

Hawai'i 21CCLC Evaluation Report Template – SY2018-19 Cohort 10+ and Cohort 11

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2018-19 the HDOE is has created a standardized template for evaluations of the 21CCLC programs. Cohort 10+ and Cohort 11 subgrantees are required to complete this template with SY2018-19 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

Evaluation Element	Complete?
1. General Information	✓
Exhibit 1: Basic Information Table	✓
Exhibit 2: Center Information Table	✓
2. Executive Summary	✓
3. Program Description	✓
3.A. Program Description	✓
3.B.1 Goals	✓
3.B.2 Objectives	✓
3C1. Attendance	✓
Exhibit 3: Students Served Summer 2018	✓
Exhibit 4: Students Served School Year 2018/19	✓
Exhibit 5: Students Served Summer 2019	✓
Exhibit 6: Students Served 2018/19 (Combined and Unduplicated)	✓
Attendance Discussion	✓
Exhibit 7: Characteristics of Students Served	✓
Exhibit 8: Race/Ethnicity of Students Served	✓
3.D. Programming	✓
3.D.1 Activities Summer 2018	✓
3.D.2 Activities School Year 2018/19	✓
3.D.3 Activities Summer 2019	✓
3.E.1 Program Materials	✓
3.E.2 Resources	✓
3.F. Staff and Others Involved in the Program	✓
Exhibit 9: Number of Staff by Position	✓
Exhibit 10: Average Hours per Week by Position	✓
Exhibit 11: Partners	✓
Partnership Description	✓
3.H. Parent/Family Involvement	✓
4. Evaluation	✓
4.A.1. Evaluation Design Overview	✓
4.A.2. Implementation Evaluation	✓
4.A.3. Outcomes Evaluation	✓

4.B.1. Implementation of Evaluation Results	✓
Evaluation Implementation Discussion	✓
4.B.2. Key Performance Indicators – Objective 1	✓
Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services	✓
Core Educational Services Discussion	✓
Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities	✓
Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement	✓
Community Involvement Discussion	✓
Exhibit 15: Performance on KPI Objective 1.4 – Services to Parents and Family Members	✓
Parent and Family Member Discussion	✓
Exhibit 16: Performance on KPI Objective 1.5 – Hours Per Week	✓
4.B.3. Key Performance Indicators – Objective 3	✓
Exhibit 17: Performance on KPI Objective 3.1.1 – Academic Improvement Reading/LA SB	✓
Exhibit 18: Performance on KPI Objective 3.1.2 – Academic Improvement in Reading/LA Grades	✓
Exhibit 19: Performance on KPI Objective 3.2.1 – Academic Improvement in Math SB	✓
Exhibit 20: Performance on KPI Objective 3.2.2 – Academic Improvement in Math Grades	✓
KPI Objective 3 Discussion	✓
4.B.4. Achievement of Program-Specific Objectives	✓
Exhibit 21: Progress on Program-Specific Objectives	✓
Achievement of Program-Specific Objectives Discussion	✓
4.C.1. Success Stories	✓
4.C.2 Best Practices	✓
4.C.3 Student, Teacher, Parent, Staff, or Community Input	✓
4.C.4 Pictures	✓
5. Sustainability Plan	✓
5.A. Original Sustainability Plan	✓
5.B. Updated Sustainability Plan	✓
6. Conclusions and Recommendations	✓
6.A. Conclusions	✓
6.B. Recommendations	✓
6.C. Evaluation Dissemination	✓

1. General Information

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

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	January 9, 2020
Grantee Name	Campbell Complex
Program Director Name	Michelle Suzuki, EdD
Program Director Email	Michelle.Suzuki@k12.hi.us
Evaluator Name	Pacific Research and Evaluation, LLC
Evaluator Email	Kristi@pacific-research.org
Year of Grant	June 1, 2018 - June 30, 2019

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Ewa Elementary School	K-6
Center 2	Ewa Beach Elementary School	K-6
Center 3	Ilima Intermediate School	7-8
Center 4	James Campbell High School	9-12
Center 5	Kaimiloa Elementary School	K-6
Center 6	Pohakea Elementary School	K-6

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

2. Executive Summary

This section of the report is a brief overview of the evaluation, explaining why it was conducted and listing its major conclusions and recommendations. Although the executive summary is placed first, it is typically the section that you write *last*.

Include a **brief summary (no more than 2 pages, 12 pt.)** of the key points from each section of the report:

1. Program description
2. Evaluation Design
3. Evaluation Results
4. Conclusions and Recommendations

Campbell Complex’s 21st Century Community Learning Centers (CCLC) Ho’oku’i Program, named after the Hawaiian word meaning “to join together,” offers students an array of before, afterschool, weekend, and summer activities. The Ho’oku’i program is comprised of four elementary, one intermediate, and one high school: Ewa Elementary, Ewa Beach Elementary, Kaimiloa Elementary, Pohakea Elementary; Ilima Intermediate; and James Campbell High School. The program has served students by expanding learning opportunities through tutoring services, enrichment activities, recreation, STEM, community services, youth leadership, and college and career opportunities. The Ho’oku’i program also incorporates a school-family-community element that has been designed to address high-risk behaviors such as chronic absenteeism, truancy, drugs, social/emotional issues, and/or other delinquency-related behavior.

The evaluation was conducted to assess the implementation and impact of the 21st CCLC program on participating students. The intent of the implementation evaluation was to identify implementation successes, challenges, and the perceived impact on program participants. Weekly Successes and Challenges forms submitted by Site Coordinators were analyzed to identify trends. Data were reported by center, where available. Qualitative input was gathered from Site Coordinators regarding family engagement and community involvement. The intent of the outcomes evaluation was to assess to what extent 21st CCLC program participants demonstrated academic gains and to determine if the program had met its objectives. Smarter Balanced assessment data, student grades, and iReady assessment data were analyzed for regular participants (attended 21st CCLC programs for 30 days or more) to determine if improvement was made in ELA and Math for the period from fall to spring. APR reports were consulted to determine if centers offered services at least 12-16 hours per week on average. School demographics and program attendance data collected by the Project Director were analyzed to determine if program objectives were met. The findings of the evaluation of Year 4 of 5 (SY2018-19) of grant implementation are included in this report.

