

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

## OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY 2018-19 the Hawaii Department of Education 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?
<b>1. General Information</b>	✓
Exhibit 1: Basic Information Table	✓
Exhibit 2: Center Information Table	✓
<b>2. Executive Summary</b>	✓
<b>3. Program Description</b>	✓
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	✓
<b>4. Evaluation</b>	✓
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	✓
<b>5. Sustainability Plan</b>	✓
5.A. Original Sustainability Plan	✓
5.B. Updated Sustainability Plan	✓
<b>6. Conclusions and Recommendations</b>	✓
6.A. Conclusions	✓
6.B. Recommendations	✓
6.C. Evaluation Dissemination	✓

# 1. General Information

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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 24, 2020
Grantee Name	Kohala Complex
Program Director Name	Florene Kaai (Current Program Director as of SY 2019-20)*
Program Director Email	khs21cc@kohalahs.com
Evaluator Name	Pacific Research and Evaluation
Evaluator Email	andrea@pacific-research.org
Year of Grant	Year 4 (SY2018-19)

\*Previous Program Director: Tia-Michelle Ubilas [tia-michelle.ubilas@k12.hi.us](mailto:tia-michelle.ubilas@k12.hi.us)

**Exhibit 2: Center Information Table**

Center	Name of Center	Grade Levels Served
Center 1	Kohala Elementary School	K-5
Center 2	Kohala Middle School	6-8
Center 3	Kohala High School	9-12

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

## 2. Executive Summary

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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

In 2015, Kohala complex was awarded a five-year 21st Century Community Learning Centers (CCLC) grant by the Hawaii Department of Education. The Kohala complex staff are using grant funds to implement a value-added program that will enrich the lives of Kohala's youth through: 1) year-long mentorship opportunities that provide students with the ability to develop skill sets with both depth and breadth alongside a community role model; 2) 9-18 week interest-based modules in STEM areas (chosen based on student interest) via school-based personnel and community partnerships; 3) academic support—tutorial, enrichment, homework assistance; 4) incorporation of a coherent professional development program for teachers and staff; and, 5) parent workshops. Pacific Research and Evaluation recently partnered with Kohala complex to evaluate the grant. This report presents the findings from the evaluation of Year 4 (SY18-19) of grant implementation.

The evaluation was conducted to assess the implementation and impact of the 21<sup>st</sup> CCLC program on participating students. The intent of the implementation evaluation was to identify program implementation successes, challenges, and the perceived impact on program participants. Strengths and challenges reported by the Project Director in multiple fiscal reports throughout SY18-19 were analyzed for trends. Data were reported by center, where available. Qualitative input was gathered from Site Coordinators and other program staff regarding parent and family engagement. Event sign-in sheets were also consulted to assess for parent and family involvement. The intent of the outcome evaluation was to assess to what extent 21st CCLC program participants demonstrated academic gains and improvement in school behavior and to determine if the program had met its objectives. Smarter Balanced assessment data and student grades, when available, were analyzed for regular participants (attended 21st CCLC programs for 30 days or more) to determine if improvement was made in ELA and Math performance from Fall 2018 to Spring 2019. Student outcomes included in the End of Year SY18-19 Data Story were analyzed. Strive HI reports were consulted for school-wide trends in student behavior over time. School demographics, program attendance, and community partnership data collected by the Project Director in APR reports were analyzed to determine if program objectives were met.

Program implementation successes were reported in terms of effective program expansion at Kohala elementary and Kohala high school and the successful relocation of Kohala

elementary school's summer programming to Iole Grace Center. A high level of student engagement was another positive trend, particularly in the summer programming at Kohala elementary and Kohala middle school and the Write Brain, English 102, and Credit Recovery programs at Kohala high school. Parent engagement in the Ceramics course was highly successful. Themes that emerged for program implementation challenges included low enrollment in Kohala middle school activities during the school year and the summer, a lack of funding for Kohala elementary program staff, construction disrupting program activities at Kohala high school, and staff learning new program logistics for the new Summer Bridge program at Kohala middle school. In response to a lack of parent attendance at the Financial Planning and Literacy course, in the future Kohala high school will require parents to not only indicate their program interests on a survey, but to commit to participation prior to implementation.

In terms of program-specific objectives, progress was made towards the objective regarding 50% of student participants demonstrating academic improvement on interim and year-end summative assessments. Smarter Balanced assessment data from Fall 2018 and Spring 2019 revealed that Kohala high school met this objective for Reading and Language Arts. Kohala middle school and Kohala elementary did not meet the 50% student improvement target for ELA. Kohala elementary school, however, showed some progress towards this objective. Students at all three schools demonstrated improvement in Math on the Smarter Balanced assessment. Kohala elementary and Kohala high school met the 50% student improvement target for Math. Kohala middle school appears to be the center that requires the most academic improvement for its 21st CCLC program participants. The struggle with demonstrating academic gains is likely linked to the ongoing challenge of low enrollment in Kohala middle school 21st CCLC activities. Overall, a greater percentage of 21st CCLC program participants at Kohala complex met or exceeded in Math and ELA performance than students who did not participate in the program. This suggests the 21st CCLC program is resulting in academic gains for regular participants.

