

Hawaii 21CCLC Evaluation Report

SY2021-22

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, the HIDOE has created a standardized template for evaluations of the 21CCLC programs. All subgrantees are required to complete *this template* with School Year 2021-22 (SY21-22) Information. **Due: [January 31, 2023](#).**

It is important that the data in this report matches the information submitted for the USDOE Annual Performance Report (APR), as well as your Outcome Reports and Data Stories. 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 purple fields. The white 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		
Center 10		

**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 approximately 200 words*) 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

Exhibit 3: Executive Summary Part 1

Provide a brief description (*up to approximately 200 words*) of your **program**.

Exhibit 4: Executive Summary Part 2

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

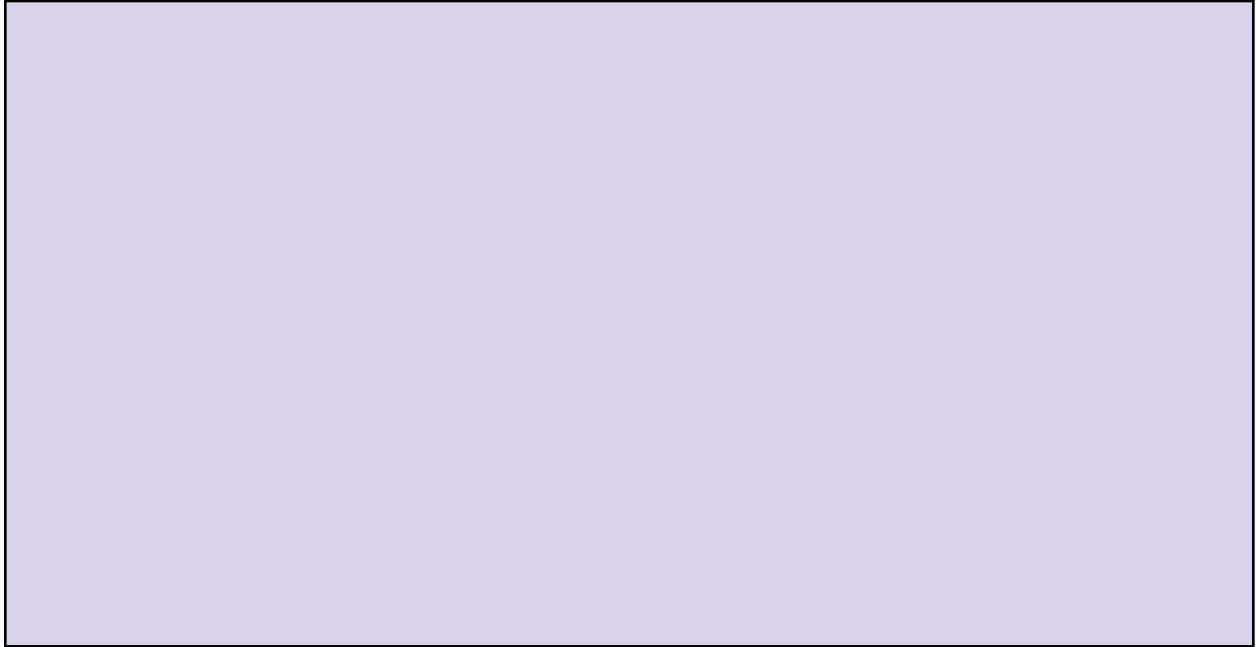


Exhibit 5: Executive Summary Part 3

Provide a brief description (*up to 200 approximately words*) of your **evaluation results**.

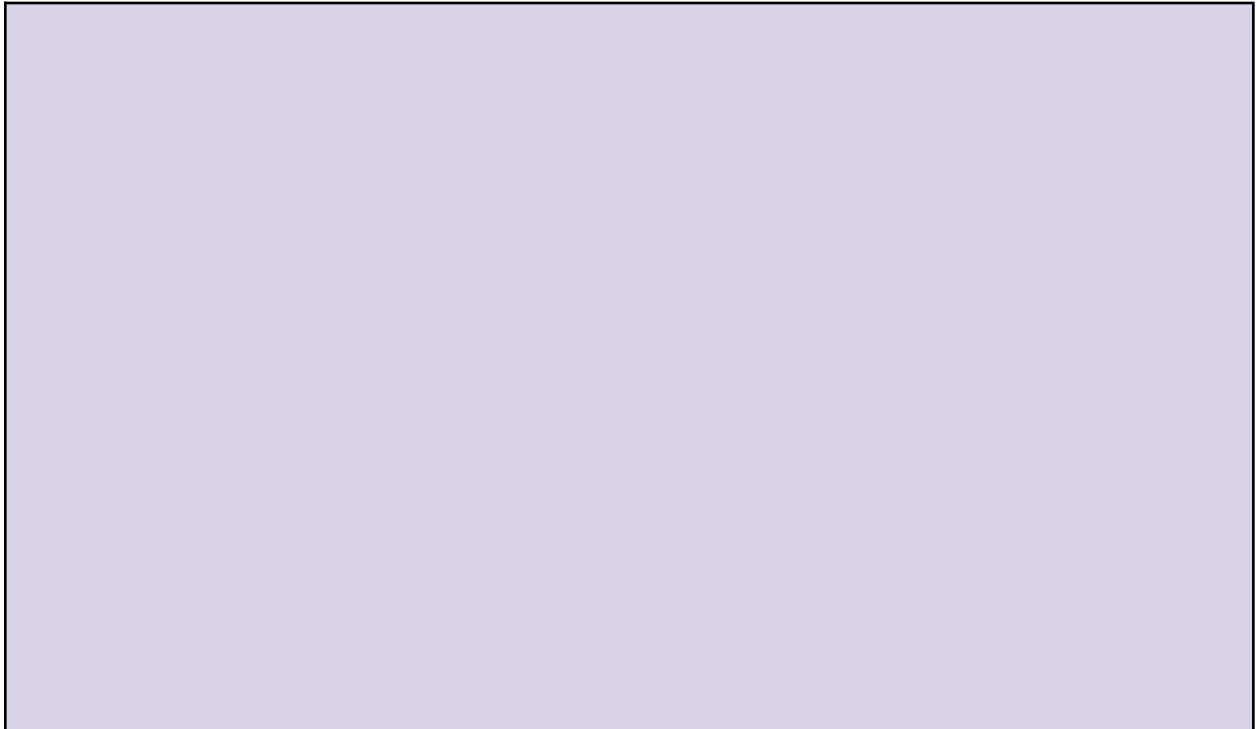
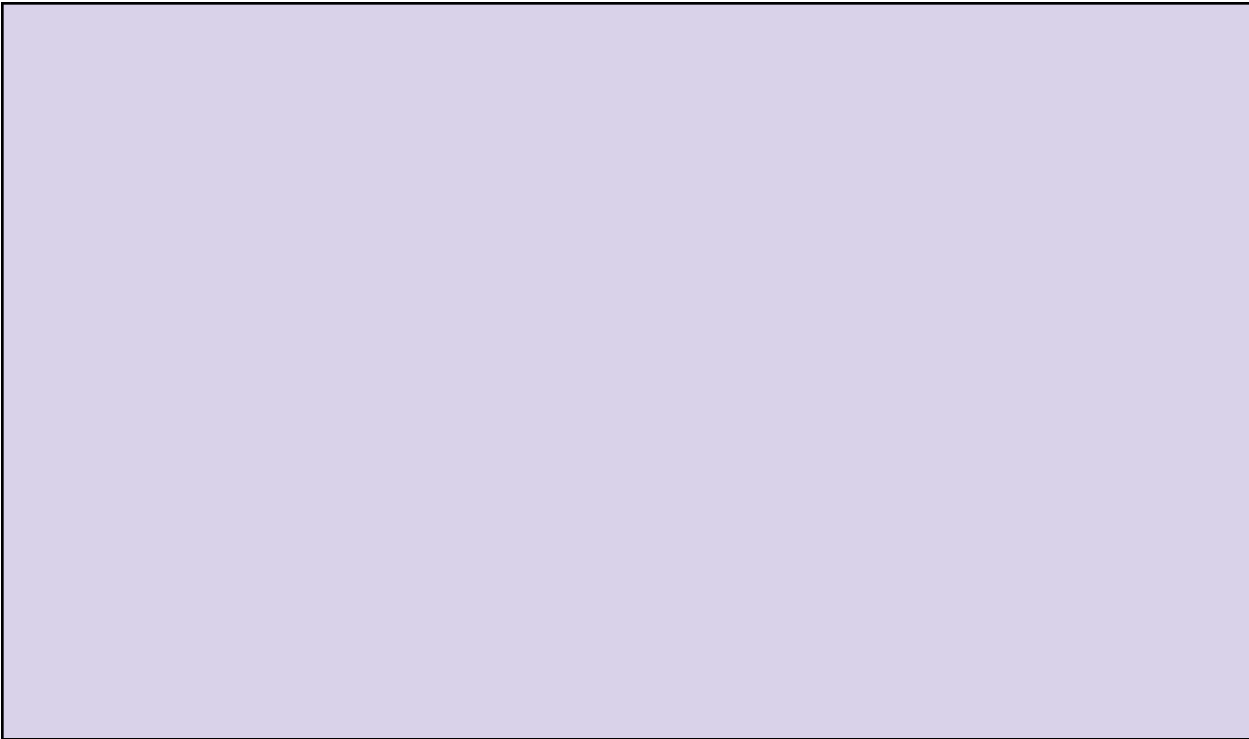