Site Coordinators were reportedly effective in addressing challenges pertaining to the student check out procedure, communication with staff and families regarding attendance, and substitutes for after school programs. Key successes included high levels of student engagement

and interest in program activities across centers and students' acquisition of new valuable skills. Teachers' empowerment of students and increased parent involvement in program activities were additional key successes of the 21st CCLC program this year.

Overall, the data suggest that the 21st CCLC program is resulting in student improvement in reading/language arts and math as participating students are performing at a higher level of proficiency than students who are not engaged in the program. All centers were successful in offering high-quality services in all three core academic areas and at least three enrichment and support activities. All centers also succeeded at offering summer hours and 5 out of 6 offered at least 12-16 hours of services during the school year. All centers were located in high-poverty communities based on school demographics. Site coordinators reported that students participating in the program at all centers acquired a variety of valuable academic and other social/behavioral skills. Academic improvement by program participants was demonstrated at all centers except James Campbell High School (disaggregated data for student grades by participants and non-participants was not available and may confirm academic improvement for Campbell High).

Site coordinators reported that centers offered a variety of student activities that were not available to students prior to the grant. More rigorous activities, such as Maker Space, have been particularly successful in engaging students. The Program Director reported it was a challenge to access necessary data, such as disaggregated grades and assessment data and information about community and family partnerships, especially from schools. The Program Director also indicated it was a challenge to navigate new formatting changes to the report template, which further complicated data requests. Despite these limitations, qualitative input from Site Coordinators determined that all centers maintained at least one community partnership and offered at least one parent engagement activity.

In sum, Campbell complex was successful at meeting all of its 8 objectives during Year 4 (SY2018-19) of grant implementation. The Ho'oku'i Program has proven effective at improving student outcomes and engaging community partners and families.

Evaluators recommend the following to improve the quality of data collection in the final year of the grant:

- 1. Administer a teacher survey in the final year of the grant to be able to report on whether the program is impacting classroom behavior and performance, as in previous years of the grant. Evaluators could develop survey content and administer the survey online via a shareable link.*
- 2. Collect disaggregated school attendance data for 21st CCLC students in order to be able to report on whether regular participation in the program is linked to increased school attendance.*
- 3. Evaluators also recommend that they attend a meeting remotely in the final year of the grant with the Site Coordinators to collect qualitative input directly about community involvement, family engagement and overall program successes and challenges. Site Coordinators are very close to the work and therefore provide valuable qualitative input on program implementation.*

4. Evaluators recommend setting more specific targets for objective 4.1 (e.g. a specific percentage of program participants must demonstrate academic improvement) to make measuring improvement more concrete.

3. Program Description

3.A. PROGRAM DESCRIPTION

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

- Describe the organization operating the grant program.
- Provide the grant year (i.e., Year 5 or Year 6.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?

Campbell Complex's 21st Century Community Learning Centers Ho'oku'i Program, named after the Hawaiian word meaning "to join together," offers students an array of before, afterschool, weekend, and summer activities. The Ho'oku'i program is comprised of four elementary, one intermediate, and one high school: Ewa Elementary, Ewa Beach Elementary, Kaimiloa Elementary, Pohakea Elementary; Ilima Intermediate; and James Campbell High School. The program has served students by expanding learning opportunities through tutoring services, enrichment activities, recreation, STEM, community services, youth leadership, and college and career opportunities. The Ho'oku'i program also incorporates a school-family-community element that has been designed to address high-risk behaviors such as chronic absenteeism, truancy, drugs, social/emotional issues, and/or other delinquency-related behavior.

This evaluation report covers Year 4 for School Year 2018-19.

During the 2018-19 School Year, Ewa Elementary, Kaimiloa Elementary, Pohakea Elementary, and Ilima Intermediate were identified as Title I schools.

Prior to the grant, Campbell Complex Area Schools offered similar afterschool programming back in 2004.

3.B. PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21st CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see [Section 4B: Evaluation Results](#). In addition to these KPIs, subgrantees must articulate their own program-specific goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve.

- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.
- **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

3.B.1. Goals

What are the overall goals of your particular program? Please number each major goal. See example in grey. It is not necessary to have five goals, but space is provided in case you do.

Goal	<i>Ho'oku'i Afterschool Program</i>
1.	<i>Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.</i>
2.	<i>21st CCLCs will offer a range of high-quality educational, developmental, and recreational services.</i>
3.	<i>21st CCLCs will serve children and community members with the greatest need for expanded learning opportunities.</i>
4.	<i>Participants in 21st CCLCs will demonstrate academic improvement based on formative and summative assessments given throughout the school year.</i>

3.B.2. Objectives

What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See examples in grey below. Enter all that apply.

Goal	Objective	Measure
1.	<i>1.1 Participants will participate in highly engaging activities that demonstrate academic and other social/behavioral skills development, such as effective teamwork and creative problem-solving.</i>	<i>Qualitative input from Site Coordinators</i>
2.	<i>2.1 Core educational services: 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.</i>	<i>APR reports</i>
	<i>2.2 Enrichment and support activities: 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.</i>	<i>APR reports</i>
	<i>2.3 Community involvement: 85% of centers will establish and maintain partnerships within the community and continue to increase levels of community collaboration in planning, implementing, and sustaining program.</i>	<i>Qualitative Input from Site Coordinators</i>
	<i>2.4 Services to parents and other family members: 85% of centers will offer services to parents and other family members of students enrolled in the program.</i>	<i>Qualitative Input from Site Coordinators</i>
	<i>2.5 Extended hours: 75% of centers will offer services at least 12 - 16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.</i>	<i>APR reports</i>
3.	<i>3.1 High-need communities: 100% of centers are located in high-poverty communities.</i>	<i>School demographics</i>

4.	4.1 Participants in 21st CCLCs will demonstrate academic improvement in Reading and Math	Assessment data, Student grades
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3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Ewa Elementary	Data unavailable	K-6
Ewa Beach Elementary	Data unavailable	K-6
Ilima Intermediate	Data unavailable	7-8
James Campbell High	Data unavailable	9-12
Kaimiloa Elementary	Data unavailable	K-6
Pohakea Elementary	Data unavailable	K-6
Subgrantee Total	Data unavailable	

Note: Though summer activities were offered by Campbell complex in Summer 2018, the enrollment data were unavailable.