Progress was made towards the program-specific objective to increase parent and family engagement in school events at Kohala complex. It was not possible to conclude whether parent and family involvement had increased by the targeted 30% from SY17-18 to SY18-19 as participation numbers were not provided for all school events for both years. Sign-in sheets and qualitative input from Site Coordinators and other program staff, however, strongly suggest that notable progress was made towards expanding parent and family involvement. The jump in attendance at the Kohala complex Jamboree from 228 to 565 participants was the greatest indicator of success this year.

It was not possible to measure the third program-specific objective regarding a 30% decrease in negative student behavior incidents/reports as school attendance data and other data regarding student behavior outcomes was not made available. The End of Year SY18-19 Data Story, however, suggests that the 21st CCLC program is positively impacting school attendance for regular program participants at Kohala complex. Program participants have notably lower chronic absenteeism rates than non-participants. The Strive HI reports for each center also echo this trend. An analysis of disaggregated school attendance and discipline referral data over time would provide a more in-depth understanding of how the 21st CCLC program is impacting student behavior.

In conclusion, during Year 4 (SY18-19) of grant implementation, Kohala complex made progress towards 2 out of 3 program-specific objectives. Objectives pertained to academic gains for regular 21st CCLC program participants, student behavior outcomes, and parent/family engagement in school events. Improving the quality of data collection in the final grant year (e.g. disaggregated school attendance and discipline referral data, classroom behavior information, parent and family participation numbers over multiple years) would enable a deeper understanding of progress towards all three objectives.

Regarding the Key Performance Indicator (KPI) objectives set by the Hawaii Department of Education, Kohala complex met all of the following objectives: Offered core activities in all three core academic areas and provided 4 or more different types of enrichment activities at each center, maintained a variety of community partnerships, organized multiple successful parent/family engagement events, and far exceeded the 12 hours per week minimum of services at all three centers.

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

1. Administer a teacher survey to gather input on whether the program is impacting classroom behavior and performance of program participants. Evaluators could develop survey content and administer the survey online via a shareable link.
2. Collect disaggregated school attendance and discipline referral data for 21st CCLC students for SY18-19 and SY19-20 in order to be able to report on whether regular participation in the program is linked to increased school attendance and decreased discipline referrals.
3. In order to effectively measure a 30% increase in parent and family participation at school events, evaluators recommend program staff compile event participation numbers in a central spreadsheet throughout the school year to be shared with evaluators.
4. Evaluators also recommend that they attend a meeting remotely in the final year of the grant with the Site Coordinators (and possibly other program staff as well) 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.
5. Evaluators recommend focusing efforts on increasing access to program resources for Kohala middle school due to low enrollment in programs and a struggle to demonstrate academic gains for 21st CCLC program participants.

## 3. Program Description

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### 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?

The Kohala complex staff endeavor to implement a value-added program that will enrich the lives of Kohala's youth through: 1) year-long mentorship opportunities that provide students with the ability to develop skill sets with both depth and breadth alongside a community role model; 2) 9-18 week interest-based modules in STEM areas (chosen based on student interest) via school-based personnel and community partnerships; 3) academic support—tutorial, enrichment, homework assistance; 4) incorporation of a coherent professional development program for teachers and staff; and, 5) parent workshops.

The Kohala complex community is somewhat isolated so it must rely on its own members to provide extended educational opportunities and after school enrichment programs. Community partnerships offer a rich pool of expertise and quality resources to support program offerings. Community-based education is a means to address the challenge to expand schools' traditional role and create interdependent relationships amongst schools, homes, and the wider community. With the incorporation of community-based educational opportunities, this project fosters learning as a lifelong process, utilizes resources efficiently, and develops important partnerships with parents and extended family members to ultimately improve student achievement.

This evaluation report is for Year 4 (SY18-19) of the grant.

All three centers are located in high-poverty communities, as evidenced by the high percentage of students who qualify for free and reduced lunch (FRL). As per Exhibit 7, 57% or more of students at each school qualify for FRL.

Kohala complex offered after school activities prior to being awarded this 21st Century Community Learning Centers (CCLC) grant. Kohala complex was the recipient of another 21st CCLC five-year grant in 2009. Other grants such as Gear Up and Career Technical Education grants also have supported after school programming.

### 3.B. PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21<sup>st</sup> 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.

