

Hawaii 21CCLC Evaluation Report Template

SY2020-21 Cohorts 12 & 13

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, the HDOE has created a standardized template for evaluations of the 21CCLC programs. All subgrantees are required to complete *this template* with School Year 2020-21 (SY20-21) Information. **Due December 15, 2021.**

It is important that the data in this report matches the information submitted for the APR, as well as your Program Year Outcome Report and Data Story. If the data doesn't match, please provide an explanation in the relevant sections of this report.

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1. General Information

Please fill in the general information for your program in the tables below. *(Throughout this report, please fill in the light blue fields. Some fields will pre-populate or automatically compute.)*

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	
Grantee Name	
Grant Year (1, 2, 3, etc.)	
Program Director Name	
Program Director Email	
Evaluator Name	
Evaluator's Organizational Affiliation*	
Evaluator Email	

** Enter evaluator's organization or "Independent contractor."*

Exhibit 2: Center Information Table

Center	Name of Center*	Grade Levels Served
Center 1		
Center 2		
Center 3		
Center 4		
Center 5		
Center 6		
Center 7		
Center 8		
Center 9		

**This list of centers will pre-populate in the subsequent tables.*

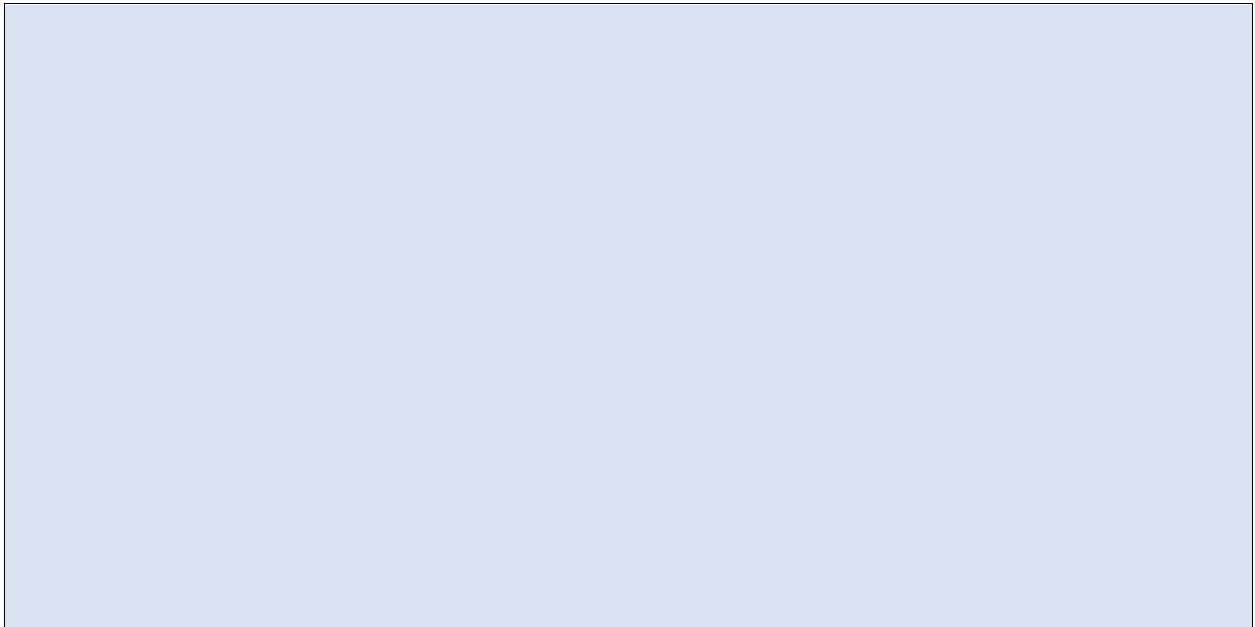
2. Executive Summary

This section of the report is for you to provide a brief overview of the evaluation of your project, explaining why the evaluation was conducted and listing its major conclusions and specific recommendations. Although the Executive Summary is placed first in this template, it is typically the section of the evaluation report that gets written last.

Include a **brief summary** (*up to 200 10-pt Calibri words for each section*) of the key points from each section of the report in the box below, organized as follows:

1. Program Description
2. Evaluation Design (please refer to your approved Evaluation Design)
3. Evaluation Results
4. Conclusions and Recommendations

Executive Summary Part 1 - Provide a brief description (*up to approximately 200 words*) of your program.