Exhibit 4: Students Served in School Year 2018-19 (fall and spring)

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Ewa Elementary	287	52	K-6
Ewa Beach Elementary	98	87	K-6
Ilima Intermediate	153	72	7-8
James Campbell High	616	33	9-12
Kaimiloa Elementary	138	102	K-6
Pohakea Elementary	139	11	K-6
Subgrantee Total	1,431	357	

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

Exhibit 5: Students Served in Summer 2019 (ending June 30, 2019)

Center	Summer 2019 Enrollment – Total	Grade Levels
Ewa Elementary	7	K-6
Ewa Beach Elementary	116	K-6
Ilima Intermediate	25	7-8
James Campbell High	41	9-12
Kaimiloa Elementary	125	K-6
Pohakea Elementary	14	K-6
Subgrantee Total	328	

Exhibit 6: Total Students Served in 2018-19 (combined and unduplicated)

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Ewa Elementary	336	46	K-6
Ewa Beach Elementary	164	84	K-6
Ilima Intermediate	155	67	7-8
James Campbell High	611	29	9-12
Kaimiloa Elementary	260	101	K-6
Pohakea Elementary	205	10	K-6
Subgrantee Total	1,731	337	

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

Attendance Discussion

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

Program attendance issues generally concerned the challenge with establishing consistent systems for tracking students who were participating in various programs. Qualitative input regarding student program attendance was provided by Site Coordinators for the following centers:

*At **Kaimiloa Elementary**, an attendance challenge included tracking student absences. The Site Coordinator reported concerns with parents not informing staff when their child was going to be absent and program staff not informing site coordinators of unexcused absences in a timely manner. The Site Coordinator worked to improve the lines of communication with staff and families.*

*At **Pohakea Elementary**, the Site Coordinator reported an issue with the check-out procedure. Students were reported to improve over time with more check-out practice.*

*At **James Campbell High School**, the Site Coordinator reported between 30 and 40 students attended activities each week. One ongoing challenge with attendance included tutors struggling to keep accurate attendance. The Site Coordinator recognized that tutors need to be focused on providing academic and behavioral support to students.*

3.C.2 Participant Characteristics

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

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

The table will automatically compute totals in the final row.

Exhibit 7: Characteristics of Students Served (18/19 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Ewa Elementary	161	48%	20	6%	31	10%	168	50%	168	50%
Ewa Beach Elementary	60	37%	14	9%	12	8%	78	48%	86	53%
Ilima Intermediate	59	39%	17	11%	10	7%	79	51%	76	50%
James Campbell High	194	32%	56	10%	16	3%	294	48%	319	53%
Kaimiloa Elementary	140	54%	28	11%	36	14%	128	50%	133	51%
Pohakea Elementary	112	55%	11	6%	26	13%	89	44%	116	57%
Subgrantee Total	726		146		131		836		898	

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

Exhibit 8: Race/Ethnicity of Students Served (18/19 combined and unduplicated)

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2 +	% 2 +
Ewa Elementary	0	0%	116	35%	61	19%	6	2%	73	22%	8	3%	72	22%
Ewa Beach Elementary	0	0%	62	38%	17	11%	2	2%	42	26%	23	15%	18	11%
Ilima Intermediate	1	1%	64	42%	36	24%	8	6%	22	15%	10	7%	14	10%
James Campbell High	0	0%	254	42%	142	24%	32	6%	58	10%	72	12%	55	9%
Kaimiloa Elementary	0	0%	133	51%	44	17%	0	0%	40	16%	1	1%	43	17%
Pohakea Elementary	0	0%	69	34%	51	25%	2	1%	33	17%	6	3%	44	22%
Subgrantee Total	1		698		351		50		268		120		246	

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; 2+ refers to two or more races. Note: These data should match data reported in Exhibit 6.

3.D PROGRAMMING

Describe activities offered during summer 2018.

During Summer 2018, the Ho'okui Summer and Intersession programs offered students programs that supplemented the school day with meaningful, high quality, and educational, activities to meet the grant goals and objectives. There was a variety of hands-on and engaging enrichment classes offered. These classes included but were not limited to: STEM, Tutoring, Arts & Music, Community Service and Learning, Youth Leadership, and College & Career Readiness.

Describe activities offered during school year 2018-19.

Activities offered during school year 2018-19 included: STEM, Literacy, Tutoring, Homework Help, Entrepreneurship, Arts & Music, Physical Activity, Community/Service Learning, Violence Prevention, Youth Leadership, and College & Career Readiness.

Describe activities offered during summer 2019.

During Summer 2019, the Ho’okui Summer and Intersession programs offered students programs that supplemented the school day with meaningful, high quality, and educational, activities to meet the grant goals and objectives. There was a variety of hands-on and engaging enrichment classes offered. These classes included but were not limited to: STEM, Tutoring, Arts & Music, Community Service and Learning, Youth Leadership, and College & Career Readiness.

3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials

What program materials were used (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools)?

Program materials at each center complemented and supplemented regular school-day initiatives using the schools’ available resources (i.e. curriculum, iReady online programs, universal screeners, classroom supplies, technology equipment, P.E. equipment, etc.) and facilities (classrooms, libraries, cafeterias).

3.E.2 Resources

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

School administrators, teachers, and staff supported the grant activities by contributing in-kind personnel services to support grant activities. Schools also provided classroom and other school spaces, utilities, and other ancillary operational support toward grant activities.