Program Goals	
1.	Participants will demonstrate academic improvement in Reading and/or Math.
2.	Participants will show improvement on measures such as attendance and decreased behavior referrals.
3.	School relationship with parents will show improvement on measures of parent attendance at activities and response rate of mail and email correspondence

#### 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.	50% of student participants will demonstrate academic improvement on interim and year-end summative assessments	Smarter Balanced Assessment
2.	Student engagement in school will increase as evidenced by 30% decrease in negative behavioral incidents and reports	Unable to measure
3.	Parent interaction with schools will increase as evidenced by 30% increase in parent participation at program events and parent offerings	Sign-in sheets and Qualitative input from Site Coordinators and other program staff

### 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
Kohala Elementary School	72	K-5
Kohala Middle School	21	6-8



Kohala High School	47	9-12
<b>Subgrantee Total</b>	<b>140</b>	

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Kohala Elementary School	98	61	K-5
Kohala Middle School	45	10	6-8
Kohala High School	139	48	9-12
<b>Subgrantee Total</b>	<b>282</b>	<b>119</b>	

\* 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
Kohala Elementary School	79	K-5
Kohala Middle School	32	6-8
Kohala High School	46	9-12
<b>Subgrantee Total</b>	<b>157</b>	

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Kohala Elementary School	148	59	K-5
Kohala Middle School	44	7	6-8
Kohala High School	172	46	9-12
<b>Subgrantee Total</b>	<b>364</b>	<b>112</b>	

\* 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?

In Fall 2018, Kohala elementary school expanded its course offerings to include cooking classes, which proved to be a popular option for students. One reported challenge included the need for more funding to increase program staff work hours. In Spring 2019, Kohala elementary school offered additional programming on Fridays. Cooking classes and Sewing/Arts and Crafts continued to be well received by students.

In Fall 2018 and Spring 2019, Kohala middle school experienced some growth in student participation but there remains a need for continued growth in program enrollment. Kohala middle school attempted to run a Yoga program in Spring 2019, but it was cancelled due to

low enrollment. The Summer Bridge Program experienced challenges with limited student enrollment as well.

In Fall 2018, Kohala high school was able to increase program offerings, which in turn increased enrollment compared to the previous year. Program expansion continued in Spring 2019, with an increase in both student and family participation in the Ceramics class. One reported challenge at Kohala high school included increasing the number of regular program participants (students attending for 30 days or more). The Project Director indicated they worked with the Athletics Director to increase access to tutoring for student athletes, but at times tutoring sessions were cancelled without notifying program staff.

### 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	
	#	%	#	%	#	%	#	%	#	%
Kohala Elementary School	90	61%	9	7%	10	7%	71	48%	77	53%
Kohala Middle School	29	66%	6	14%	1	3%	29	66%	15	35%
Kohala High School	97	57%	14	9%	6	4%	99	58%	73	43%
<b>Subgrantee Total</b>	<b>216</b>		<b>29</b>		<b>17</b>		<b>199</b>		<b>165</b>	

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+
Kohala Elementary School	0	0%	19	13%	31	21%	0	0%	47	32%	19	13%	32	22%
Kohala Middle School	0	0%	9	21%	21	48%	0	0%	4	10%	3	7%	7	16%
Kohala High School	2	2%	60	35%	70	41%	0	0%	9	6%	25	15%	6	4%
<b>Subgrantee Total</b>	<b>2</b>		<b>88</b>		<b>122</b>		<b>0</b>		<b>60</b>		<b>47</b>		<b>45</b>	

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.

In Summer 2018, Holokai camp was offered to Kohala middle school students. Holokai is a 10-day summer camp program allowing middle school students to learn skills toward becoming a voyager on the wa‘a and in their community. This wa‘a program is an outdoor camp held at Kamehameha Schools’ Kahalu‘u Manowai site in Keauhou, Kona. Learning activities include training in the waters as well as onboard the navigational wa‘a Makali‘i in Keauhou Bay. Building on the foundation of our philosophy “he wa‘a he moku, he moku he wa‘a” learnings also focus on environmental relationship, Hawaiian culture, values and traditions to strengthen cultural identities and build leadership skills. Students connect to the ‘āina through teamwork and service in the community. Unupa`a is an `aina based program which teaches students about the old Kohala community through stories, chants, and dances. Local kapuna are brought in to interact with students.

Kohala high school offered the Summer Bridge program for incoming 9th graders to ease the transition between middle and high school. The Credit Recovery program was also offered in Summer 2018.

Describe activities offered during school year 2018-19.

During the 2018-19 school year, a wide variety of activities were offered. Types of activities included: STEM, Tutoring, Homework Help, Arts and Music, Physical Activity, Community Service Learning, Mentoring, and College and Career Readiness. Examples of specific courses and clubs included: Cooking classes, Ceramics classes, Sewing/Arts and Crafts Club, and Robotics Club.