Exhibit 6: Executive Summary Part 4

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



3. Program Description

3.A. PROGRAM DESCRIPTION

Exhibit 7: Program Description

In the box below, provide a description (*up to approximately 500 words*) of your SY21-22 21CCLC 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. PARTICIPANTS INVOLVED IN THE PROGRAM

For the Exhibit tables in this section, please reference your **APR Reports**. The data must match.

3.B.1. Attendance

Exhibit 8: Students Served in Summer 2021

Center	Total # of Participants Summer 2021	Grade Levels Served
Subgrantee Total:		

Exhibit 9: Total Students Served in SY21-22

(not including summer)

Center	Total # of Participants SY21-22	# of Regular* Participants SY21-22	% of Regular Participants SY21-22
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 (a student should be counted only once).

Exhibit 10: Students Served in PY21-22

(Summer plus school year combined and unduplicated)

Center	Total # of Participants PY21-22	# of Regular *Participants PY21-22	% of Regular* Participants PY21/22
Subgrantee Total			

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

3.B.2 Participant Characteristics

What are the characteristics of program participants? Use the following two exhibit tables to indicate the characteristics of program participants for each center.

Exhibit 11: Characteristics of Students Served in PY21-22

(Summer plus school year, combined and unduplicated)

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

Exhibit 12: Race/Ethnicity of Students Served in PY21-22

(Summer plus school year, combined and unduplicated)

Center	AI/AN		Asian		Black		Latino		NH/PI		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.C.2. Summer Activities

Exhibit 14: Summer Activities

Center	Academic Enrichment	Truant, Suspended Expelled	Career Readiness	Cultural Programs	Drug and Violence Prevention	Healthy and Active Lifestyle	Literacy Education	STEM	Well Rounded Activities

Exhibit 15: Summer Activities Summary

Provide a brief summary (*up to approximately 200 words*) of **activities** offered during summer 2021 in the box below.

3.C.3. School Year Activities

Exhibit 16: School Year Activities

(Yes/No)

Center	Academic Enrichment	Assistance to Truant, Suspended, Expelled	Career Readiness	Cultural Programs	Drug and Violence Prevention	Healthy and Active Lifestyle	Literacy Education	STEM	Well Rounded Activities

