

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 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	Kapolei 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	Barber's Point Elementary School	K-5
Center 2	Kapolei Elementary School	K-5
Center 3	Kapolei Middle School	6-8
Center 4	Makakilo Elementary School	K-5
Center 5	Mauka Lani Elementary School	K-5

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

Kapolei Complex's 21st Century Community Learning Centers BRIDGE (Building Relationships to Instruct, Develop, Grow, and Enhance student education) Program offers students an array of before, afterschool, weekend, and summer activities. The BRIDGE program is comprised of four elementary and one middle school: Barber's Point Elementary School, Kapolei Elementary School, Makakilo Elementary School, Mauka Lani Elementary School and Kapolei Middle 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 BRIDGE 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 Century Community Learning Centers (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 late pick-up from after school activities, communication with staff and families regarding attendance, and supply orders. 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 the 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 two or more core academic areas and two or more enrichment and support activities. All centers were located in high-poverty communities based on school demographics. Over half of students demonstrated improvement in English and Language Arts (ELA) on the Smarter Balanced assessment at all centers, except for at Kapolei Middle School. The improvement in iReady scores at Kapolei Middle school for all students (21st CCLC and non-21st CCLC combined), however, suggest that the program is likely contributing towards their academic gains. Students demonstrated improvement in math at 75% of centers.

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, Kapolei complex was successful at meeting 7 of its 8 objectives during Year 4 (SY2018-19) of grant implementation. Kapolei complex is very close to meeting its 8th objective; one more center would need to offer program activities during the summer to meet the final objective. The BRIDGE 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?

Kapolei Complex's 21st Century Community Learning Centers BRIDGE (Building Relationships to Instruct, Develop, Grow, and Enhance student education) Program offers students an array of before, afterschool, weekend, and summer activities. The BRIDGE program is comprised of four elementary and one middle school: Barber's Point Elementary School, Kapolei Elementary School, Makakilo Elementary School, Mauka Lani Elementary School and Kapolei Middle 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 BRIDGE 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, Barber's Point Elementary and Mauka Lani Elementary were identified as Title I schools.

Prior to the grant, Kapolei Complex Area Schools did not offer any similar afterschool programming.

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>BRIDGE 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
Barber’s Point Elementary	Data unavailable	K-5
Kapolei Elementary	Data unavailable	K-5
Kapolei Middle	Data unavailable	6-8
Makakilo Elementary	Data unavailable	K-5
Mauka Lani Elementary	Data unavailable	K-5
Subgrantee Total	Data unavailable	

Note: Though summer activities were offered by Kapolei 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
Barber’s Point Elementary	145	23	K-5
Kapolei Elementary	297	33	K-5
Kapolei Middle	441	91	6-8
Makakilo Elementary	124	16	K-5
Mauka Lani Elementary	318	140	K-5
Subgrantee Total	1,325	303	

** 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
Barber’s Point Elementary	0	K-5
Kapolei Elementary	0	K-5
Kapolei Middle**	0	6-8
Makakilo Elementary	77	K-5
Mauka Lani Elementary	126	K-5
Subgrantee Total	203	

***Kapolei Middle is a year-round multi-track school*

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Barber’s Point Elementary	145	23	K-5
Kapolei Elementary	297	13	K-5
Kapolei Middle	439	90	6-8
Makakilo Elementary	177	12	K-5
Mauka Lani Elementary	379	115	K-5
Subgrantee Total	1,437	253	

* 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 communication with parents of students who were participating in various programs. Qualitative input regarding student program attendance was provided by Site Coordinators for the following centers:

*At **Barber's Point Elementary**, the Site Coordinator reported attendance issues with students not showing up for activities and claiming to have "dropped" classes without parents notifying the Site Coordinator. Some students dropped classes over time because of scheduling conflicts, transportation issues, or because they moved schools. To ensure parents were informed, the Site Coordinator sent letters home to parents indicating students said they had dropped the class. Letters were also sent home with warnings regarding students' behavior during classes. The Site Coordinator stated that attendance became more consistent over time.*