Executive Summary Part 2 - Provide a brief description (*up to approximately 200 words*) of your **evaluation design**. (Please refer to your approved Evaluation Design.)

Executive Summary Part 3 - Provide a brief description (*up to 200 approximately words*) of your **evaluation results**.

Executive Summary Part 4 - Provide a brief description (*up to approximately 200 words*) of **conclusions and recommendations** from your evaluation.

3. Program Description

3.A. PROGRAM DESCRIPTION

In the box below, provide a description (*up to approximately 500 words*) of your SY20-21 CCLC program, including:

1. A description of the organization operating the grant
2. A description of the community and schools involved in the program.

3.B. PROGRAM GOALS AND OBJECTIVES

The Hawaii 21CCLC grant programs are accountable to the Measures of Effectiveness as included in the 21CCLC Request for Proposal – see **Section 4B: Evaluation Results**. In addition to HIDOE’s measures of effectiveness, projects are responsible for establishing their own individually identified program goals. Objective 4 in RFP D18-084 and RFA 2020 states, “Participants in 21st Century Community Learning Centers will demonstrate progress toward individually identified program goals.” Thus, subgrantees have already articulated their own program-specific goals and objectives – just refer to your approved application goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve. *For example, Improve academic achievement in math.*
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program. *For example, 50% or more of students participating at least 30 days in the 21CCLC program will improve their SBAC scores in math from the previous year.*
- **Measures** are data by which to assess progress toward each objective. *For example, the measure of the objective above would be SBAC scores.*
- **Targets** are the specific level of achievement of the objectives the program hopes to achieve. *For example, 50% of students will improve.*
- **Met/Not Met** refers to the extent to which THIS YEAR’s targets were met.

3.B.1. Goals

What are the goals of your particular program? It is not necessary to have five goals, but space is provided in case you do.

	EXAMPLE: Improve academic achievement in math.
1.	
2.	
3.	
4.	
5.	

3.B.2 Objectives

What specific, measurable objectives are being used to address your program’s goals? It is not necessary to have 4 objectives per goal, but space is provided in case you do. Enter all Objectives and Measures that apply to your Goals in the space provided below.

Goal	Objective	Measure
Example: Improve Academic Achievement in Math	EXAMPLE 1.1. 50% or more of students participating at least 20 days in the 21CCLC program will improve their course marks in math from prior year.	Fall and spring course marks
Example: Improve Academic Achievement in Math	EXAMPLE 1.2. The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points compared to the prior year, as measured by the Smarter Balanced Assessment	Previous and current years' Smarter Balanced Assessment

Goal	Objective	Measure

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

For the Exhibit tables in this section, please reference your Tri-Annual Reports and APR Reports. The data must match.

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2020

Center	Total # of Summer 2020 Participants	Grade Levels Served
Subgrantee Total:		

Exhibit 4: Students Served in SY20-21 (fall and spring combined)

Center	Total # of SY20-21 Participants	# of Regular* SY20-21 Participants	Grade Levels Served
Subgrantee Total:			

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

Exhibit 5: Total Students Served in Program Year 2020-21 (PY20-21)

(summer plus school year combined and unduplicated)

Center	Total # of Participants for Program Year	# of Regular* Participants for Program Year	% of Regular Participants (Regular/Total)
Subgrantee Total**:			

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

** The Subgrantee Totals may be less than the sum across Centers due to individual students participating at multiple centers (student should be counted only once).

Exhibit 6: Percent of Students Served in PY20-21

(summer plus school year combined and unduplicated)

Report targets by center as presented in your APPROVED, original application. Although you should have targets for all three years, just include this year's targets here.

Center	PY20-21 Total Student Population (#)	Target* Percent of Total Student Population (%)	21CCLC Total # of Participants ** (#)	21CCLC Actual Percent of Total Student Population (%)
Subgrantee Total				

* Individual center targets may vary.

** See Exhibit 5, column 2 – data should match.

3.C.2 Participant Characteristics

What are the characteristics of program participants? Use the following two exhibit tables to indicate for each site the characteristics of program participants as outlined in the tables.

Exhibit 7: Characteristics of Students Served in PY20-21 (summer plus school year, combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Subgrantee Total:										

Exhibit 8: Race/Ethnicity of Students Served in PY20-21 (summer plus school year, combined and unduplicated)

Center	AI/AN		Asian		NH/PI		Black		Latino		White		Two +	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Subgrantee Total														

Notes: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; Two+ refers to two or more races.