Exhibit 17: School Year Activities Summary

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

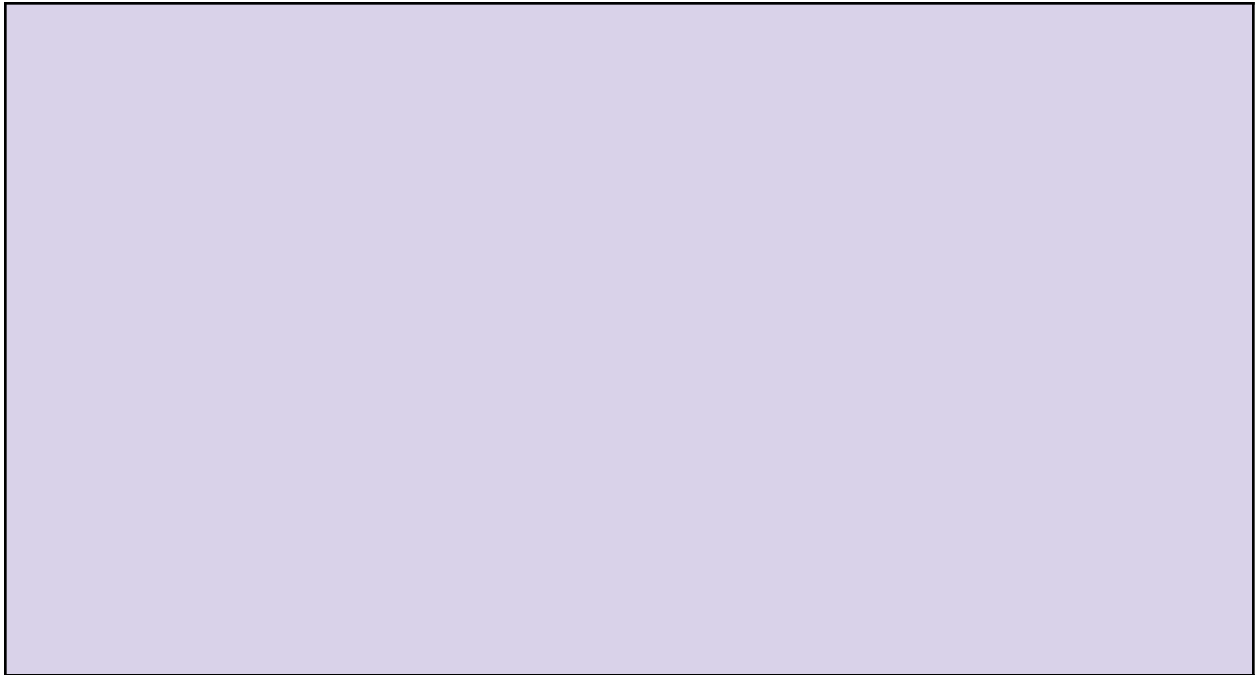


Exhibit 18: COVID-19 Impact Summary

Provide a brief summary (*up to approximately 200 words*) of the **impact** of COVID-19 related school closures on program activities during summer 2021 and school year 21-22 in the box below.



3.D. PARTNERSHIPS

Enter program-level partnership data in the appropriate fields in the table below. A partner is *“any entity that provides direct 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 19: Paid/Unpaid Partners

Summer plus school year, combined and unduplicated.

Partners	Number
How many paid partners did you have in PY21-22?	
How many unpaid partners did you have in PY21-22?	

Exhibit 20: Partner Services

Please list the name of each partner and indicate if they provided direct service (*physically participating in the program*) or in-kind service. Partners may provide both types of services. (*Space is provided for up to 20 partners*)

#	Partners	Direct Service (Y/N)	In-Kind (Y/N)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Exhibit 21: Non 21CCLC 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.

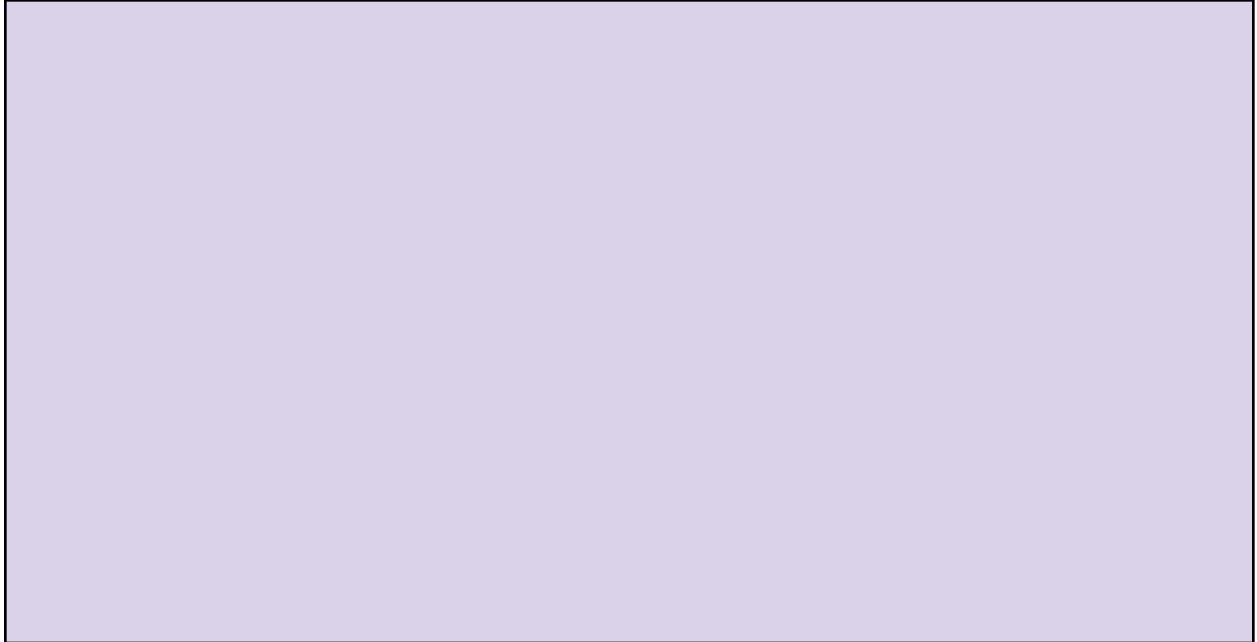


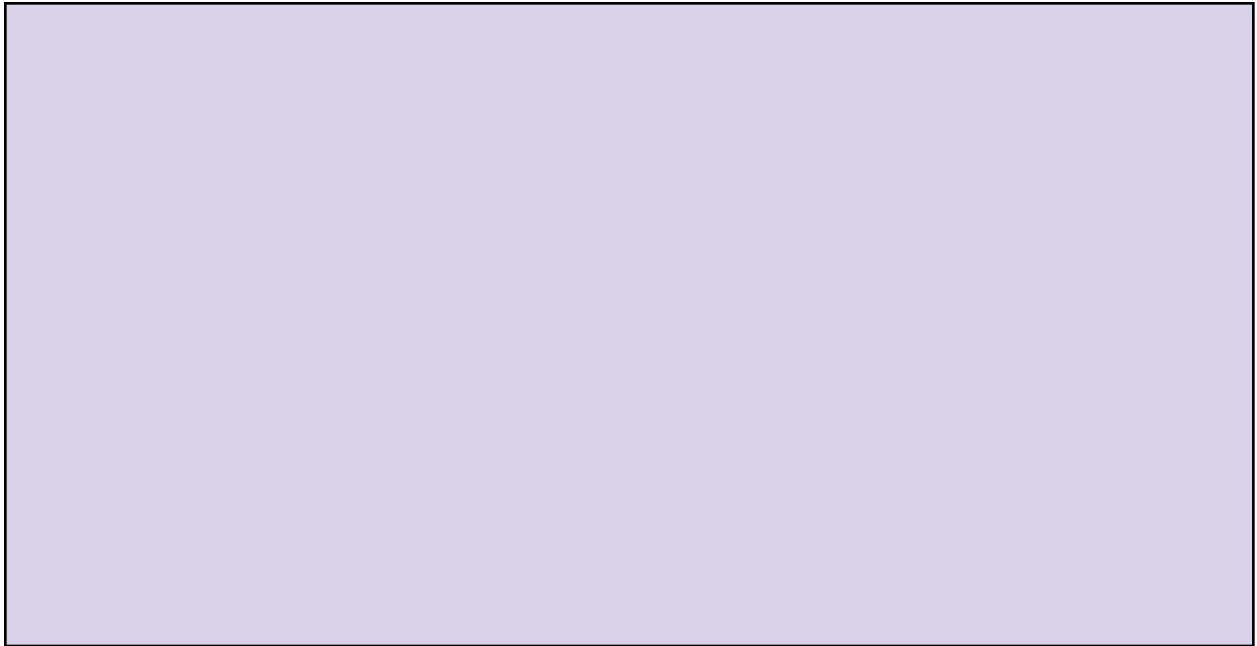
Exhibit 22: Partnership Successes and Challenges

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



Exhibit 23: Partnership Challenges

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



3.E. STAFF AND OTHERS INVOLVED IN PROGRAM

Provide a brief description of staff and roles. Provide numbers in the following tables as they apply to your program.