*At **Makakilo Elementary**, there was consistent weekly attendance observed each week by the Site Coordinator, with a dip in attendance around school holidays. One of the trends that emerged as a "grows" or area of concern was the issue with parents picking up students late from after school activities. To respond to this challenge, a tardy pick up slip was created starting in January 2019. Parents were frequently reminded of the 3 late pick up policy. The Site Coordinator indicated this system was effective at improving punctual pick up times.*

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	
	#	%	#	%	#	%	#	%	#	%
Barber's Point Elementary	77	54%	14	10%	6	5%	72	50%	73	51%
Kapolei Elementary	135	46%	17	6%	16	6%	145	49%	152	52%
Kapolei Middle	148	34%	31	8%	6	2%	227	52%	212	49%
Makakilo Elementary	68	39%	17	10%	11	7%	86	49%	91	52%
Mauka Lani Elementary	188	50%	26	7%	28	8%	196	52%	183	49%
Subgrantee Total	616		105		67		726		711	

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+
Barber's Point Elementary	0	0%	19	14%	28	20%	2	2%	45	32%	23	16%	28	20%
Kapolei Elementary	0	0%	71	24%	79	27%	2	1%	73	25%	9	4%	63	22%
Kapolei Middle	1	1%	114	26%	94	22%	17	4%	87	20%	26	6%	100	23%
Makakilo Elementary	0	0%	43	25%	33	19%	1	1%	46	26%	16	10%	38	22%
Mauka Lani Elementary	0	0%	41	11%	88	24%	9	3%	96	26%	49	13%	96	26%
Subgrantee Total	1		288		322		31		347		123		325	

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 BRIDGE 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, Physical Activity, Youth Leadership.

Describe activities offered during school year 2018-19.

Activities offered during school year 2018-19 included: STEM, Literacy, Tutoring, Homework Help, English Language Learners Support, Art & Music, Physical Activity, Community/Service Learning, Mentoring.

Describe activities offered during summer 2019.

During Summer 2019, the BRIDGE 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, Physical Activity, Youth Leadership.

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 Kapolei 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	
Barber's Point Elementary	2	1	0	0	0	0	0	0	0	0	11	0	0	1	0	0	0	0	0
Kapolei Elementary	1	1	0	0	0	0	0	0	0	0	27	0	0	1	0	0	0	0	0

Kapolei Middle	2	1	0	0	0	0	0	0	0	0	25	0	0	1	0	0	0	0
Makakilo Elementary	1	1	0	0	0	0	0	0	0	0	48	0	0	1	0	0	0	0
Mauka Lani Elementary	2	1	0	0	0	0	0	0	0	0	35	0	0	1	0	0	0	0
Project (Complex)	3	2	0	0	0	0	0	0	0	0	1	0	0	2	6	0	0	0
Subgrantee Total	11	7	0	0	0	0	0	0	0	0	147	0	0	7	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
Barber's Point Elementary	13.5	0	0	0	0	3.5	5	0	0
Kapolei Elementary	5.5	0	0	0	0	3	5	0	0
Kapolei Middle	7.5	0	0	0	0	3	5	0	0
Makakilo Elementary	12.5	0	0	0	0	9	5	0	0
Mauka Lani Elementary	10.5	0	0	0	0	4.5	5	0	0
Project (Complex)	20	0	0	0	0	7	5	7	0
Subgrantee Total	69.5	0	0	0	0	30	30	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

Partner Contributions	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	18	0
Provide volunteer staffing	0	0
Provide paid staffing	0	0
Other	0	0
Subgrantee Total	24	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:

*ADULT FRIENDS FOR YOUTH
CONRAD ENTERPRISES INC
CREATING CHANGE INC
DIMENSIONU INC
DON QUIJOTE (USA) CO LTD
EVOLLVE INC
FAT BRAIN TOYS
FOODLAND SUPER MARKET LTD
GOPHER
GROUND TRANSPORT INC
HAWAIIAN SEALIFE INC
HEINEMANN
HONOLULU THEATRE FOR YOUTH
HONSADOR LUMBER LLC
IMAGINEBOTS LLC
KELVIN LP
OFFICE DEPOT INC
PARENTS INC
PIXEL PRESS TECHNOLOGY LLC
ROBOT MESH
SCIENCE OLYMPIAD
US GAMES
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 as Adult Friends for Youth and PARENTS Inc. have been a challenge due to the limited number 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.