Describe activities offered during summer 2019.

In Summer 2019, the following activities were offered at Kohala complex: Summer Bridge Program for incoming 6th graders and 9th graders, Credit Recovery, English 102, Weight Lifting, and Summer Blast.

Professional development opportunities were provided to Summer Staff regarding the Reading Plus and Ascend Math curriculum. Program staff also received hands-on training on the Write Brain curriculum. The Project Director received training on EZReports by attending online meetings.

### 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)?

Hawaiian implements, garden tools, cameras, photography equipment, curriculum, legos, art supplies, musical instruments, food and kitchen items.

### 3.E.2 Resources

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

The **N Kohala Community Resource Center** is a 501(c)3 nonprofit founded in 2002 located on the northern tip of Hawaii Island. Their mission is to increase the number of successful community projects that benefit North Kohala. They have supported Master art teacher Peter Kwolke and HIP Agriculture.

**HIP Agriculture** is a community organization that focuses on teaching environmental stewardship through sustainable agriculture practices. They are committed to empowering the next generation through programs designed to engage Hawaii's youth in sustainable agriculture and land stewardship.

**The Kohala Village HUB** is a non-profit organization located in North Kohala that supports community sustainability through programs focused on education, culture, arts, and food. They support Food Corps Hawaii.

Founded in the year 2000, **The Kohala Center** is an independent, community-based center for research, conservation, and education. Their goal is to turn research and ancestral knowledge into action, so that communities in Hawai'i and around the world can thrive—ecologically, economically, culturally, and socially. Their main areas of focus are food, water, place, and people.

The University of Hawaii system (**University of Hawaii at Hilo**-North Hawaii Education Center and Hawaii Community College) partners with the Kohala Complex 21st CCLC to provide extension courses for students and parents in the complex. Access to higher education is an important priority for our parents and has proven to be an excellent predictor of students matriculating into college after high school.

**Kohala's community radio station, KNKR** provides educational opportunities in radio broadcasting to participants through mentorships. In addition, KNKR assists the schools by providing an important way to communicate with parents through radio broadcasts.

### 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.

Program staff primarily consisted of school day teachers and non-teaching school staff. Community members and parents were another small subset of staff at Kohala elementary and Kohala high school.

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

Center	Adminis-trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contract ed Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Kohala Elementary School	1	0	0	0	1	1	0	0	1	0	3	0	4	0	0	0	0	0
Kohala Middle School	1	0	0	0	0	0	0	0	0	0	2	0	3	0	1	0	0	0
Kohala High School	1	0	0	0	2	1	0	0	2	5	4	1	1	0	1	0	0	0
Project Level Staff (not associated with a center)	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Subgrantee Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>9</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Exhibit 10. Average Hours per Week by Position**

Center	Adminis-trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff*	Sub-contract ed Staff	Other
Kohala Elementary School	-	-	-	-	-	-	5-10 hours	-	-
Kohala Middle School	-	-	-	-	-	-	5-10 hours	-	-
Kohala High School	-	-	-	-	-	-	5-10 hours	-	-
<b>Subgrantee Total</b>	-	-	-	-	-	-	<b>15-30 hours</b>	-	-

Note: Information for average weekly hours was only available for non-teaching school staff.

\*Non-teaching staff provided 30 hours of instruction during the summer for each site.

### 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	8	0
Provide goods	0	0
Provide volunteer staffing	0	0
Provide Paid Staffing*	8	0

Other	0	0
<b>Subgrantee Total</b>	<b>9</b>	<b>0</b>

\*Program staff provided by community partners were paid through separate contracts, not funded by 21st CCLC.

### Partnership Description

Provide a brief description of successes with partnerships.

Kohala complex successfully worked in partnership with the following eight organizations:

Kohala Village HUB  
 HIP Agriculture  
 NKCRC (Kohala Golf)  
 NKCRC (Kohala Radio)  
 Aikane Nursery  
 University of Hawaii at Hilo  
 N Kohala Resource Center  
 Kohala Center

Provide a brief description of challenges with partnerships.

The Kohala Village HUB is a non-profit organization located in North Kohala that supports community sustainability through programs focused on education, culture, arts, and food. They support Food Corps Hawaii. During the school year, a fire occurred which caused the Hub to no longer be able to offer services.

In light of a strained economy, it was difficult to find people and locally owned businesses who were able to donate goods or services. We endeavor to foster relationships with our larger partners that will extend beyond the grant cycle and involve the community as much as possible.