Exhibit 24: Number of Staff by Position

Please reference your PY21-22 APR report.

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.) Enter Project Director in only one center.

Exhibit 25: Average Hours per Week by Position

Please reference your PY21-22 APR report.

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.) Enter Project Director in only one center.*

3.F. PARENT/FAMILY INVOLVEMENT

3.F.1. Parent/Family Involvement Data

Enter total numbers of family members (e.g., parents, guardians, grandparents, aunts, uncles, siblings, cousins) of students who participated in activities sponsored by 21CCLC funds. Please reference your PY21-22 APR report.

Exhibit 26: Participating Parents/Family Members

Center	Total # Parent/Family Members
Subgrantee Total:	

Note: Family member participation may be duplicated. For example, family members may attend multiple 21CCLC sponsored activities throughout the summer and school year. All participants should be recorded and reported for all activities.

3.F.2. Parent/Family Involvement Description

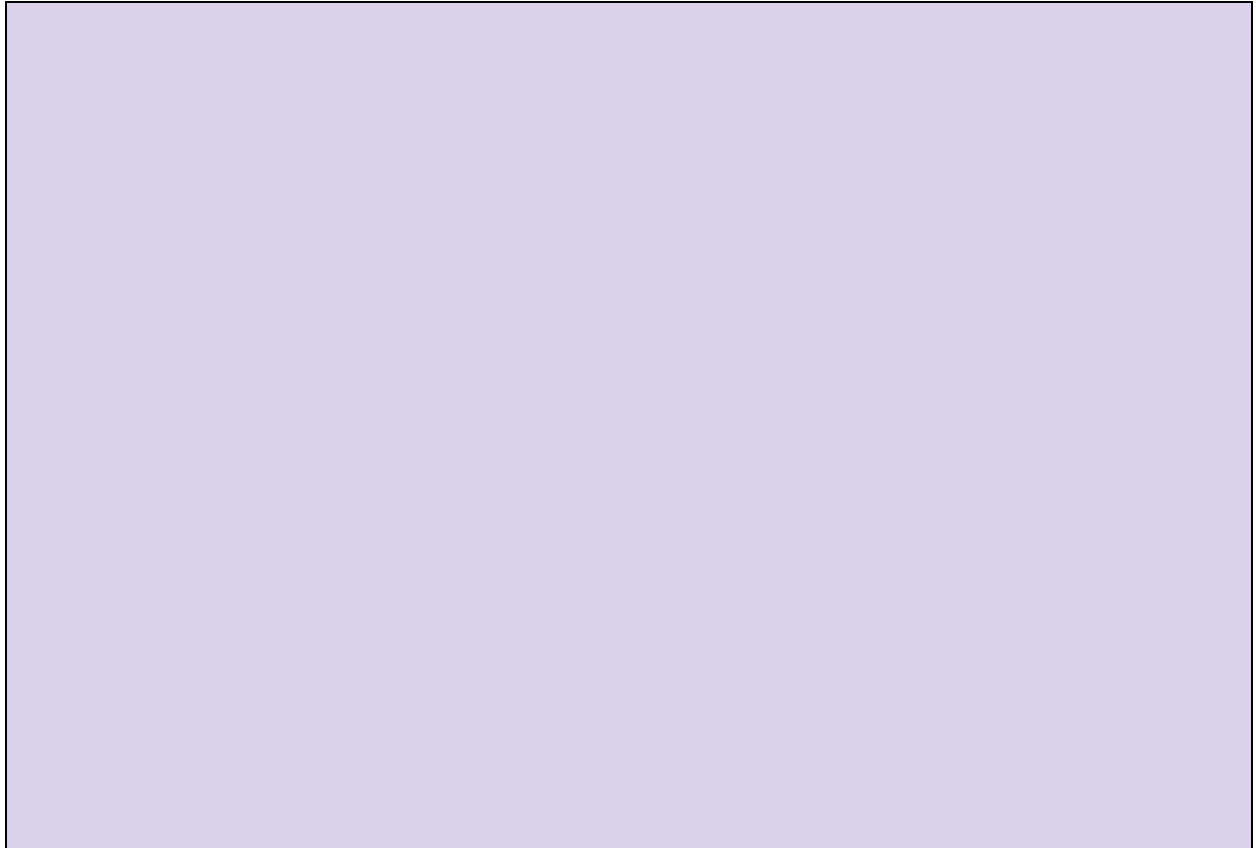
Provide a brief (*up to approximately 200 words*) description of your program’s **parent/family involvement** component, including communications and outreach to parents and families, family programming and events, challenges, and successes in the box below. Please include specific strategies used to engage parents during COVID-19 campus closures and restrictions.

Exhibit 27: Activities and Programming

3.F.3. Parent/Family Engagement in Education

Briefly describe (*up to approximately 200 words*) how your program provided opportunities for **meaningful engagement** of parents and families in their children's education and opportunities for literacy and related educational development in the box below. Please include specific strategies used to engage parents during COVID-19 campus closures and restrictions.

Exhibit 28: Involvement in Children's Education



4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design and Implementation

Exhibit 29: Evaluation Design Overview

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

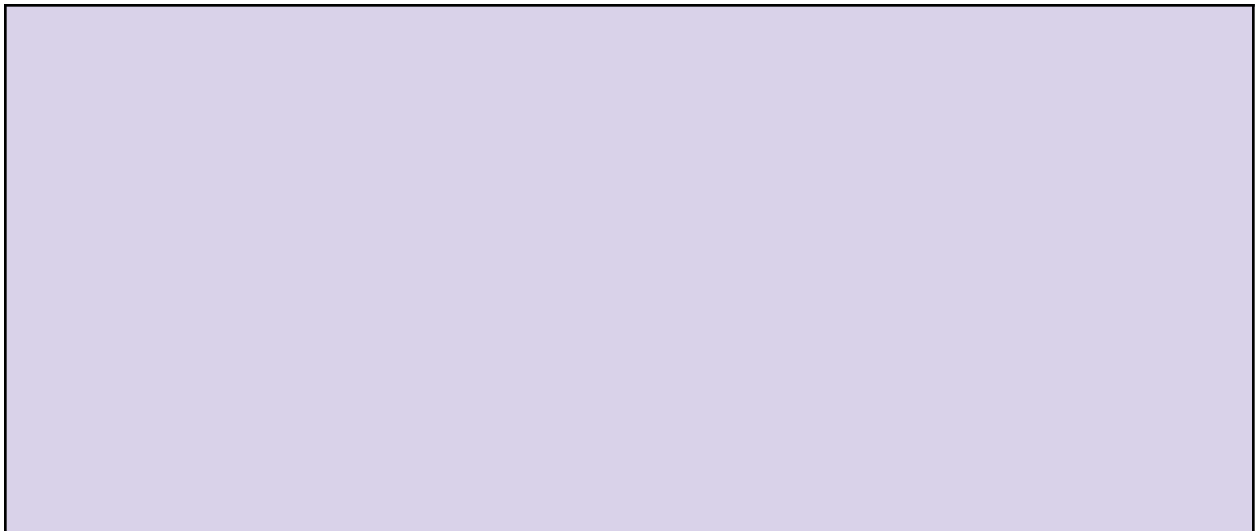


Exhibit 30: Impact of COVID-19 Related School Closure

Provide a brief description (*up to approximately 200 words*) of the impact of COVID-19 related school closures on the **evaluation design**. For example, if data was not available, or planned activities did not happen, how did the evaluation shift? What new components of the program were evaluated? What components were not evaluated this year?