Kapolei 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.

Sample Implementation Questions:

- Has the program been implemented as planned in the grant application? If no, what changes were made, and why?
- What challenges have been faced in implementing the program, and how are those challenges being addressed?
- Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?
- Are program activities interesting and valuable to students, teachers, administrators, and community partners?
- What are the plans to ensure effective program implementation next year?

What implementation questions are being answered?	1. <i>What challenges have been faced in implementing the program, and how are those challenges being addressed?</i>
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	2. <i>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>
What data collection methods are being used (e.g. interviews, observations)?	<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>
What is the timing of data collection?	<i>The reporting period included 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>

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

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

Sample Outcomes Questions:

- To what extent do students who participate in the program show improvements in behavior?
- To what extent do students who participate in the programs show academic gains?
- To what extent has the program achieved its objectives?
- What factors have affected program success?

What outcomes questions are being answered?	<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>
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	<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>

What is the timing of data collection?

- The program attendance data were collected at the end of each term (Summer 2018, Fall 2018, Spring 2019 and Summer 2019).
- 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.
- Assessments were administered in Fall 2018 and Spring 2019.

Click here to type or paste any additional program 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 **Kapolei Middle School**, the Site Coordinator reported that students were highly engaged in the activities and classes. They reported that the Maker Space program was particularly successful at teaching students creative problem-solving skills and providing a student-friendly environment that was student-led with teacher assistance. The Drama team teachers were reportedly successful at making students feel comfortable with sharing their written stories with their peers for critique and review. The dance team was described as successful at ensuring everyone had a voice in the group through both independent and small group work. No challenges with program implementation were reported.*

*At **Makakilo Elementary**, a “grows” or area of concern was the issue with parents picking up students late from after school activities. To respond to this challenge, a tardy pick up slip was created starting in January 2019. Parents were frequently reminded of the 3 late pick up policy and the Site Coordinator reported this was an effective system at improving punctual pick up times. There were also some reported challenges with the technology needed for Dimension U. A big success included Dimension U students winning second place in the competition. Site Coordinator reported that students were highly engaged in activities; students were excited to participate in Makerspace, belly dancing classes, and other activities.*

At **Barber’s Point Elementary**, the Site Coordinator reported challenges with students not attending and claiming to have “dropped” classes without prior notice from parents. Site Coordinators responded to this concern by informing parents that students had dropped classes in letters sent home. Letters were also sent home to address student behavior issues. Attendance became more consistent over time, indicating the letters were effective. Other challenges included delays in receiving purchase orders, which created particular challenges for the cooking classes that had no materials to work with. Supplies were eventually received and this issue was resolved. The Site Coordinator indicated that the start-up of new classes went smoother the second time round, but they would prefer to have more time between class sessions to take care of student in-take. Students and teachers were repeatedly reported to be highly engaged, enjoying their classes and excited about the variety of programs being offered. All activity slots were filled and the second session offered 4 new classes. Parents were also reportedly very engaged, especially with the cooking classes as students were practicing their new cooking skills at home. Parents attended a successful Family Day and participated in various activities arranged by the students. The Site Coordinator stated that the Robotics students improved their team work, building and programming skills. Students enrolled in the coding class were able to work more independently over time. The Arts and Crafts club included opportunities for students to learn leadership skills as older students led and collaborated with younger students to create paintings together.