### 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.

Parent and family engagement included the following activities:

1. Community Meeting/Combined SCC Meeting (Fall 2018)
2. Ceramics Class (November 2018 to April 2019)
3. Jamboree (Spring 2019)
4. College Scholarship and FAFSA workshops (offered throughout the 2018-19 school year)
5. Elementary School Ho'ike (Fall 2018, Spring 2019, and Summer 2019)

Increasing parent/family engagement programs was difficult at times. Kohala high school offered a Ceramics program for parents/families. Kohala high school also attempted to offer a two-night course for parents on Financial Planning and Literacy, in partnership with the local credit union, but no parents attended. The course was offered in response to a parent/community survey and financial literacy was one of the top reported needs by parents/community members. To move forward with this course, especially as the credit union is willing to offer another class, the high school recognized the need for parents/community members to commit to attending before implementation.

## 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 21<sup>st</sup> CCLC program on participating students. The intent of the implementation evaluation was to identify implementation successes, challenges, and the perceived impact on program participants. Strengths and challenges reported by the Project Director in multiple fiscal reports throughout SY18-19 were analyzed for trends. Data were reported by center, where available. Qualitative input was gathered from Site Coordinators and other program staff regarding engagement with parents and extended family members. Sign-in sheets were also consulted to assess for parent and family involvement. The intent of the outcome evaluation was to assess to what extent 21st CCLC program participants demonstrated academic gains and improvement in school behavior and to determine if the program had met its objectives. Smarter Balanced assessment data and student grades, when available, were analyzed for regular participants (attended 21st CCLC programs for 30 days or more) to determine if improvement was made in ELA and Math performance from Fall 2018 to Spring 2019. Student outcomes included in the End of Year SY18-19 Data Story were analyzed. Strive HI reports were consulted for school-wide trends in student behavior over time. School demographics, program attendance, and community partnership data collected by the Project Director in APR reports were analyzed to determine if program objectives were met.

#### 4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

<p><b>What implementation questions are being answered?</b></p>	<ol style="list-style-type: none"> <li>1. What challenges have been faced in implementing the program, and how are those challenges being addressed?</li> <li>2. What are the key successes of program implementation in terms of benefits for students and families? Are program activities interesting and valuable for stakeholders?</li> </ol>
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<p><b>What data collection methods are being used (e.g. interviews, observations)?</b></p>	<ul style="list-style-type: none"> <li>• Fiscal reports for Fall 2019, Spring 2019, and Summer 2019 submitted by the Project Director were analyzed to identify key implementation strengths and challenges.</li> <li>• APR reports were analyzed for information regarding program activities offered and community partnerships maintained by each center.</li> <li>• Qualitative input gathered from Site Coordinators and other Program staff provided insight into successes and challenges with engaging parents and families.</li> </ul>
<p><b>What is the timing of data collection?</b></p>	<ul style="list-style-type: none"> <li>• Fiscal reports and APR reports were submitted at the end of each school term and shared with evaluators in December 2019 and January 2020.</li> <li>• Sign-in information and qualitative input from Site Coordinator and other Program staff was shared with evaluators in January 2020.</li> </ul>

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

#### 4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

<p><b>What outcomes questions are being answered?</b></p>	<ol style="list-style-type: none"> <li>1. To what extent do students who participate in the programs show academic gains?</li> <li>2. To what extent do students show improvements in behavior at school?</li> <li>3. To what extent has the program achieved its objectives?</li> </ol>
<p><b>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</b></p>	<ul style="list-style-type: none"> <li>• Smarter Balanced assessment data were analyzed for each center for academic improvement in ELA and Math for regular (30+ days) 21st CCLC attendees from Fall 2018 to Spring 2019.</li> <li>• Course marks information provided in the End of Year SY18-19 report was analyzed, when available, to assess for academic gains.</li> <li>• Event sign-in sheets were tallied to measure parent and extended family member involvement in 21st CCLC school events.</li> <li>• Student outcomes reported in the End of Year SY18-19 Data Story were analyzed.</li> <li>• Strive HI reports were analyzed for school-wide changes in behavior over time.</li> </ul>
<p><b>What is the timing of data collection?</b></p>	<ul style="list-style-type: none"> <li>• Assessments were administered in Fall 2018 and Spring 2019.</li> <li>• Course marks, parent and family sign-in sheets, the End of Year SY18-19 Data Story and Strive HI reports were shared with evaluators in December 2019 and January 2020.</li> </ul>

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.

The following trends in program successes and challenges emerged from the fiscal reports:

During the 2018-19 school year, both Kohala elementary and Kohala high school successfully expanded their programming to include new courses, such as Cooking classes. The new programs were effective at engaging students and contributed to increased enrollment at both centers. At Kohala high school, an ongoing challenge included increasing program attendance for more than 30 days. The Project Director worked with the Athletics Director in an attempt to increase attendance at tutoring sessions for student athletes. Tutoring sessions were sometimes cancelled, however, without notifying program staff. Kohala middle school also implemented a new Yoga program, however this program was eventually cancelled due to low turnout.