Exhibit 31: Recommendations Implementation

Describe how **recommendations** from last year’s evaluation were **implemented** (*up to 50 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 50 words</i>)	How implemented – if not implemented, why? (<i>up to 150 words</i>)

Recommendation <i>(up to 50 words)</i>	How implemented – if not implemented, why? <i>(up to 150 words)</i>

4.A.2. Implementation Evaluation

Exhibit 32: Implementation Questions

In the table below, describe (*up to approximately 50 words per box*) what implementation questions are being addressed in your evaluation, the data collection methods, and timing. *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?*

Question	Data Collection Methods	Timing

4.A.3. Outcomes/Evaluation

Exhibit 33: Outcome Questions

In the box below, describe (*up to approximately 50 words per box*) what outcome questions are being addressed in your evaluation, the measures and data collection methods, and timing. *Example outcome 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?*

Question	Measures and Data Collection Methods	Timing

4.B EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

Exhibit 34: Results of the Implementation Evaluation

In the box below describe *(up to approximately 250 words)* the **results of the implementation evaluation**, addressing the implementation questions in your response to Section 4.A.2 above.



Exhibit 35: Results of the Outcome Evaluation

In the box below describe *(up to approximately 250 words)* the **results of the outcome evaluation**, addressing the outcome questions in your response to Section 4.A.3 above.



4.B.2 Key Indicators of Success –Objective 1

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

Indicator 1.1: Percentage of grade 4 to 8 program participants with improvement in English/language arts scores on Smarter Balanced Assessments.

Exhibit 36: Performance on Indicator 1.1 – Academic Improvement in English/Language Arts

(The SBA data should match the PY21-22 Output Report)

Center Name	Number and percentage of grade 4 to 8 participants with improvement in English/language arts	
	#	%
Subgrantee Total:		

Exhibit 37: Performance on Indicator 1.1 – Analysis of Academic Improvement in English/ Language Arts

(Describe the goal and results from the data provided in Exhibit 36)

Indicator 1.1 Goal	Indicator 1.1 Results	Met/Not Met

Exhibit 38: Successes and Challenges on Indicator 1.1

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? Is there a difference in program participant and non-participant data?

4.B.3. Key Indicators of Success – Objective 2

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

Indicator 2.1: Percentage of grade 4 to 8 program participants with improvement in math scores on Smarter Balanced Assessments.

Exhibit 39: Performance on Indicator 2.1 – Academic Improvement in Math

(The SBA data should match the PY21-22 Output Report)

Center	Number and percentage of grade 4 to 8 participants with improvement in math	
	#	%
Subgrantee Total:		

Exhibit 40: Performance on Indicator 2.1 – Analysis of Academic Improvement in Math

(Describe the goal and results from the data provided in Exhibit 39)

Indicator 2.1 Goal	Indicator 2.1 Results	Met/Not Met

Exhibit 41: Successes and Challenges on Indicator 2.1

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? Is there a difference in program participant and non-participant data?

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

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

Indicator 3.1: Percentage of grade 1 to 12 program participants with decreases in the number of **days absent** from school, as measured annually compared to previous year.

Exhibit 42: Performance on Indicator 3.1 – Decreases in the Number of Days Absent from School

(The attendance data should match the PY21-22 Output Report)

Center	Number and percentage of grade 1 to 12 participants with decreases in the number of days absent from school year.	
	#	%
Subgrantee Total:		

Exhibit 43: Decrease Student Absence from School

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? Is there a difference in program participant and non-participant data?

Indicator 3.2: Percentage of grade 1 to 12 program participants with decreases in the number of **behavioral incidents** at school, as measured annually compared to previous year.

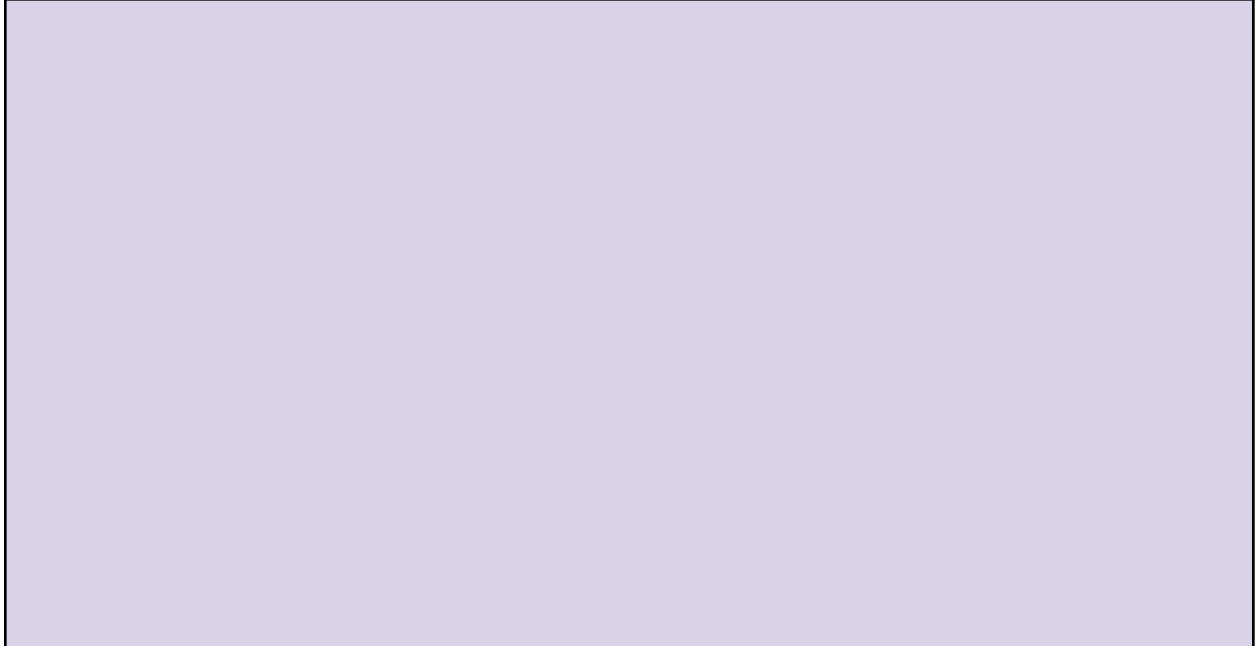
Exhibit 44: Performance on Indicator 3.2 – Decreases in the Number of Behavioral Incidents at School

(The behavior data should match the PY21-22 Output Report)

Center	Number and percentage of grade 1-12 participants with decreases in the number of behavioral incidents at school	
	#	%
Subgrantee Total:		

Exhibit 45: Behavioral Incident Successes and Challenges

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? Is there a difference in program participant and non-participant data?