3.D. PROGRAMMING

3.D.1. Program Hours Per Week

Exhibit 9: Number of Program Hours Per Week Provided

(For example, programming was provided 20 hours per week in summer and 14 hours per week in the school year.)

Center	Summer 2020 Program Hours	SY20-21 School Year Program Hours
Subgrantee Total:		

3.D.2. Summer Activities

Exhibit 10: Summer CORE Activities (Yes/No)

[illegible]

Exhibit 11: Summer ENRICHMENT Activities (Yes/No)

Center	Entrepreneurship	Arts & Music	Physical Activity	Comm./ Service Learning	Mentoring	Drug Prevention	Counseling Programs	Violence Prevention	Truancy Prevention	Youth Leadership	College/ Career Readiness

Provide a brief summary (*up to approximately 200 words*) of **activities** offered during summer 2020 in the box below.

3.D.3. School Year Activities

Exhibit 12: School Year CORE Activities (Yes/No)

Center	STEM	Literacy	Tutoring	Homework Help	ELL Support

Exhibit 13: School Year ENRICHMENT Activities (Yes/No)

Center	Entrepreneurship	Arts & Music	Physical Activity	Community/Service Learning	Mentoring	Drug Prevention	Counseling Programs	Violence Prevention	Truancy Prevention	Youth Leadership	College/Career Readiness

Provide a brief summary (*up to approximately 200 words*) of **activities** offered during the school year in the box below.

Provide a brief summary (*up to approximately 200 words*) of the **impact** of COVID-19 related school closures on program activities in the box below.

3.D.4. Program Materials

Please briefly describe (*up to approximately 200 words*) the program **materials** (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools) that were used.

3.E. PARTNERSHIPS

3.E.1. Partnership Data

Enter program-level partnership data in the appropriate fields in the table below. A partner is “*any entity that provides services or an in-kind or cash contribution to support the objectives of the program. Partners do not include the schools/centers themselves.*” Please refer to the partners included in your APPROVED application.

Exhibit 14: Partners (summer plus school year, combined and unduplicated)

Partners	Number
How many paid partners did you have in PY20-21?	
How many unpaid partners did you have in PY20-21?	

Please indicate the number of paid partners and unpaid partners that made each kind of contribution to your program. Partners may have made multiple types of contributions.

Exhibit 15: Partner Contributions

Partner Contributions	# Paid Partners	# Unpaid Partners
Provide evaluation services		
Raise funds		
Provide programming/activities and related services		
Provide goods		
Provide volunteer staffing		
Provide paid staffing		
Other		

3.E.2. Resources

Please briefly describe (*up to approximately 200 words*) any **non-21CCLC resources** (e.g., grant funds, other funding sources, physical facilities, in-kind personnel, volunteers, community donations) used by the program.

3.E.3. Partnership Success and Challenges

Provide a brief description (*up to approximately 200 words*) of **SUCSESSES with partnerships** in the box below.

Provide a brief description (*up to approximately 200 words*) of **CHALLENGES with partnerships** in the box below.

3.F. STAFF AND OTHERS INVOLVED IN PROGRAM

Provide numbers in the following tables as they apply to your program.

Exhibit 16: Number of Staff by Position in SY20-21 (fall and spring combined and unduplicated)

Center	Admin.*		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
Subgrantee Total:																		

* Administrators are individuals who have a primary oversight capacity of the staff and functions of the center (e.g., Project Director, Site Coordinators.)

Exhibit 17: Average Hours per Week by Position in SY20-21

Please provide the AVERAGE hours per week of all the people in each type of position at each center for SY20-21 (Fall and Spring combined).

Center	Admin.*	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-Contracted Staff	Other
Subgrantee Total:									

** Administrators are individuals who have a primary oversight capacity of the staff and functions of the center (e.g., Project Director, Site Coordinators.)*

3.G.3. Activities that Promoted Parent/Family Involvement

In the table below, briefly (*up to approximately 200 words*) describe how your program's 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.

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4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

Provide brief overview (*up to approximately 200 words*) of your program's **evaluation design** in the box below. Please reference your APPROVED application.

Provide brief description (*up to approximately 200 words*) of the impact of COVID-19 related school closures on the **evaluation design**.