3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM

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

All of the Campbell Complex site coordinators are regular certificated teachers who are responsible for administering programs at each center. The school administrators work with the site coordinators to recruit and hire teachers and other staff members to assist the students with homework assistance, tutoring, and enrichment classes. School administrators also oversee campus safety and coordinate emergency activities, and approve school site administrative items such as payroll. Project Office (Complex) Administrators and Staff handle operational tasks such as the processing of purchase orders and payroll.

Exhibit 9. Number of Staff by Position (18/19 combined and unduplicated)

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other		
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	

Ewa Elementary	1	1	0	0	0	0	0	0	0	0	0	34	0	0	1	0	0	0	0
Ewa Beach Elementary	1	1	0	0	0	0	0	0	0	0	0	23	0	0	1	0	0	0	0
Ilima Intermediate	4	1	0	0	0	0	0	0	0	0	0	15	0	0	1	0	0	0	0
James Campbell High	1	1	0	0	0	0	0	0	0	0	0	22	0	0	1	0	0	0	0
Kaimiloa Elementary	1	1	0	0	0	0	0	0	0	0	0	45	0	0	1	0	0	0	0
Pohakea Elementary	2	1	0	0	0	0	0	0	0	0	0	20	0	0	1	0	0	0	0
Project (Complex)	3	2	0	0	0	0	0	0	0	0	0	0	0	0	2	6	0	0	0
Subgrantee Total	13	8	0	159	0	0	8	6	0	0	0								

Exhibit 10. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Ewa Elementary	9.5	0	0	0	0	3.5	5	0	0
Ewa Beach Elementary	7	0	0	0	0	6	5	0	0
Ilima Intermediate	9	0	0	0	0	6	5	0	0
James Campbell High	9	0	0	0	0	5	5	0	0
Kaimiloa Elementary	11	0	0	0	0	7	5	0	0
Pohakea Elementary	8.5	0	0	0	0	5.5	5	0	0
Project (Complex)	20	0	0	0	0	0	5	7	0
Subgrantee Total	74	0	0	0	0	33	35	7	0

3.G. PARTNERSHIPS

Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below (note: partners do not include schools/centers).

Exhibit 11: Partners

Contribution Type	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	0
Raise funds	0	0
Provide programming/activity related services	5	0
Provide goods	33	0
Provide volunteer staffing	0	0
Provide paid staffing	0	0

Other	0	0
Subgrantee Total	39	0

Partnership Description

Provide a brief description of successes with partnerships.

The centers offered a myriad of after school activities including enrichment and family engagement activities. Partners included the following:

*ADAFRUIT INDUSTRIES LLC
 ADULT FRIENDS FOR YOUTH
 BARNES & NOBLE INC
 BFS INC
 BLICK ART MATERIALS
 CERAMIC HOBBYIST
 CHESS HOUSE LLC
 CONRAD ENTERPRISES INC
 CREATING CHANGE INC
 DIMENSIONU INC
 DON QUIJOTE (USA) CO LTD
 EMR SHIELDING SOLUTIONS
 EVOLLVE INC
 FAT BRAIN TOYS
 FISHER HAWAII
 FISHER HAWAII
 FOLLETT SCHOOL SOLUTIONS INC
 FOODLAND SUPER MARKET LTD
 GOPHER
 GROUND TRANSPORT INC
 HAWAIIAN GRAPHICS
 HAWAIIAN SEALIFE INC
 HOME DEPOT CREDIT SERVICES
 HONOLULU THEATRE FOR YOUTH
 HSC OFFICE PRODUCTS
 LOWE'S
 MANGO MATH GROUP LLC
 OFFICE DEPOT INC
 OMNI CHEER
 PARENTS INC
 PIXEL PRESS TECHNOLOGY LLC
 ROBONATION INC
 ROBOT MESH
 ROBOTLAB INC
 TECHNOLOGY INTEGRATION GROUP
 VALTECH LLC
 WALL, MICHAEL A
 WONDER WORKSHOP INC*

The USDA's After School Snack Program and Seamless Summer Programs provided snacks and

meals to the students during the regular school year and during the summer intersessions. Several of the centers have partnerships with the schools' A-Plus Afterschool programs. Students may leave and return to these programs during the out-of-school time hours. This relationship was established and successfully maintained by the Site Coordinators.

Provide a brief description of challenges with partnerships.

Current partnerships with programs such Adult Friends for Youth and PARENTS Inc. have been a challenge due to limited amount of students that they are able to serve under their program criteria.

3.H. PARENT/FAMILY INVOLVEMENT

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

Campbell Complex Area held several school-wide events and showcased what the students' learned during the 21st CCLC programs.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

Provide a one-paragraph brief overview of the evaluation design.

The evaluation was conducted to assess the implementation and impact of the 21st CCLC program on participating students. The intent of the implementation evaluation was to identify implementation successes, challenges, and the perceived impact on program participants. Weekly Successes and Challenges forms submitted by Site Coordinators were analyzed to identify trends. Data were reported by center, where available. Qualitative input was gathered from Site Coordinators regarding family engagement and community involvement. The intent of the outcomes evaluation was to assess to what extent 21st CCLC program participants demonstrated academic gains and to determine if the program had met its objectives. Smarter Balanced assessment data, student grades, and iReady assessment data were analyzed for regular participants (attended 21st CCLC programs for 30 days or more) to determine if improvement was made in ELA and Math for the period from fall to spring. APR reports were consulted to determine if centers offered services at least 12-16 hours per week on average. School demographics and program attendance data collected by the Project Director were analyzed to determine if program objectives were met.