In Fall 2018, issues with budgeting were reported as it was unclear what exact funds were available for the year. The elementary program struggled to find additional funding for more personnel hours.

During the 2018-19 school year, increasing parent/community engagement in programs was a challenge at times. The high school offered a Ceramics class, which received a lot of positive feedback from parents. Kohala high school also attempted to offer a two-night course for parents on Financial Planning and Literacy, in partnership with the local credit union, but no parents attended the course. The course was offered in response to feedback from a parent/community survey. Financial literacy was a top reported need by parents/community members. Going forward with this course, especially as the credit union is willing to offer another class, the high school recognized that it would need to have parents/community members commit to attending before implementation.

In Summer 2019, construction caused a change of location for Kohala elementary summer programming to Iole Grace Center. Grace Center was reported to offer excellent facilities, surroundings, and hands-on learning activities that focused on values and growth mindset. The staff team and parents provided excellent feedback. Overall, the program relocation was a challenge at first in terms of logistics like travel, food transport, and trash disposal. It proved to be a success, however, thanks to the strong partnership with Grace Center and excellent staff teamwork. The tight budget was a challenge for elementary programs, but instructors were reported to be resourceful.

Construction at Kohala high school during Summer 2019 was challenging as it resulted in inconvenient classroom assignments, limited use of the kitchen, and lack of access to other program resources. The Program Director indicated there was not enough time to diligently complete the Reading Plus and Ascend Math curriculum.

At Kohala middle school, the Summer Bridge program for incoming 6th graders was reported to be successful in offering interactive, engaging activities for students with an emphasis on math, reading, higher level thinking, and culturally relevant learning. Student success was in

part due to support by highly dedicated and experienced staff. Challenges with this program included staff learning to navigate new program logistics and limited student enrollment.

At Kohala high school, summer students were especially excited about the Write Brain program, through which they authored their own book. All Credit Recovery and English 102 program participants successfully finished their classes and earned their course credits.

In sum, program implementation successes were reported in terms of effective program expansion at Kohala elementary and Kohala high school and the successful relocation of Kohala elementary school’s summer programming to Iole Grace Center. A high level of student engagement was another positive trend, particularly in the summer programming at Kohala elementary and Kohala middle school and the Write Brain, English 102, and Credit Recovery programs at Kohala high school. Parent engagement in the Ceramics course was highly successful. Themes that emerged for program implementation challenges included low enrollment in Kohala middle school activities during the school year and the summer, a lack of funding for Kohala elementary program staff, construction disrupting program activities at Kohala high school, and staff learning new program logistics for the new Summer Bridge program at Kohala middle school. In response to a lack of parent attendance at the Financial Planning and Literacy course, in the future Kohala high school will require parents to not only indicate their program interests on a survey, but to commit to participation prior to implementation.

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

**Objective 1: 21<sup>st</sup> 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)
Kohala Elementary School	Yes	Yes	Yes	Specify other services.
Kohala Middle School	Yes	Yes	Yes	Specify other services.
Kohala High School	Yes	Yes	Yes	Specify other services.

#### Core Educational Services Discussion

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

The comprehensive program includes enrichment programs in reading, math, and science through high interest mentorships and modules that link to literacy standards within the Common Core Standards. The goals, objectives, and outcomes of this project are based on a comprehensive needs analysis of area schools conducted by school and community officials. The program recognizes the need to promote respect for self and others, to eliminate bullying, to improve school attendance and promote a higher percentage of graduating

students. The relationships fostered by sustained mentorships along with skill acquisition will promote the value of being “pono” (of good moral character).

**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)
Kohala Elementary School	Y	N	Y	N	Y	College and Career Readiness
Kohala Middle School	Y	Y	Y	N	Y	College and Career Readiness
Kohala High School	Y	Y	N	N	Y	College and Career Readiness, Mentoring

**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 .
Kohala Elementary School	2	Hip Agriculture, N Kohala Resource Center
Kohala Middle School	3	Aikane Nursery, NKCRC (Kohala Radio), Kohala Center
Kohala High School	4	Hip Agriculture, NKCRC (Kohala Radio), NKCRC (Kohala Golf), University of Hawaii - Hilo

**Community Involvement Discussion**

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

All centers maintained multiple, successful community partnerships throughout SY18-19. Partnerships were important for providing key resources and program staffing (paid through contracts separate from 21st CCLC grant funds).

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

The Kohala Village HUB is a non-profit organization located in North Kohala that supports community sustainability through programs focused on education, culture, arts, and food. They support Food Corps Hawaii. During the school year, a fire occurred which caused the Hub to no longer be able to offer services.

In light of a strained economy, it was difficult to find people and locally owned businesses who were able to donate goods or services. We endeavor to foster relationships with our larger partners that will extend beyond the grant cycle and involve the community as much as possible.