Describe how **recommendations** from last year's evaluation were **implemented** (*up to 70 words per recommendation*). If recommendations were not implemented, describe why (*up to 150 words in each table cell in column 2*). (Space is provided for up to 5 recommendations. If more than 5 emerged from last year's evaluation, include the 5 most important to your program.)

Recommendation (<i>up to 70 words</i>)	How implemented – if not implemented, why? (<i>up to 150 words</i>)

Recommendation <i>(up to 70 words)</i>	How implemented – if not implemented, why? <i>(up to 150 words)</i>

Recommendation <i>(up to 70 words)</i>	How implemented – if not implemented, why? <i>(up to 150 words)</i>

4.A.2. Implementation Evaluation

In the box below, describe (*up to approximately 200 words*) what **implementation questions** are being addressed in your evaluation. (Please number them.) *Example implementation questions include:*

1. *Has the program been implemented as planned in the grant application? If not, what changes were made, and why?*
2. *What challenges have been faced in implementing the program, and how are they being addressed?*
3. *Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?*
4. *What are the plans to ensure effective program implementation next year?*

In the box below, describe (*up to approximately 200 words*) the **data collection methods** (e.g., interviews, observations) are being used to address implementation questions.

In the box below, describe the **timing** of data collection for addressing implementation questions (*up to approximately 200 words*).

4.A.3. Outcomes/Results Evaluation

In the box below, describe (*up to approximately 200 words*) what **outcomes questions** are being addressed in your evaluation. (Please number them.) **Example outcomes questions include:**

1. *To what extent do students who participate in the program show improvements in behavior?*
2. *To what extent do students who participate in the program show academic gains?*
3. *To what extent has the program achieved its objectives?*
4. *What factors have affected program success?*

For each outcome describe *(up to approximately 200 words)* what **measures and data collection methods** (e.g., attendance, grades, behavior incidents) are being used to address outcomes questions.

In the box below, describe *(up to approximately 200 words)* the **timing** of data collection for addressing outcomes questions.

4.B EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

In the box below describe *(up to approximately 500 words)* the **results of the implementation evaluation**, addressing the implementation questions in your response to [Section 4.A.2](#) above.

4.B.2 Measures of Program Effectiveness

Describe achievement of program effectiveness measures stated below. Complete each exhibit reflecting program attendance targets stated in your approved application, the results of the data collection, and the status toward meeting the program attendance targets.

1. **Attendance Targets** – State the specific program attendance targets – 1) the minimum number of students to be served; and 2) the percentage of total student population to be served.
2. **# and % Served** – Summarize evaluation findings related to this goal – 1) the number of students served in SY2020-21; and 2) the percentage of total school population who were served.
3. **Met/Not Met** – For each center and program overall, specify one of the following:
— Met — Not Met — Progress — No Progress — Unable to Measure

Program Effectiveness Measure #1 – Regular (or consistent) program attendance. Regularly participating students are those students who participate in the 21CCLC program at least 30 days.

Exhibit 19: Progress on Measures of Program Effectiveness – Summer Attendance

(should match Summary of Services)

Center	Attendance Target #	# Served	Met/Not Met

Exhibit 20: Progress on Measures of Program Effectiveness – School Year Attendance

(should match Summary of Services)

Center	Attendance Target #	# Served	Met/Not Met

Exhibit 21: Progress on Measures of Program Effectiveness – Program Year 30+ Day Attendance
(should match Output Report)

Center	Attendance Target %	% 30+ Days	Met/Not Met

Exhibit 22: Progress on Measures of Program Effectiveness – Program Year % of Students Served
(should match Output Report)

Center	Target % of Total Student Population to be served	% of Total Student Population Served	Met/Not Met

In the box below, describe *(up to approximately 200 words)* **attendance** at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged regular attendance?

4.B.3 Key Indicators of Success – Objective 1

Objective 1: Participants in 21CCLC will demonstrate academic improvement in reading/language arts.

Indicator 1.1: Percentage of regular program participants with improvement in reading/language arts scores on SBAC.

Exhibit 23: Performance on Indicator 1.1 – Academic Improvement in Reading/Language Arts – Smarter Balanced Assessments

State assessment data was not collected in SY2019-20 due to COVID-19 school closures. Hawaii DOE was granted a waiver for statewide assessments from the USDOE on March 20, 2020. Therefore, students in need of improvement in Reading/Language Arts SBA cannot be reported for SY2020-21. Exhibit 23 is not included here.