4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

<p>Sample Implementation Questions:</p> <p>Has the program been implemented as planned in the grant application? If no, what changes were made, and why?</p> <p>What challenges have been faced in implementing the program, and how are those challenges being addressed?</p> <p>Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?</p> <p>Are program activities interesting and valuable to students, teachers, administrators, and community partners?</p> <p>What are the plans to ensure effective program implementation next year?</p>	
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<p>What implementation questions are being answered?</p>	<ol style="list-style-type: none"> <i>1. What challenges have been faced in implementing the program, and how are those challenges being addressed?</i> <i>2. What are the key successes of program implementation in terms of benefits for students, teachers, and families? Are program activities interesting and valuable for stakeholders?</i>
<p>What data collection methods are being used (e.g. interviews, observations)?</p>	<ul style="list-style-type: none"> <i>• Site Coordinators visited program classes/activities for 10-15 minutes per day and filled out observation reports. Successes and Challenges forms regarding program attendance issues, student/teacher/family engagement, and skills development were completed by Site Coordinators and submitted to the Program Director. These forms were analyzed for key themes.</i> <i>• The Project Director held meetings with the Site Coordinators and Grant Administrators multiple times per year. Qualitative input was gathered from Site Coordinators regarding community involvement and family partnerships and was then shared with evaluators.</i> <i>• The Project Director collected and compiled program attendance and demographic data for participating students and submitted APR and programming reports to the Community Engagement Office as requested.</i>
<p>What is the timing of data collection?</p>	<p><i>The reporting period includes June 1, 2018 through June 30, 2019. Additional program implementation information was collected from Site Leads by the Program Director in December 2019 and was shared with evaluators.</i></p>

Click here to type or paste any additional program implementation information.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

<p>Sample Outcomes Questions:</p> <p>To what extent do students who participate in the program show improvements in behavior?</p> <p>To what extent do students who participate in the programs show academic gains?</p> <p>To what extent has the program achieved its objectives?</p>	
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<p>What outcomes questions are being answered?</p>	<ol style="list-style-type: none"> 1. <i>To what extent do students who participate in the programs show academic gains?</i> 2. <i>To what extent has the program achieved its objectives?</i>
<p>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</p>	<ul style="list-style-type: none"> • <i>The Project Director collected program attendance and school demographic data for participating students and submitted APR and programming reports to the Community Engagement Office as requested. These reports were shared with evaluators.</i> • <i>School-wide iREADY assessment data were analyzed by evaluators for academic improvement in ELA from fall to spring.</i> • <i>Smarter Balanced assessment data were analyzed for each complex for academic improvement in ELA and Math for regular (30+ days) 21st CCLC attendees from fall to spring.</i>
<p>What is the timing of data collection?</p>	<ul style="list-style-type: none"> • <i>The program attendance data were collected at the end of each term (Summer 2018, Fall 2018, Spring 2019 and Summer 2019).</i> • <i>Site Coordinators submitted reports on a weekly basis to document successes and challenges of their programs. This data was used to make the necessary adjustments to their programs on an ongoing basis.</i> • <i>Assessments were administered in Fall 2018 and Spring 2019.</i>

Click here to type or paste any additional outcomes information.

4.B. EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

Describe the results of the implementation evaluation, addressing the implementation questions described in your response to [Section 4.A.2](#) above.

Site leads at each school observed at least 1 program class/activity for at least 10-15 minutes each day and reported this on a weekly Successes and Challenges form submitted to the Project Director. The forms provided an update regarding attendance issues, the “glows” and “grows” of program implementation, student/teacher/family engagement, and skills development. To address the two implementation evaluation questions regarding implementation successes and challenges, trends that emerged from these forms are reported below. Trends are reported at a center level, where available.

The Program Director reported that in check-in meetings with Site Coordinators, all reported that their respective centers offered a variety of highly engaging student activities that were not available to students prior to the grant. More rigorous activities, such as Maker Space, have reportedly been particularly successful in engaging students and building both academic and non-academic skills.

At Pohakea Elementary, Site Coordinators reported a high level of student engagement in all activities. One notable success included teachers finding ways to incorporate ELA into their art

instruction. One challenge that came up repeatedly was the need for students to learn the check out procedure. Progress was reported over time as students practiced the procedure.

At **Kaimiloa Elementary**, one challenge that emerged repeatedly was ongoing communication issues. In some cases, families were not calling or sending notes when their child missed academy or students were being picked up late from programs by parents. In other instances, the lead was not being informed of unexcused absences in a timely manner to contact parents. The Site Coordinator worked to improve the lines of communication with staff and families. Successes reported by Site Coordinators included students being self-motivated and passionate about their projects and demonstrating effective team work with their colleagues. Another repeated success was the ways teachers were empowering students and were willing to work additional hours to support programs.

At **James Campbell High School**, the Site Coordinator reported high teacher and student engagement with the chess club, with students inviting friends, teaching other students how to play the game, and competing in their first competition. The Artist Alley students were also highly engaged with pursuing community service opportunities. The art students were disappointed, however, to discover that they were not permitted to sell their art to raise funds. The Site Coordinator indicated there should be ways for students to fundraise to promote entrepreneurship skills. The art students will pursue a partnership with Boys and Girls club next school year to expand their community service options. A program implementation success included teachers observing that students were demonstrating academic gains as a result of receiving tutoring support in subjects such as math and chemistry. Students asked for more tutor support to preparation for their finals, indicating that this type of support is considered highly valuable to students. The Site Coordinator reported that students developed important test taking skills through the ASVAB test prep classes. Another notable success included the student and parent turn out at the Kick off ACT Exam Prep session, which was three times higher than previous years. One implementation challenge included not having enough substitutes to cover afterschool programs. To address this challenge, the Site Coordinator went through the hiring process and successfully hired two new substitutes.

In sum, Site Coordinators have been effective in addressing challenges pertaining to the student check out procedure, communication with staff and families regarding attendance and substitutes for after school programs. Key successes include high levels of student engagement and interest in program activities across centers and students' acquisition of new valuable skills. Teachers' empowerment of students and the increased parent involvement in program activities are additional key successes of the 21st CCLC program this year.

4.B.2 Key Performance Indicators (KPIs) – Objective 1

Objective 1: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental and recreational services.

Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services

Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)

Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Ewa Elementary	Y	Y	Y	Specify other services.
Ewa Beach Elementary	Y	Y	Y	Specify other services.
Ilima Intermediate	Y	Y	Y	Specify other services.
James Campbell High	Y	Y	Y	Specify other services.
Kaimiloa Elementary	Y	Y	Y	Specify other services.
Pohakea Elementary	Y	Y	Y	Specify other services.