In sum, Site Coordinators have been effective in addressing challenges pertaining to late pick-up from after school activities, communication with staff and families regarding attendance, and supply orders. 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)
Barber’s Point Elementary	N	Y	Y	Specify other services.
Kapolei Elementary	N	Y	Y	Specify other services.
Kapolei Middle	Y	Y	Y	Specify other services.
Makakilo Elementary	Y	Y	Y	Specify other services.
Mauka Lani 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)
Barber’s Point Elementary	N	Y	Y	N	Y	--
Kapolei Elementary	N	Y	N	N	Y	English Language Learners Support
Kapolei Middle	Y	N	Y	N	N	--
Makakilo Elementary	Y	Y	N	Y	Y	--
Mauka Lani Elementary	Y	Y	Y	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 .
Barber’s Point Elementary	Data unavailable	The list of all community partnerships for Kapolei 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.
Kapolei Elementary	Data unavailable	The list of all community partnerships for Kapolei 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.
Kapolei Middle	Data unavailable	The list of all community partnerships for Kapolei 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.
Makakilo Elementary	Data unavailable	The list of all community partnerships for Kapolei 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.
Mauka Lani Elementary	Data unavailable	The list of all community partnerships for Kapolei 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.

Community Involvement Discussion

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

All centers had, at minimum, one established community partnership that they maintained during grant Year 4.

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 as 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.
Barber's Point Elementary	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.
Kapolei Elementary	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.
Kapolei Middle	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.
Makakilo Elementary	Data unavailable	The number of family members who participated is not available. However, each center offered at least one family engagement activity.
Mauka Lani 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. For example, at Barber's Point Elementary, parents indicated they were pleased to see students demonstrate

their cooking class skills at home. Parents also attended a successful Family Day and participated in various activities arranged by the students to showcase their learning.

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
Barber’s Point Elementary	16-29 hours	0
Kapolei Elementary	9-18 hours	0
Kapolei Middle**	20-40 hours	0
Makakilo Elementary	15-20 hours	100+ hours
Mauka Lani Elementary	18-36 hours	40+ hours

**Kapolei Middle is a year-round multi-track school

[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.				
Center	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”)	
	n	%*	n	%**

Barber's Point Elementary	3	13%	2	67%
Kapolei Elementary	2	6%	1	50%
Kapolei Middle	14	16%	8	57%
Makakilo Elementary	3	19%	1	33%
Mauka Lani Elementary	25	18%	15	60%

*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.				
Center	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	%**
Kapolei Middle	4	6%	0	0%

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		
Center	Students (21st CCLC participants AND non-21st CCLC participants) whose scores improved on the iReady formative assessment from Fall to Spring	
Center	n	%
Kapolei Middle	864	62%
Mauka Lani Elementary	438	85%

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")	
Center	n	%*	n	%**
Barber's Point Elementary	2	8%	1	50%

Kapolei Elementary	0	0%	0	0%
Kapolei Middle	26	29%	10	38%
Makakilo Elementary	3	19%	0	0%
Mauka Lani Elementary	22	16%	5	23%

*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.				
	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	%**
Kapolei Middle	1	2%	0	0%

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	25%	18%
Meets	30%	32%
Nearly meets	22%	23%
Did not meet	21%	24%

55% of 21st CCLC students met or exceeded in ELA performance in the SY18-19 school year, compared to 50% of non-21st CCLC students.

Math Performance by Proficiency Level

	21st CCLC Students	Non-21st CCLC Students
Exceeds	24%	17%
Meets	24%	22%
Nearly meets	26%	27%
Did not meet	24%	33%

48% of 21st CCLC students met or exceeded in math performance in the SY18-19 school year, compared to 39% 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
 - No progress
 - Not met
 - Unable to measure
 - Progress

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: creative problem-solving, leadership, peer review, independent and small group work, cooking skills, team work, robotics building and programming skills.	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 met this objective. Kapolei Middle, Makakilo Elementary and Mauka Lani Elementary offer high-quality services across all three core academic areas. Barber’s Point and Kapolei Elementary offer high quality services in math and science & technology. 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	APR reports	As per Exhibit 13, 100% of Centers met this goal. All centers offered 2 or more enrichment and support activities. Mauka Lani Elementary offered the greatest variety of activities,	Met