In the box below describe *(up to approximately 200 words)* particular **successes** related to Indicator 1.1. What **challenges** have been experienced and how did the program address them?

Exhibit 24: Performance on Indicator 1.1 – Analysis of Academic Improvement in Reading/Language Arts - Smarter Balanced Assessment (describe results from the measures provided in Exhibit 20)

State assessment data was not collected in SY2019-20 due to COVID-19 school closures. Hawaii DOE was granted a waiver for statewide assessments from the USDOE on March 20, 2020. Therefore, results on students in need of improvement in Reading/Language Arts SBA cannot be reported for SY2020-21. Exhibit 24 is not included here.

4.B.4. Key Indicators of Success – Objective 2

Objective 2: Participants in 21CCLC will demonstrate academic improvement in math.

Indicator 2.2: Percentage of regular program participants with improvement in math scores on SBA.

Exhibit 25: Performance on Indicator 2.1 – Academic Improvement in Math – Smarter Balanced Assessments

State assessment data was not collected in SY2019-20 due to COVID-19 school closures. Hawaii DOE was granted a waiver for statewide assessments from the USDOE on March 20, 2020. Therefore, students in need of improvement in Math SBA cannot be reported for SY2020-21. Exhibit 25 is not included here.

Exhibit 26: Performance on Indicator 2.1 – Analysis of Academic Improvement in Math – Smarter Balanced Assessment (describe targets and results of the indicator in Exhibit 24)

State assessment data was not collected in SY2019-20 due to COVID-19 school closures. Hawaii DOE was granted a waiver for statewide assessments from the USDOE on March 20, 2020. Therefore, results on students in need of improvement in Math ELA cannot be reported for SY2020-21. Exhibit 26 is not included here.

In the box below please describe *(up to approximately 200 words)* particular **successes** related to Indicator 2.1. Also, what **challenges** have been experienced and how have you addressed them?

4.B.5 Key Indicators of Success – Objective 3

Objective 3: Participants in 21CCLC will demonstrate positive behavioral changes.

Indicator 3.1: Percentage of REGULAR program participants with decreases in the number of **days absent** from school, as measured annually based on previous year.

Exhibit 27: Performance on Indicator 3.1 – Decreases in the Number of Days Absent from School

Student Attendance data collection during spring 2020 and SY2020-21 was problematic due to COVID-19 school closures. Therefore, decreases in the number of days absent cannot be reported for SY2020-21. Exhibit 27 is not included here.

Describe *(up to approximately 200 words)* how the 21CCLC program is working to support decreases in the number of days students are **absent** from school. What successes and challenges have been experienced?



Indicator 3.2: Percentage of REGULAR program participants with decreases in the number of behavioral incidents at school.

Exhibit 28: Performance on Indicator 3.2 – Decreases in the Number of Behavioral Incidents at School (should match Output Report)

Behavioral Incident data was not collected during spring 2020 and SY2020-21 due to COVID-19 school closures. Therefore, decreases in behavioral incidences cannot be reported for SY2020-21. Exhibit 28 is not included here.

Describe *(up to approximately 200 words)* how the 21CCLC program is working to support decreases in the number **behavioral incidents** at school. What successes and challenges have been experienced?

4.B.6 Key Indicators of Success – Objective 4

Objective 4: 21CCLC subgrantees will demonstrate progress toward individually identified program goals.

Using the space provided in Exhibit 29, describe achievement of your program-specific goals and objectives as described earlier in [Section 3.B.2](#).

1. **Goals** – State the overall goals the project is trying to achieve. *(e.g. Reduce the Math achievement gap)*
2. **Objectives** – Provide the specific measurable objectives *(e.g., Reduce the gap in math achievement between low-income vs. middle or high income students by at least 5 percentage points compared to prior year)*.
3. **Measures** – Provide the type of data collected to measure this objective *(e.g., Smarter Balanced Assessment)*.
4. **Results** – Summarize evaluation findings related to this objective *(e.g., the gap between percentage of low-income vs. middle or high income students meeting standard in 2019-20 was 9% compared to 15% in 2018-19)*.
5. **Met/Not Met** – For each center and program overall, specify one of the following *(e.g. Met)*:
 - Met
 - Not Met
 - Progress
 - No progress
 - Unable to measure

