ Hours/Week – Summer
ASAS	1	1	1
BGCM	2	2	2
Campbell	6	6	6
Castle	6	3	4
FOF	5	4	1
Hana	1	1	1
HCAP	5	5	5
Kahuku	4	2	3
KALO	5	3	3
Kapolei	5	5	2
KKP	3	3	3
KMR	2	2	1
Kohala	3	3	3
LHESF	1	1	1
Molokai	5	5	1
Nanakuli	3	1	2
PACT	1	1	1
PAF	9	9	4
Pearl City	3	2	3
Waialua	3	2	3
Waianae	4	1	3
Waipahu	8	8	8
<b>OVERALL</b>	<b>85</b>	<b>70 (82%)</b>	<b>61 (72%)</b>

Source: Subgrantee evaluation reports

## Appendix Exhibit 7: Students at Participating Schools Qualifying for Free/Reduced Price Lunch

Five (5) subgrantees served schools which were all participating in the Community Eligibility Provision, which allows all students at the school to receive Free/Reduced Price Lunch. Fifteen (15) subgrantees (68.1%) served children at schools which provided more than 50% of their student population Free/Reduced Price Lunch. Almost two-thirds (61%) of total students at schools served were eligible for Free/Reduced Price lunch.

Subgrantee	Total Enrollment	# Free/Reduced Lunch	% F/R Lunch
ASAS	1,065	615	57.7%
BGCM	1,231	678	55.1%
Campbell	6,639	2,633	39.7%
Castle	3,004	1,402	46.7%
FOF	1,548	1,136	73.4%
Hana	363	363	100.0%
HCAP*	—	—	—
Kahuku	2,233	1,223	54.8%
KALO	962	474	49.3%
Kapolei	3,755	1,717	45.7%
KKP	1,863	1,863	100.0%
KMR	1,037	719	69.3%
Kohala	785	491	62.5%
LHESF	577	577	100.0%
Molokai	1,029	965	93.8%
Nanakuli	2,136	2,136	100.0%
PACT*	—	—	—
PAF	2,492	1,648	66.2%
Pearl City	1,162	601	51.7%
Waialua	1,449	628	43.3%
Waianae	3,617	3,617	100.0%
Waipahu	7,490	3,884	50.1%
<b>OVERALL</b>	<b>43,858</b>	<b>26,754</b>	<b>61.0%</b>

Sources: HDOE School Status & Improvement Reports – 2019-20. 2019-2020 State Public Charter School Commission Annual Report. 2019-20 Private School Enrollment Report. Charter school F/R Lunch rate from [www.schooldigger.com](http://www.schooldigger.com).

(Note: Does not include F/R lunch data from private schools.)

\* Subgrantee did not provide services at school-based centers.