Core Educational Services Discussion

Provide a brief description of evidence that these services are of high quality.

The majority of the core educational classes were taught by the regular school day teachers. Students were provided complementary learning opportunities before, afterschool, weekend, and during the summer. Activities were aligned with Common Core State Standards. The tutors reinforced and modeled the General Learner Outcomes (GLOs) in all classes. A variety of instructional methods (iReady, DimensionU, small group instruction, hands-on learning) made the classes more engaging and educational for all of the students to help them meet state and national standards that lead to college readiness.

Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities

Objective 1.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)

Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
Ewa Elementary	Y	Y	N	N	N	College & Career Readiness
Ewa Beach Elementary	Y	Y	N	N	Y	--
Ilima Intermediate	Y	N	Y	Y	Y	--
James Campbell High	Y	N	Y	Y	Y	College & Career Readiness
Kaimiloa Elementary	Y	Y	N	Y	Y	--
Pohakea Elementary	Y	Y	N	N	Y	--

Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement

Objective 1.3: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

Center	Number of community partnerships	Description of community partners and their services .
Ewa Elementary	Data unavailable	The list of all community partnerships for Campbell complex is provided in section 3.G, the number of partnerships by center was not available. However, every center had at minimum one established community partnership that they maintained during grant Year 4.
Ewa Beach Elementary	Data unavailable	The list of all community partnerships for Campbell complex is provided in section 3.G, the number of partnerships by center was not available. However,

		<i>every center had at minimum one established community partnership that they maintained during grant Year 4.</i>
<i>Ilima Intermediate</i>	<i>Data unavailable</i>	<i>The list of all community partnerships for Campbell complex is provided in section 3.G, the number of partnerships by center was not available. However, every center had at minimum one established community partnership that they maintained during grant Year 4.</i>
<i>James Campbell High</i>	<i>Data unavailable</i>	<i>The list of all community partnerships for Campbell complex is provided in section 3.G, the number of partnerships by center was not available. However, every center had at minimum one established community partnership that they maintained during grant Year 4.</i>
<i>Kaimiloa Elementary</i>	<i>Data unavailable</i>	<i>The list of all community partnerships for Campbell complex is provided in section 3.G, the number of partnerships by center was not available. However, every center had at minimum one established community partnership that they maintained during grant Year 4.</i>
<i>Pohakea Elementary</i>	<i>Data unavailable</i>	<i>The list of all community partnerships for Campbell complex is provided in section 3.G, the number of partnerships by center was not available. However, every center had at minimum one established community partnership that they maintained during grant Year 4.</i>

Community Involvement Discussion

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

All centers successfully maintained, at minimum, one community partnership during Year 4 of the grant.

The USDA’s After School Snack Program and Seamless Summer Programs provided snacks and meals to the students during the regular school year and during the summer intersessions. Several of the centers have partnerships with the schools’ A-Plus Afterschool programs. Students may leave and return to these programs during the out-of-school time hours. This relationship was established and successfully maintained by the Site Coordinators.

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

Current partnerships with programs such Adult Friends for Youth and PARENTS Inc. have been a challenge due to the limited amount of students that they are able to serve under their program criteria.

Enter total number of family members of students who participated in activities sponsored by 21stCCLC funds. (e.g. parents, guardians, grandparents, aunts, uncles, siblings)

Exhibit 15: Performance on KPI Objective 1.4 - Services to Parents and Family Members

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Ewa Elementary	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.
Ewa Beach Elementary	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.
Ilima Intermediate	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.
James Campbell High	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.
Kaimiloa Elementary	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.
Pohakea Elementary	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.

Parent/Family Services Discussion

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

Site coordinators indicated that parents were very engaged in the program.

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

No challenges with engaging families were reported.

Exhibit 16: Performance on KPI Objective 1.5 – Hours per Week

Objective 1.5: Centers will offer services at least 12 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.		
Center	Average number of hours per week services offered during the school year	Average number of hours per week services offered during summer and holidays
Ewa Elementary	14-28 hours	20+ hours
Ewa Beach Elementary	10-20 hours	22+ hours
Ilima Intermediate	9-18 hours	20-40 hours
James Campbell High	30-60 hours	60+ hours
Kaimiloa Elementary	21-37 hours	20-40 hours
Pohakea Elementary	18-36 hours	10-20 hours

[Key Performance Indicators (KPIs) – Objective 2

Objective 2 - 21st Century Community Learning Centers are located in high-poverty communities. (Not included here - Communities are already described in [Section 3.A](#), and Free & Reduced Lunch Data are provided in [Section 3C2](#), and [Table 7](#) above.)

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

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

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

Objective 3.1: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
	Regular program participants who needed to improve in reading/language arts from fall to spring (Standard Nearly Met + Standard Not Met)		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring (Needed to improve “nearly met” moved to “met” or “did not meet” moved to “met” or “nearly met”)	
Center	n	%*	n	%**
Ewa Elementary	6	12%	1	17%
Ewa Beach Elementary	9	10%	1	11%
Ilima Intermediate	18	25%	6	33%
James Campbell High	1	3%	0	0%
Kaimiloa Elementary	43	42%	13	30%
Pohakea Elementary	0	0%	0	0%

*Percentage of the total regular participants that needed to improve in reading/language arts.

**Percentage of regular participants who needed to improve that demonstrated improvement in reading/language arts.

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

Objective 3.1: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
	Regular program participants who needed to improve in reading/language arts from fall to spring (Needed to improve = Quarter 1 grade “D” or “F” or “Incomplete)		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring (Improved = Quarter 1 Needed to Improve moved from “incomplete” to “A, B, C or D” or “F” moved to “A, B, C or D”, or “D” moved to “A, B or C” in Quarter 2, 3, or 4)	
Center	n	%*	n	%**
Ilima Intermediate	10	14%	8	80%

Note: Grades information was only available for regular 21st CCLC program participants in Grades 6-12.

*Percentage of the total regular participants that needed to improve in reading/language arts.