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**

<b>Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.</b>		
<b>Center</b>	<b>Number of parents/ family members participating*</b>	<b>Description of services to parents and other family members.</b>
Kohala Elementary School	<p><b>125-150</b> participants at each Ho'ike</p> <p><b>565</b> participants at the Jamboree</p> <p><b>14</b> participants at the Community Meeting/Combined SCC Meeting</p>	<p>A Hoi'ke event was offered in Fall 2018, Spring 2019, and Summer 2019. Attendance was consistent at each event.</p> <p>The Jamboree took place in March 2019 with 565 in attendance (compared to the March 2018 Jamboree when only 228 participants signed in).</p> <p>The Community Meeting/Combined SCC Meeting was held in November 2018.</p>
Kohala Middle School	<p><b>565</b> participants at the Jamboree</p> <p><b>14</b> participants at the Community Meeting/Combined SCC Meeting</p>	<p>The Jamboree took place in March 2019 with 565 in attendance (compared to the March 2018 Jamboree when only 228 people signed in).</p> <p>The Community Meeting/Combined SCC Meeting was held in November 2018.</p>
Kohala High School	<p><b>565</b> participants at the Jamboree</p> <p><b>14</b> participants at the Community Meeting/Combined SCC Meeting</p> <p><b>28</b> participants in the Ceramics class</p> <p>College Scholarship and FAFSA workshop</p>	<p>The Jamboree took place in March 2019 with 565 in attendance (compared to the March 2018 Jamboree when only 228 participants signed in).</p> <p>The Community Meeting/Combined SCC Meeting was held in November 2018.</p> <p>Ceramics Class - 28 parents total on the roster. Program attendance at each class varied.</p> <p>College Scholarship and FAFSA workshops - the number of parents was not available. Program staff reported, however, that participation in 17-18 and 18-19 was similar.</p>

	participation numbers were not available.	
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\*These numbers represent the total number of participants from all three centers at each event; they are not disaggregated by school.

### Parent/Family Services Discussion

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

Numerous successes were reported by Program staff:

- Parents were very enthusiastic and highly engaged in the Ceramics class offered at Kohala high school.
- The March 2019 Jamboree had over 300 more participants than the previous year.
- Parents attended the Community Meeting/Combined SCC Meeting held in November 2018.
- All three Hoi'ke events were well-attended, with approximately 125-150 participants at each event.
- Though the College Scholarship and FAFSA workshops did not see an increase in participation, parent involvement was consistent with last year.

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

Increasing parent/community engagement programs was reported to be difficult at times. Kohala high school offered a Ceramics program for parents/families. Kohala high school also attempted to offer a two-night course for parents in partnership with the local credit union regarding Financial Planning and Literacy. No parents attended the course. The course was offered in response to a parent/community survey. Financial literacy was one of the top reported needs by parents/community members. Moving forward with this course, especially as the credit union is willing to offer another class, the high school recognized that parents/community members need to commit to attending before implementation.

### 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
Kohala Elementary School	34 to 60 hours	40 to 80 hours
Kohala Middle School	20 to 38 hours	44 to 88 hours
Kohala High School	38 to 76 hours	55 to 90 hours

### [Key Performance Indicators (KPIs) – Objective 2

**Objective 2 - 21<sup>st</sup> 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 21<sup>st</sup> 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 <sup>st</sup> 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 2018 to Spring 2019 (Standard Nearly Met + Standard Not Met)		Regular program participants with IMPROVEMENT in Reading/Language Arts from Fall 2018 to Spring 2019 (Needed to improve “nearly met” moved to “met” or “did not meet” moved to “met” or “nearly met”)	
Center	n	%*	n	%**
Kohala Elementary School	9	15%	1	11%
Kohala Middle School	2	29%	0	0%
Kohala High School	4	9%	2	50%

\*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 <sup>st</sup> 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 2018 to Spring 2019 (Needed to improve = Quarter 1 grade “D” or “F” or “Incomplete)		Regular program participants with IMPROVEMENT in Reading/Language Arts from Fall 2018 to Spring 2019 (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	%**
Kohala High School	3	7%	0	0%

Note: Grades information was only available for regular 21<sup>st</sup> 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.

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

Objective 3.2: Participants in 21 <sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in math.				
	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	%**

Kohala Elementary School	9	15%	5	56%
Kohala Middle School	5	71%	1	20%
Kohala High School	8	17%	4	50%

\*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 <sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in Math.				
	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)	
Center	n	%*	n	%**
Kohala High School	3	7%	3	100%

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 at Kohala Complex

	21st CCLC Students	Non-21st CCLC Students
Exceeded	14%	12%
Meets	37%	32%
Nearly meets	26%	23%
Did not meet	25%	30%

51% of 21st CCLC students met or exceeded in ELA performance in the SY18-19 school year, compared to 44% of non-21st CCLC students.