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

Objective 4: Participants in 21CCLC will demonstrate significant and consistent program attendance.

Indicator 4.1 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. Please reference the Summary of Services in your **Approved** Application.
2. **# and % Served** – Summarize evaluation findings related to this goal – 1) the number of students served in SY21-22; and 2) the percentage of total school population who were served. Please reference the applicable Output Report (summer, school year, or program year).
3. **Met/Not Met** – For each center and program overall, specify one of the following:
 - Met
 - Not Met

Exhibit 46: Summer Attendance

(The minimum number of students served should match the Summary of Services)

Center	Minimum # of Students to be Served	Total # of Summer 2021 Participants	Met/Not Met
Subgrantee Total:			

Exhibit 47: School Year Attendance

(The minimum number of students served should match the Summary of Services)

Center	Minimum Number of Students Served	Total # of School Year Participants	Met/Not Met
Subgrantee Total:			

Indicator 4.2: At least 25% of elementary/middle school students and at least 15% of high school students attend the 21CCLC program as measured annually by non-duplicated students at the end of each year and the total student population in participating schools.

Exhibit 48: Program Year Percent of Students Served

(The attendance target should match the SY Summary of Services)

Center	Target % of Total Student Population to be served (SY21-22)	% of Total Student Population Served (PY21-22)	Met/Not Met
Subgrantee Total:			

Indicator 4.3: Number of program participants attending 30 days or more as measured annually by non-duplicated students at the end of each year.

Exhibit 49: Program Year Number of 30+ Day Attendance

(The attendance target should match the SY Summary of Services)

Center	30+ Day Attendance Target # (SY21-22)	# 30+ Days (PY21-22)	Met/Not Met
Subgrantee Total:			

Indicator 4.4: Percentage of program participants attending 30 days or more as measured annually by non-duplicated students at the end of each year.

Exhibit 50: Program Year Percent of 30+ Day Attendance

(The attendance target should match the SY Summary of Services)

Center	30+ Day Attendance Target % (SY21-22)	% 30+ Days (PY21-22)	Met/Not Met
Subgrantee Total:			

Exhibit 51: Program Attendance Successes and Challenges

In the box below, describe *(up to approximately 200 words)* **attendance** overall for SY21-22. How have you encouraged regular attendance (30 days or more)? How did COVID-19 related school closures impact attendance? How did your program address those challenges?

4.C INDIVIDUALLY IDENTIFIED PROGRAM GOALS

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

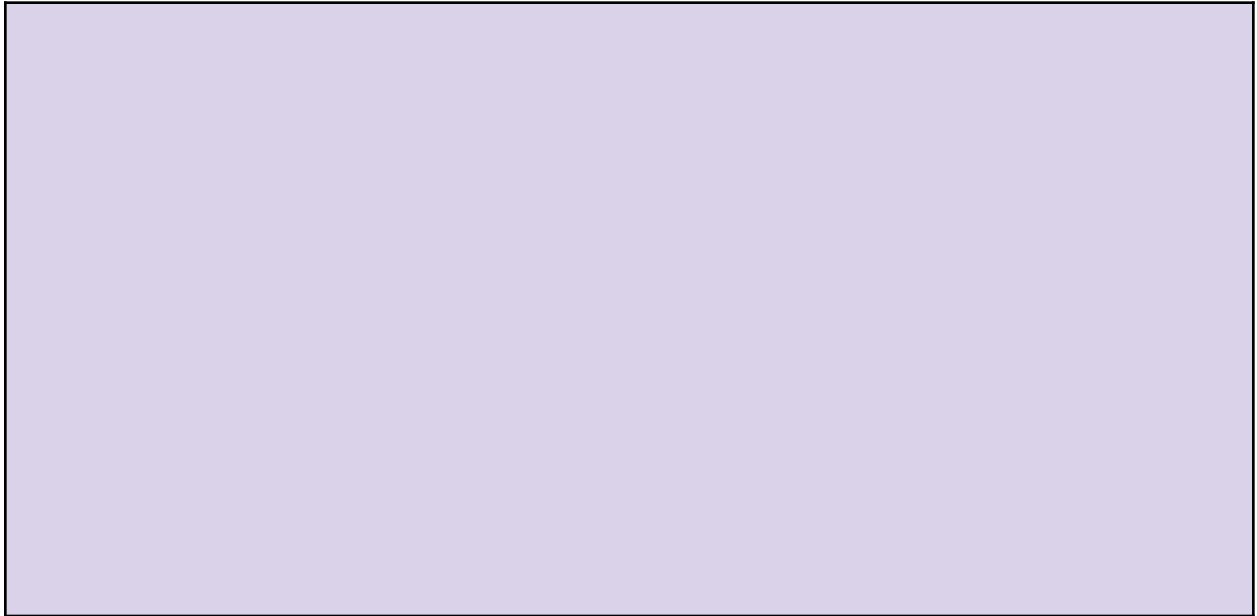
Using the space provided in Exhibit 52, describe achievement of your program-specific goals and objectives.

Exhibit 52: Progress on Program-Specific Goals

Goal	Objective	Measure	Results	Met/Not Met
<i>EXAMPLE: The 21CCLC Centers will provide meaningful and active family engagement opportunities</i>	<i>EXAMPLE: The 21CCLC project will offer weekly English language classes for parents and family members resulting in at least 600 possible attendances by adults within the school year.</i>	<i>EXAMPLE: Daily, per person attendance at English language classes.</i>	<i>EXAMPLE: 722 attendance days recorded at English language classes during SY21-22.</i>	<i>Met</i>