Exhibit 29: Progress on Program-Specific Goals

Goal	Objective	Measure	Results	Met/Not Met
<i>EXAMPLE: Improve academic achievement in Math.</i>	<i>EXAMPLE: The gap in Math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points compared to the prior year, as measured by the Smarter Balanced Assessment</i>	<i>EXAMPLE: Smarter Balanced Assessment</i>	<i>EXAMPLE: Reduced achievement gap by 6%</i>	<i>Met</i>

Goal	Objective	Measure	Results	Met/Not Met

Goal	Objective	Measure	Results	Met/Not Met

Describe *(up to approximately 200 words)* the **successes** and **challenges** in meeting your program-specific goals.

4.C ADDITIONAL DATA

4.C.1 Success Stories

Please provide anecdotal **evidence of success** *(up to approximately 200 words)* at individual centers or for the subgrantee program as a whole.

4.C.2 Promising Practices

Please describe (*up to approximately 200 words*) any **practices** that you consider particularly promising or that seem especially effective for students, centers, administration, evaluation, etc.

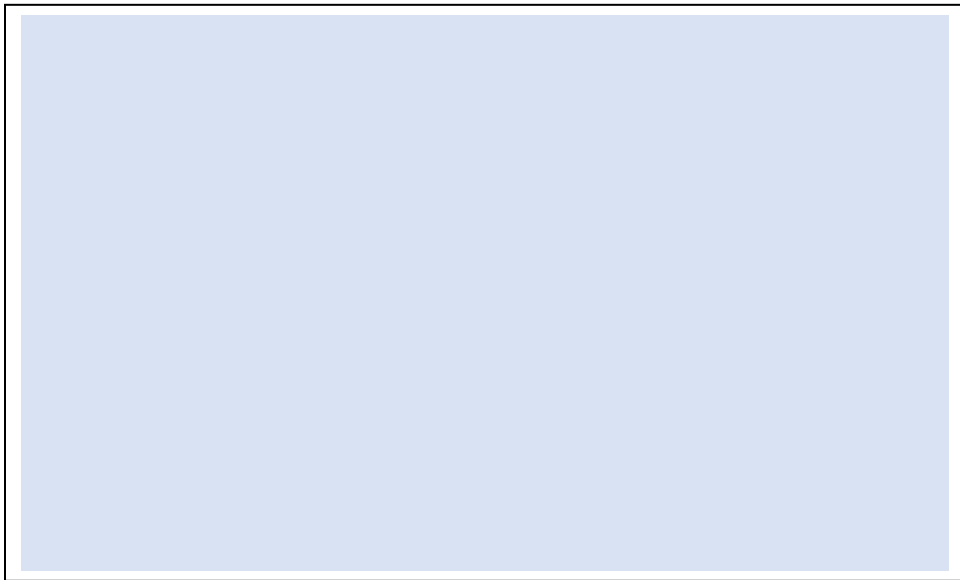
4.C.3 Student, Teacher, Parent, Staff, or Community Input

Please summarize (*up to approximately 200 words*) particularly relevant **feedback** from students, parents, staff, or community members. If you used survey(s), please submit the instrument(s) as a separate file.

4.C.4 Pictures

Feel free to share any **pictures** you might have that show your 21CCLC centers in progress. You may insert up to six images, one in each box below.







5. Sustainability Plan

5.A. ORIGINAL SUSTAINABILITY PLAN

Summarize (*up to approximately 200 words*) the original **sustainability plan** from the approved grant application.

5.B. UPDATED SUSTAINABILITY PLAN

Describe (*up to approximately 200 words*) how programming levels will be **sustained** after the grant ends, including:

- Changes made from the original sustainability plan;
- Community partners that have been added or dropped; and
- Any additional funding sources.

6. Conclusions and Recommendations

6.A CONCLUSIONS AND RECOMMENDATIONS

Briefly (*up to approximately 200 words*) describe the **conclusions** derived from the results of the evaluation.

Provide (*up to approximately 200 words*) your specific **recommendations** to improve program implementation or program outcomes based on your program's SY20-21 evaluation.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

Please provide your reflections *(up to approximately 200 words)* on the implementation of your 21CCLC program and the impact your program had on students who participated.

6.C EVALUATION DISSEMINATION

Describe *(up to approximately 200 words)* how the local evaluation is being shared with stakeholders.