

A decorative graphic consisting of three blue circles of varying sizes and two thin blue lines. One line starts from the top left and passes through the center of the top and middle circles. Another line starts from the top right and passes through the center of the middle circle. A third, larger circle is positioned in the bottom right corner of the page.

Evaluation Report

Hilo 21st Century Community Learning Centers
Year 1 September 1, 2012-September 30, 2013

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Program Description

The purpose of the Hilo Community Learning Center (CLC) is to help students meet state and local achievement standards by supplementing the instruction provided during the regular school day with an array of academic and enrichment programs offered during non-school hours. Prior to funding, the Hilo Complex Area, consisting of six elementary schools (K-6), an intermediate school (grades 7-8), and a high school (grades 9-12), identified multiple needs in the community which served as the foundation for the grant proposal. Through document review and assessments, the following needs were determined and listed below in the form of challenges addressed by the Hilo CLC:

Need 1: The community of Hilo is one of the most economically disadvantaged areas in the State.

Need 2: Students are at risk of educational failure.

Need 3: Lack of transportation during non-school hours.

Need 4: Children in Hilo Complex Schools are at risk of being alone and/or unsupervised after school.

Need 5: Limited educational academic and enrichment programs offered during inter-session periods or the summer.

Need 6: The transition from elementary school to intermediate school and from intermediate to high school is a difficult one for most students.

The impetus for the Hilo CLC began with a family survey at Hilo Intermediate School that indicated an overwhelming response from parents wanting to have a “structured after-school tutoring program.” In addition, 96% of the 594 respondents indicated a need for student after-school enrichment activities. When questioned about school year inter-sessions and summer breaks, 87% indicated their need for full-day programs.

Furthermore, in April 2010, 80% of Kaumana Elementary School families responded to a Family Interest Survey. Over 90% of the parents felt that having their child receive assistance with homework was somewhat to really important, with 88% responding that they wanted their child to become a better reader and mathematician. Regarding inter-session and summer activities, 69% of parents indicated that summer enrichment programs and at least half-day activities during inter-sessions were really important. An overwhelming 95% of respondents favored providing organized sports activities after school, during inter-sessions, and during the summer. In addition, 77% responded that it is really important that their child receive a healthy snack after school.

Based on the survey results, the Hilo CLC crafted a program to meet the vast needs of a diverse community. Hilo Community Learning Center’s programs target students who attend schools eligible for Title I school-wide programs and the families of such students. The majority of schools in the Hilo Complex, except one, are eligible for and receive Title I funds. Hilo CLC offers

three program strands to help students meet state academic achievement standards, as well as the General Learner Outcomes (GLOs):

1. Expanded learning opportunities to help students improve literacy and meet/exceed state standards in all content areas. These include academic activities, as well as cultural and recreational enrichment activities that complement and reinforce the academic program;
2. STEM (Science, Technology, Engineering, and Math) programs that support students to acquire the skills they need to excel in an increasingly technology-based global society; and
3. Health/wellness enrichment programs for both students and the school community.

Year two of the Hilo CLC ran a bit smoother than year one as many operational processes and procedures were more efficiently implemented despite some staffing changes. The program coordinator transitioned to another state position and as a result, coordination of activities was assumed by complex personnel. In addition, individual sites experienced several program site coordinator turnovers. Procedures such as determining payment for project staff, streamlining afterschool activity proposals, informing site coordinators of project requirements and capturing appropriate evaluation information remained a work in progress for sites with new coordinators.

The following schools are considered “Centers” in which afterschool or summer activities took place along with the numbers of students impacted by the respective program(s):

Table 1. Number of Clients Served at each Center Year 1 and Year 2

School/Center	# students served (2012)	# students served (2013)
Kaumana Elementary	150	246
Hilo Intermediate	80	207
Hilo Union Elementary	60	28
Kalaniana'ole Elementary/Intermediate	40	36
Kapiolani Elementary	40	137

The goals of the program are based on the above GLOs and include:

Goal 1 Academic Activities – providing intensive tutoring and homework assistance for students to effectively address the deficiencies within the Hilo Complex based on HSA scores.

Goal 2 STEM Activities – providing opportunities that support student interest and competence in STEM fields.

Goal 3 Health and Wellness Activities – offering enrichment programs to enhance and complement the academic program and expand educational opportunities for the larger school community.

Individual schools/center informed their own communities about the grant and solicited activity proposals from faculty and staff as well as surrounding organizations. Applications to propose a center-based activity were sent to the site coordinator who then reviewed and provided input

for an eventual approval. The applications needed to provide information about the specific state standards that were targeted and assessments to determine gains in performance.

For activities designed to address academic content such as reading or math, students' standardized scores were used to place those most in need into these courses. The courses were structured as small group tutoring sessions where students received targeted support in specific areas. The larger group health and wellness activities offered an opportunity for after school or non-school hours participation in sports, fitness, arts and well-being environments. In a couple of sites, science was integrated with gardening units. Just about all activities took place at individual schools/centers unless educationally related field trips were scheduled. For example, a track and field activity took place at a local park considered a partner in the program. The following table outlines each centers' programs and activities for the 2011-2012 school year.