Exhibit 53: Successes and Challenges in Program-Specific Goals

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

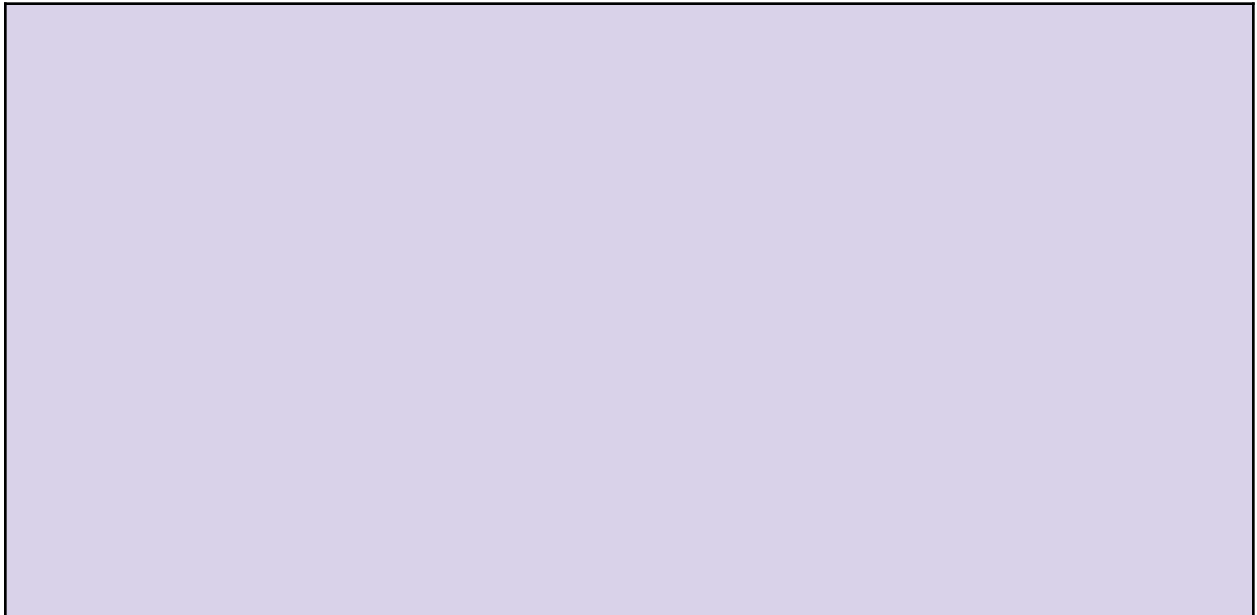


4.D ADDITIONAL DATA

4.D.1 Success Stories

Exhibit 54: Evidence of Success

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



4.D.2 Promising Practices

Exhibit 55: 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.

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

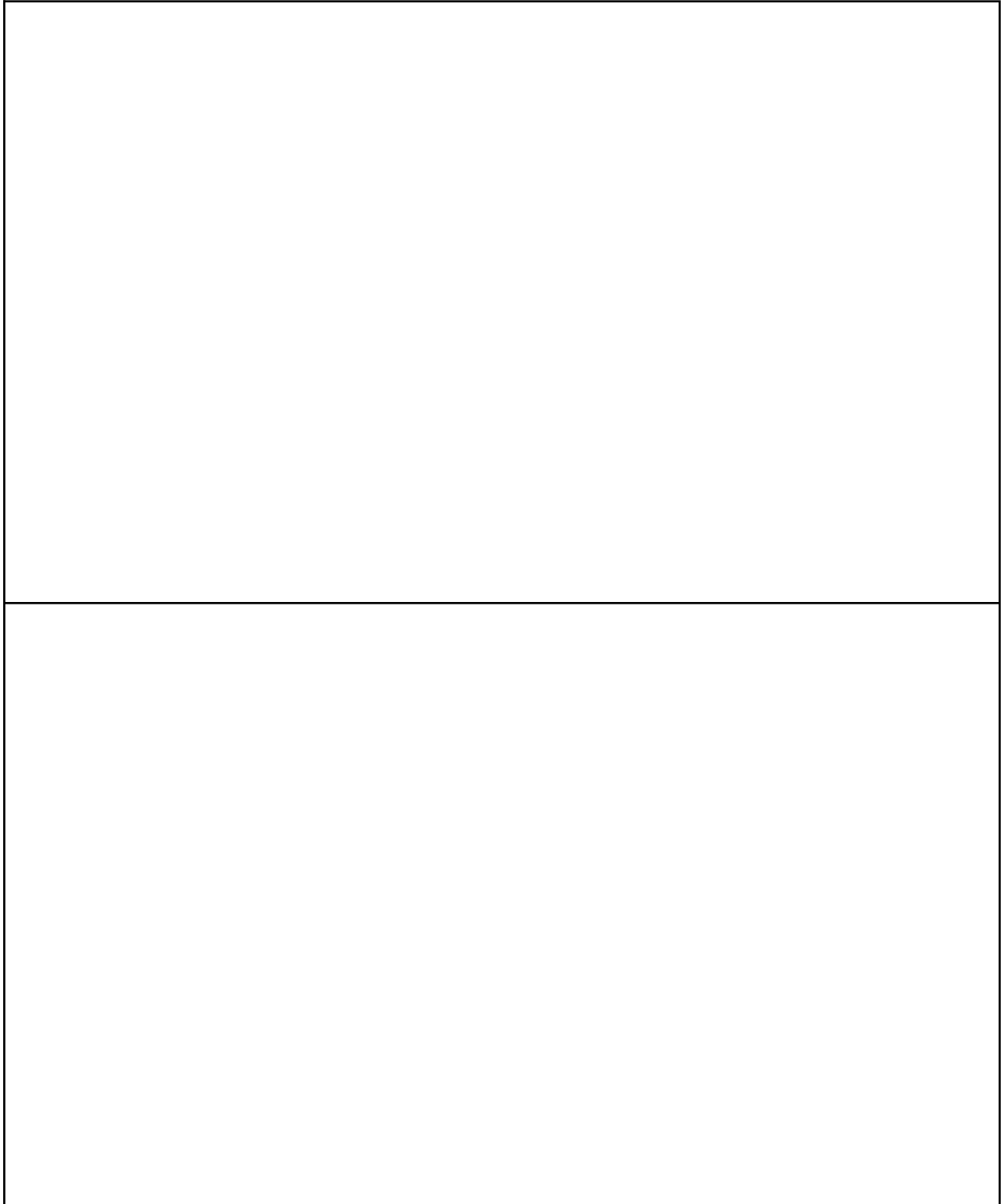
Exhibit 56: Feedback from Students, Parents, Staff, of Community Members

Please summarize (*up to approximately 150 words*) particularly relevant **feedback** from students, parents, staff, or community members. If you used survey(s), please save the instrument(s) as an image and attach it in the second column below .

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4.D.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.