**Percentage of regular participants who needed to improve that demonstrated improvement in reading/language arts.

Academic Improvement in Reading/Language Arts – iReady

Objective 3.2 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts		
Students (21st CCLC participants and non-21st CCLC participants) whose scores improved on the iReady formative assessment from Fall to Spring		
Center	n	%
Ewa Beach Elementary	484	77%
Kaimiloa Elementary	495	82%
Pohakea Elementary	331	81%

Note: This is data for ALL students at each center. Disaggregated data was not available for students who participated in the 21st CCLC program.

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

Objective 3.2: Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring (Standard Nearly Met + Standard Not Met)		Regular program participants with IMPROVEMENT in math from fall to spring (Needed to improve “nearly met” moved to “met” or “did not meet” moved to “met” or “nearly met”)	
	n	%*	n	%**
Ewa Elementary	10	19%	4	40%
Ewa Beach Elementary	11	13%	1	9%
Ilima Intermediate	27	38%	6	22%
James Campbell High	1	3%	0	0%
Kaimiloa Elementary	43	42%	13	30%
Pohakea Elementary	2	18%	2	100%

**Percentage of the total regular participants that needed to improve in math.*

***Percentage of regular participants who needed to improve that demonstrated improvement in math.*

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

Objective 3.2 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring (Needed to improve = Quarter 1 grade “D” or “F” or “Incomplete”)		Regular program participants with IMPROVEMENT in math from fall to spring (Improved = Quarter 1 Needed to Improve moved from “incomplete” to “A, B, C or D” or “F” moved to “A, B, C or D”, or “D” moved to “A, B or C” in Quarter 2, 3, or 4)	
	n	%*	n	%**
Ilima Intermediate	12	17%	9	75%

Note: Grades information was only available for regular program participants in Grades 6-12.

**Percentage of the total regular participants that needed to improve in math.*

***Percentage of regular participants who needed to improve that demonstrated improvement in math.*

KPI Objective 3 Discussion

Please describe particular successes or challenges related to KPI Objective 3.

The following tables indicate overall performance in Reading/Language arts and math by proficiency level.

ELA Performance by Proficiency Level

	21st CCLC Students	Non-21st CCLC Students
Exceeded	22%	18%
Meets	30%	30%
Nearly meets	23%	25%
Did not meet	25%	25%

52% of 21st CCLC students met or exceeded in ELA performance during the SY18-19 school year, compared to 48% of non-21st CCLC students.

Math Performance by Proficiency Level

	21st CCLC Students	Non-21st CCLC Students
Exceeds	18%	13%
Meets	24%	21%
Nearly meets	28%	27%
Did not meet	30%	38%

42% of 21st CCLC students met or exceeded in math performance during the SY18-19 school year, compared to 33% of non-21st CCLC students.

The data suggest that the 21st CCLC program is resulting in student improvement in reading/language arts and math as participating students are performing at a higher level of proficiency than students who are not engaged in the program.

4.B.4 Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in [Section 3.B.2](#).

1. **Objective** - State the specific measurable objective
2. **Measure** – state the type of data collected to measure this objective
3. **Results** - Summarize evaluation findings related to this objective
4. **Met/Not met** – for each objective specify one of the following:
 - Met
 - Not met
 - Progress
 - No progress
 - Unable to measure

Copy objectives and measures from the table in section [3.B.2](#) into Exhibit 19 below. Make sure to select the whole text box by clicking on the three vertical dots to the upper left of the box. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Objective	Measure	Results	Met/Not Met
1.1 Participants will participate in highly engaging activities that demonstrate academic and other social/behavioral skills development, such as effective teamwork and creative problem-solving.	Qualitative Input from Site Coordinators	Site Coordinators at all centers reported that program activities were highly engaging and provided both academic and non-academic skill-building opportunities for students. The successes and challenges forms indicate student learning at a center-level. Specific skills mentioned include: team work, mentorship, entrepreneurship, and test-taking skills. Academic gains were reported by teachers as a result of tutoring.	Met
2.1 Core educational services: 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	APR reports	As per Exhibit 12, 100% of centers offered high-quality services across all three academic areas. All activities were aligned with Common Core State Standards, tutors modeled GLOs in all classes, and a variety of instructional methods were used to increase student engagement and college readiness.	Met
2.2 Enrichment and support activities: 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	APR reports	As per Exhibit 13, 100% of centers offered at least 3 enrichment and support activities. Kaimiloa Elementary, James Campbell High, and Ilima Intermediate offered 4 different types of enrichment and support activities.	Met
2.3 Community involvement: 85% of centers will establish and maintain partnerships within the community and continue to increase levels of community collaboration in planning, implementing, and sustaining program.	Qualitative Input from Site Coordinators	As per Exhibit 14, center-level data was not available regarding the number of community partnerships. However, 100% of centers were reported to maintain, at minimum, one establish community partnership. As per section 3.G., Campbell complex as a whole has over 35 ongoing community partnerships.	Met
2.4 Services to parents and other family members: 85% of centers will offer services to parents and other family members of students enrolled in the program.	Qualitative Input from Site Coordinators	As per Exhibit 15, center-level data was not available regarding the number of family members who participated. However, 100% of centers were reported to offer, at minimum, one parent engagement activity.	Met
2.5 Extended hours: 75% of centers will offer services at least 12 - 16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.	APR reports	As per Exhibit 16, five out of six centers (83%) offered services at least 12-16 hours per week on average during the SY18-19 school year. 100% of centers offered summer hours for at least 12-16 hours per week on average.	Met
3.1 High-need communities: 100% of centers are located in high-poverty communities.	School demographics	100% of centers are located in high-poverty areas. As per Exhibit 7, approximately half of students served at Ewa, Kaimiloa and Pohakea Elementary Schools are enrolled in free and reduced lunch. Over a third of students served at Ewa Beach Elementary, Ilima Intermediate, and James	Met