Table 2. Programs by Center-School Year and Summer

School/Center	Programs
Kaumana Elementary	Gardening Chorus grades 1, 2, 3, 4, 5, 6 Ukulele Sports Fitness grades 1, 2, 3 Sports Fitness grades 4, 5, 6 2nd Session Chorus grades 1-6 2nd Session Ukulele grades 1-3 2nd Session Ukulele grades 4-6 3rd Grade Math Tutoring 4th Grade Math Tutoring 5th Grade Math Tutoring 6th Grade Math Tutoring Summer 3rd Grade Tutoring Summer 2nd Grade Tutoring Summer Sports Fitness Gr. 1-3 Summer Sports Fitness Gr. 4-6 Summer 1st and 2nd Grade Creative Writing and Poetry Summer 1st and 2nd Grade Culinary Art Summer 1st, 2nd, and 3rd Grade Cultural Dance Summer 3rd and 4th Grade Culinary Art Summer 4th, 5th, and 6th Grade Cultural Dance Summer 5th and 6th Grade Culinary Art Summer Art Activities Through Literature Summer Experimental Science Summer Health and Wellness Gardening

	<ul style="list-style-type: none"> Summer Hawaiian Culture Summer Hawaiian Plants & Animals
Hilo Intermediate	<ul style="list-style-type: none"> Summer Math, Science, Tennis, & Fishing Summer Performance Art & Drama Basketball CTE Metals GLEE Math and Science for Student Success Math Counts Science for Science Olympiad Softball Track and Field CTE Metals Math and Science for Student Success Spring Basketball Spring Chorus GLEE Spring Intro to CTE Metals Spring Literacy Spring Math and Science Spring Track and Field Activity Info Spring Break CTE Metals Spring Break Math and Science for Student Success Spring Break Math Camp Spring Basketball 4th Spring CTE Metals 4th Spring Literacy TV 4th Quarter Spring Math and Science for Student Success Spring Science Olympiad Spring Softball Spring Study Skills Summer Chorus GLEE Summer Crafts Summer Metalshop Summer Softball Summer Woodshop Summer Gardening Summer Team Sports
Hilo Union Elementary	<ul style="list-style-type: none"> Summer Reading and Math 4th grade Summer Reading and Math 6th and 7th
Kalaniana'ole Elementary and Intermediate	<ul style="list-style-type: none"> Summer Reading and Math 4th grade Summer Reading and Math 6th and 7th

Kapiolani Elementary

Math Tutoring
Reading Tutoring
Summer Reading and Writing 4th Grade
Summer Reading & Writing 5th Grade
Summer Reading & Writing 6th Grade
Summer Math 4th Grade
Summer Math 5th Grade
Summer Math 6th Grade

Evaluation Design and Results

Implementation of the funded evaluation design began after program sessions had already started. The evaluation included formative processes. As noted above, the second year continued as developmental in which the evaluation activities were also piloted to best align with site activities, personnel and resources. Therefore, at this stage of the project, the evaluation focused on several formative aspects of the Hilo Complex 21st CCLC to support and inform the summative evaluation. In addition, information obtained for the external evaluation and federal reporting overlaps in some instances. However, when deemed redundant, information that is reported in the Profile and Performance Information Collection System (PPICS) is not reported here and likewise, specific data collected to inform the external evaluation is not necessarily reported in the PPICS.

Formative evaluation methods include micro-level analysis of the project's activities (e.g., monitoring of implementation). The results from this analysis offered insights into project design and execution so that adjustments were made that will enable better outcomes. The following questions provided information to conduct milestone analysis activities for project improvement:

1. What is the number, nature, and quality of project activities actually implemented to date?
2. What features/activities need improvement and/or change?
3. What activities are working effectively and efficiently and might warrant expansion?

On-site visits to Kaumana Elementary School and Hilo Intermediate took place during the first and second years to better understand the range of activities taking place and provide information for evaluation purposes. The site visit at Kaumana included observing the math and reading tutoring classes in which identified students based on HSA scores were provided small group instruction on specific content. A newly hired site coordinator provided much information about the various activities taking place as well as the activity proposal process. Administrative procedures appeared to be a challenge in hiring personnel and purchasing equipment. At the end of September, the Kaumana Elementary site coordinator took another position at the University of Hawaii-Hilo and a new coordinator assumed her responsibilities. The current fiscal officer for the complex area assumed the grant administrative responsibilities.

Because Hilo Intermediate offered numerous diverse activities, including a newly hired program coordinator and community-based instructors, the evaluator attended the initial meeting for potential classes. Instructors who wanted to propose classes under the 21st CCLC funding gained information about the purpose of the grant as well as appropriate number of days to hold classes. For example, some instructors wanted to hold their classes 3 to 4 times per week. However, in order to provide the most opportunities to participate in the various classes, suggestions for 2X/week classes were made. Clarification of the grant purposes was repeated and emphasized the need for academic activities to be incorporated.

Conclusions

- All three goals appear to have been met across the five sites.
- Each center has made progress in developing and implementing programs/activities that address the needs of their communities.
- Several sites increased the number of activities offered.
- Several sites increased the number of participants.
- A wide range of classes are offered at many sites that allow for a range of interests.
- Students have the opportunity to access the activities and programs and in some sites, are doing so in large number.
- Because each site includes diverse activities offered to different grade levels, maintaining and tracking attendance and assessment information is challenging.
- Site personnel turnover proved challenging in maintaining and tracking participants and activities.

Recommendations

- Standardize site proposal screening to ensure that grant requirements are met.
- Suggest sites target or focus classes on a few students who need extensive supports.
- Encourage sites to offer classes for a period of 30+ days to ensure that participating students can be identified as “regular attendees”.
- Encourage students to attend classes – many classes had high absenteeism.
- Standardized data collection procedures across all sites are needed to better track and assess the programs/activities.
- Informing all sites about the external evaluation and federal reporting requirements will ensure consistency in data and accuracy across sites.
- Train site coordinators to keep standardized records.
- Regular communication between the external evaluator and site coordinators will support reporting activities.
- Hire personnel who can dedicate a concerted amount of time to program management and administration.