<i>assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.</i>		<i>including arts & music, physical activity, community service and tutoring/homework help.</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>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., Kapolei complex as a whole has over 20 ongoing community partnerships.</i>	Met
<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>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.</i>	Met
<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>	<i>As per Exhibit 16, 4 out of 5 (80%) of centers met the objective of at least 12-16 average hours of services offered during the school year. 3 out of 5 centers (60%) offered activities during the summer. Kapolei Middle School is a year-round multi-track school and the Program Director indicated it offers services that meet the target for average service hours throughout the summer. One more center would need to offer summer activities to meet this objective.</i>	Progress
<i>3.1 High-need communities: 100% of centers are located in high-poverty communities.</i>	<i>School Demographics</i>	<i>100% of centers are located in high-poverty areas. As per Exhibit 7, Barber's Point Elementary and Mauka Lani Elementary have the highest number of students experiencing poverty, with over half of students enrolled in free and reduced lunch. These two centers were identified as Title I schools in 2018-19. For Kapolei Elementary, Kapolei Middle, and Makakilo Elementary over a third of students are enrolled in free and reduced lunch.</i>	Met
<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, at 4 out of 5 (80%) centers, over half of regular program participants who needed to improve demonstrated improvement in reading/language arts on the Smarter Balanced assessment. As per Exhibit 18, Grades data was only available for Kapolei Middle school, where no students showed improved grades in reading/language arts. iReady reading assessment data for Kapolei Middle School, however, indicates that 62% of all students (21st CCLC and non-21st CCLC combined) improved their scores from fall to spring. At Mauka Lani Elementary, 85% of all students improved their scores. Overall, a greater number of 21st CCLC program participants met or exceeded in ELA performance (55%) than students who did not participate in the program (50%). As per Exhibit</i>	Met

	<p>19, regular program participants demonstrated less improvement in math than reading. Students demonstrated improvement on the math Smarter Balanced assessment at 3 out of 4 (75%) centers (Kapolei Elementary had no students who needed to improve). At Mauka Lani, 23% of students who needed to improve demonstrated improvement. At Kapolei Middle, 38% of students improved and at Barber's Point 50% of students improved. As per Exhibit 20, grades improvement data was only available for Kapolei middle school, where no students demonstrated grades improvement in math. Overall, a greater number of 21st CCLC students met or exceeded in math performance (48%) than non-21st CCLC students (39%).</p>	
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Achievement of Program-Specific Objectives Discussion

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

Program objectives are the same as SY17-18, except 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, 7 of 8 objectives were met.

To meet the objective for hours of services offered, one more center would need to offer hours during times when school is not in session, such as during the summer and holidays. In the summer of 2019, three of the five centers offered summer hours (Kapolei Middle School is a year-round multi-track school). All five centers were able to offer a notably higher average of service hours per week for students during the school year than in SY17-18.

During SY18-19, all centers were successful in offering high-quality services in two or more core academic areas and two or more enrichment and support activities. 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. Over half of students demonstrated improvement in english and language arts on the Smarter Balanced assessment at all centers, except for at Kapolei Middle School. The improvement in iReady scores at Kapolei Middle school for all students (21st CCLC and non-21st CCLC combined), however, suggest that the program is likely contributing towards their academic gains. Overall, 21st CCLC participants at Kapolei complex performed better in both ELA than non-participants, which confirms that the program is contributing to students' academic success. Students demonstrated improvement in math at 75% of centers. Again, a greater number of 21st CCLC students met or exceeded in math performance (48%) than non-21st CCLC students (39%).

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 Kapolei Middle School, Maker-space empowered students by being student-led and teaching them valuable skills.

At Barber's Point Elementary, both teachers and students were excited about activities and all activity slots were filled. Parents and students loved the cooking classes and many parents attended the Family Day. In Arts and Crafts Club, older students took the initiative to mentor younger students and work collaboratively on art projects.

4.C.2 Best Practices

Site Coordinators reported that communicating a 3-late pick up policy to parents and sending letters home to families regarding attendance concerns was effective at improving punctual pick-ups and student attendance.

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 BRIDGE 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, Kapolei complex was successful at meeting 7 of its 8 objectives during Year 4 (SY2018-19) of grant implementation. Kapolei complex is very close to meeting its 8th objective; one more center would need to offer program activities during the summer to meet the final objective. The BRIDGE 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.