		<i>Campbell High schools are enrolled in free and reduced lunch. During the 2018-19 School Year, Ewa Elementary, Kaimiloa Elementary, Pohakea Elementary, and Ilima Intermediate were identified as Title I schools.</i>	
<i>4.1 Participants in 21st CCLCs will demonstrate academic improvement in Reading and Math</i>	<i>Assessment data, Student grades</i>	<i>As per Exhibit 17, a portion of the students who needed to improve demonstrated improvement in reading/language arts at 4 of the 6 centers. A greater percentage of students improved at Ilima Intermediate (33%) and Kaimiloa Elementary (30%) than at Ewa (17%) and Ewa Beach (11%) elementary schools. No improvement was demonstrated in reading/language arts on the Smarter Balanced Assessment for James Campbell High school and Pohakea Elementary school. iReady reading assessment data for Pohakea Elementary school, however, indicates that 81% of all students (21st CCLC students AND non-21st CCLC students combined) improved their scores from fall to spring. At Ewa Beach Elementary, 77% of all students improved and at Kaimiloa Elementary 82% of all students improved their reading scores. As per Exhibit 18, grades improvement data was only available for regular participants at Ilima Intermediate, where 80% of students demonstrated improved grades in reading/language arts. Overall, a greater number of 21st CCLC program participants at Campbell complex met or exceeded in ELA performance (52%) than students who did not participate in this program (48%). As per Exhibit 19, a portion of regular program participants demonstrated improvement in math at 5 of the 6 centers. As per Exhibit 20, grades improvement data was only available for regular participants at Ilima Intermediate, where 75% of students demonstrated improved grades in math. A higher percentage of students who needed to improve demonstrated improvement at Pohakea (100%), Ewa (40%) and Kaimiloa Elementary schools (30%) than at the other centers. No improvement was demonstrated in math on the Smarter Balanced Assessment for James Campbell High school. Overall, a greater number of 21st CCLC program participants at Campbell complex met or exceeded in math (42%) than students who did not participate in the program (33%).</i>	Met

Achievement of Program-Specific Objectives Discussion

Describe whether objectives have changed since last year and particular successes and challenges in meeting program-specific objectives.

Program objectives are the same as SY17-18, except for objective 1.1 as the teacher survey was not administered this year to inform school attendance and class performance improvement.

This objective was changed to focus on student engagement and skills development based on the successes and challenges forms submitted by Site Coordinators. Overall, 8 out of 8 objectives were met for Year 4.

During SY18-19, all centers were successful in offering high-quality services in all three core academic areas and at least three enrichment and support activities. All centers also succeeded at offering summer hours and 5 out of 6 offered at least 12-16 hours of services during the school year. All centers were located in high-poverty communities based on school demographics. Site coordinators reported that students participating in the program at all centers acquired a variety of valuable academic and other social/behavioral skills. Academic improvement by program participants was demonstrated at all centers except James Campbell High School (disaggregated data for student grades by participants and non-participants was not available, and may confirm academic improvement for Campbell High). Overall, 21st CCLC participants at Campbell complex performed better in both ELA and math than non-participants, which confirms that the program is contributing to students' academic success.

Site coordinators reported that centers offered a variety of highly engaging student activities that were not available to students prior to the grant. More rigorous activities, such as Maker Space, have been particularly successful in engaging students. The Program Director reported it was a challenge to access necessary data, such as disaggregated grades and assessment data and information about community and family partnerships, especially from schools. The Program Director also indicated it was a challenge to navigate new formatting changes to the report template, which further complicated data requests. Despite these limitations, qualitative input from Site Coordinators determined that all centers maintained at least one community partnership and offered at least one parent engagement activity.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

At Pohakea Elementary, teachers found creative ways to include ELA content into their art instruction.

At Kaimiloa Elementary, students were observed to be self-motivated, passionate and demonstrating effective team work.

At James Campbell High School, students in Chess Club invited colleagues, taught other students to play, and participated in a competition for the first time. Teachers reported that tutoring resulted in notable academic improvement for participating students. The turnout at the student and parent Kick off ACT Prep Session was three times higher than in previous years!

4.C.2 Best Practices

Site Coordinators indicated that it is important to communicate clearly with parents and staff regarding expectations around reporting student absences and to have additional substitute teachers who can support after school programs.

4.C.3 Student, Teacher, Parent, Staff or Community Input – [if you used survey(s) please include instrument as an attachment and include results in the narrative.]

Not available.

4.C.4 Pictures

Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress.



5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

The Ho'oku'i Program will partner with organizations and individuals within the community to enhance collaboration and develop ways to sustain portions of the program beyond grant funding.

5.B UPDATED SUSTAINABILITY PLAN

Describe how programming levels will be sustained after the grant ends, including:

- What changes were made from the original sustainability plan?
- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

During Summer 2019 Site Coordinators Meeting, Site Leads were tasked to identify program's focus and brainstorm with one another plans towards sustaining program. A progress check was completed during December 2019 Site Coordinators Meeting.

6. Conclusions and Recommendations

6.A CONCLUSIONS

In sum, Campbell complex was successful at meeting all of its 8 objectives during Year 4 (SY2018-19) of grant implementation. The Ho'oku'i Program, which includes a variety of extended learning activities both during the school year and in the summer, has proven effective at improving student outcomes and engaging community partners and families.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

Evaluators recommend the following to improve the quality of data collection in the final year of the grant:

- 1. Administer a teacher survey in the final year of the grant to be able to report on whether the program is impacting classroom behavior and performance, as in previous years of the grant. Evaluators could develop survey content and administer the survey online via a shareable link.*
- 2. Collect disaggregated school attendance data for 21st CCLC students in order to be able to report on whether regular participation in the program is linked to increased school attendance.*
- 3. Evaluators also recommend that they attend a meeting remotely in the final year of the grant with the Site Coordinators to collect qualitative input directly about community involvement, family engagement and overall program successes and challenges. Site Coordinators are very close to the work and therefore provide valuable qualitative input on program implementation.*
- 4. Evaluators recommend setting more specific targets for objective 4.1 (e.g. a specific percentage of program participants must demonstrate academic improvement) to make measuring improvement more concrete.*

6.C EVALUATION DISSEMINATION

Evaluation will be shared with stakeholders via site meetings, emails, and phone conferences.