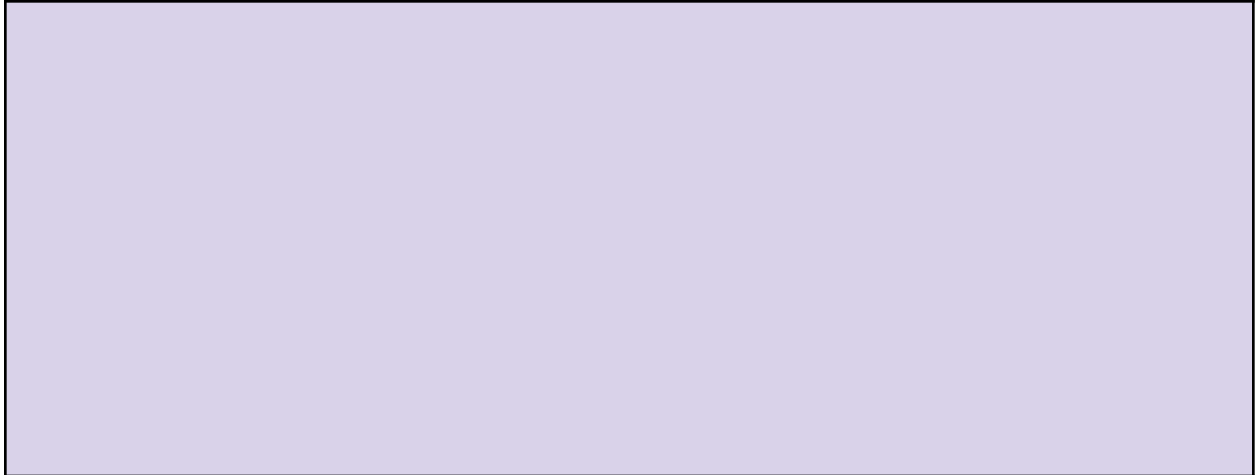
The form consists of two large, empty rectangular boxes stacked vertically, separated by a horizontal line. These boxes are intended for users to insert up to six images showing their 21CCLC centers in progress.

5. Sustainability Plan

5.A. ORIGINAL SUSTAINABILITY PLAN

Exhibit 57: Original Sustainability Plan

Summarize (*up to approximately 150 words*) the original **sustainability plan** from the **approved** grant application.




5.B. UPDATED SUSTAINABILITY PLAN

Exhibit 58: Updated Sustainability Plan

Describe (*up to approximately 150 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.

Exhibit 59: Conclusions

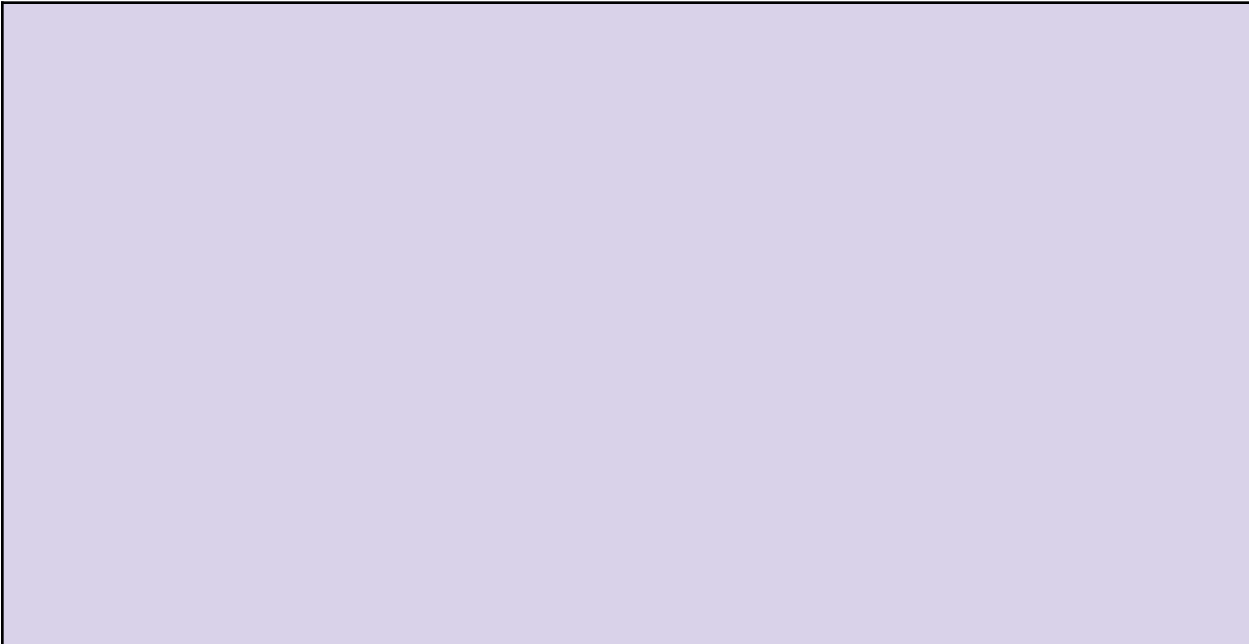


Exhibit 60: Recommendations

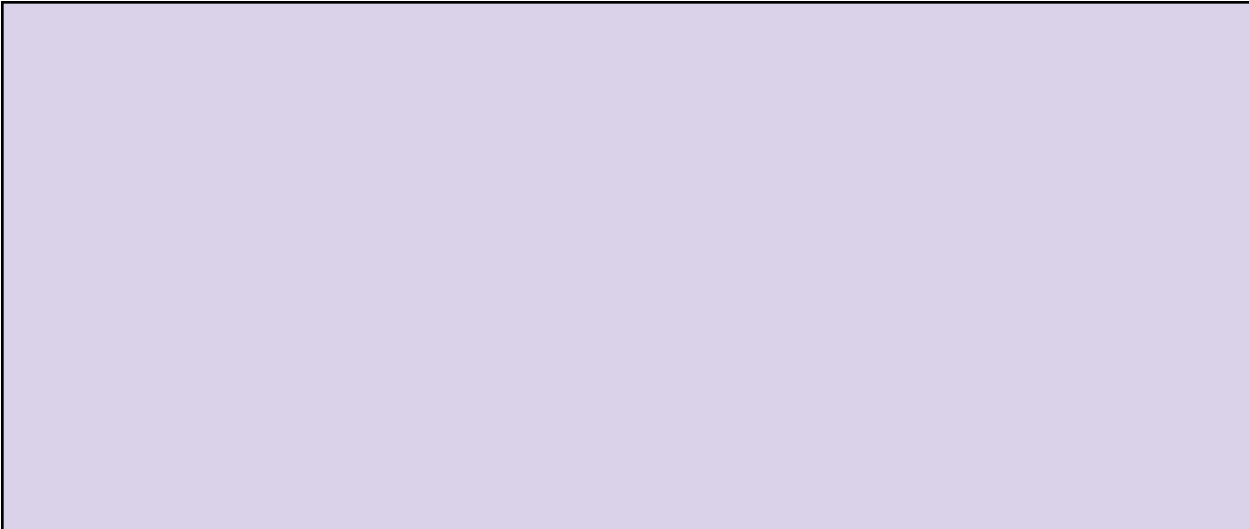
Provide (*up to approximately 150 words*) your specific **recommendations** to improve program implementation or program outcomes based on your program’s SY21-22 evaluation.



6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

Exhibit 61: Reflections

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

Exhibit 62: Dissemination

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