#### Math Performance by Proficiency Level at Kohala Complex

	21st CCLC Students	Non-21st CCLC Students
Exceeded	8%	6%
Meets	21%	12%
Nearly meets	32%	28%
Did not meet	40%	53%

29% of 21st CCLC students met or exceeded in Math performance in the SY18-19 school year, compared to 18% 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
<p><b>50% of student participants will demonstrate academic improvement on interim and year-end summative assessments</b></p>	<p>Smarter Balanced Assessment</p>	<p>As per Exhibit 17, a percentage of regular 21st CCLC program participants demonstrated academic improvement in Reading/Language Arts on the Smarter Balanced assessment from Fall 2018 to Spring 2019 at Kohala elementary (11%) and Kohala high school (50%). Kohala high school is the only center to meet the objective of 50% of participants demonstrating academic improvement in Reading/Language Arts. Kohala middle school participants showed no improvement. As per Exhibit 18, course marks for Reading/Language Arts did not improve for Kohala high school students from Fall 2018 to Spring 2019 (course marks data were not available for the other two centers). Overall, a greater percentage of 21st CCLC program participants at Kohala complex met or exceeded in ELA performance (51%) than students who did not participate in the program (44%). This suggests the 21st CCLC program is resulting in academic gains in ELA for regular participants. As per Exhibit 19, a percentage of regular 21st CCLC program participants demonstrated academic improvement in Math at Kohala elementary (56%), Kohala middle school (20%) and Kohala high school (50%). Both Kohala elementary and Kohala high school met the objective of 50% of participants demonstrating academic improvement in Math. As per Exhibit 20, all three students Kohala high school who needed to</p>	<p><b>Progress</b></p>



		improve demonstrated improvement in their Math course marks. Course marks data were not available for the other two centers. Overall, a greater percentage of 21st CCLC program participants at Kohala complex met or exceeded in Math performance (29%) than students who did not participate in the program (18%). This suggests the 21st CCLC program is resulting in academic gains in Math for regular participants.	
<b>Student engagement in school will increase as evidenced by 30% decrease in negative behavioral incidents and reports</b>	Unable to measure	School attendance data and other disciplinary data regarding students' school behavior were not available to assess for a decrease in negative behavioral incidents/reports over time. The End of Year SY18-19 Data Story, however, suggests positive trends for school behavior for 21st CCLC program participants. The average daily attendance for 21st CCLC program participants is high at 93.85%. All students who participated in 21st CCLC programs had lower rates of chronic absenteeism (absent greater than 8.5% of the elapsed school year) than students who did not participate. Moreover, chronic absenteeism rates dropped as the number of participation days in 21st CCLC programs increased. Students who participated in the program between 60-89 days had the lowest chronic absenteeism rate at 13%, compared to 32% of students who did not participate in the program. Students who attended 21st CCLC programs had higher rates of A, B, C, and D offenses than non-participants. A closer look at disaggregated discipline referral data is necessary to understand how 21st CCLC interventions have impacted student behavior over time. Strive HI reports for each center highlight positive trends in school attendance for all students (21st CCLC and non-21st CCLC participants combined) over time. The percentage of students who missed school for 15 days or more decreased from 2018 to 2019 at all three schools. The most notable drop was at Kohala high school, where the number of students who missed 15 or more days of school decreased from 40% in 2018 to 35% in 2019. Additionally, 95% of 9th graders were promoted to 10th grade on time and 89% of students graduated on time in 2019.	<b>Unable to measure</b>
<b>Parent interaction with schools will increase as evidenced by 30% increase in parent participation at program events and parent offerings</b>	Sign-in sheets and Qualitative input from Site Coordinators and other program staff	The number of parents and family members who participated in school events in SY18-19 either improved or remained consistent with SY17-18. Program staff reported that College and FAFSA workshops offered at Kohala high school had similar parent participation to last year. Site Coordinators reported that parents remained very enthusiastic and consistently engaged in the Ceramics class offered at Kohala high school. Parents also attended the Community Meeting/Combined SCC meeting. Between 125-150 participants were present at each of the three Kohala Elementary Ho'ike events throughout the year. Attendance at the Jamboree	<b>Progress</b>

		<p>event (open to participants from all three schools) increased from 228 participants in SY17-18 to 565 participants in SY18-19, representing the greatest improvement in parent and family participation this year. Exact numbers for parent and family participation were not available for all school events in SY17-18 and SY18-19 and therefore it is not possible to conclude whether there was a 30% increase in parent and family involvement. The input provided by Site Coordinators and other program staff, however, suggests that progress was made towards this objective.</p>	
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**Achievement of Program-Specific Objectives Discussion**

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

Program-specific objectives remained the same in SY18-19 as in SY17-18. Overall, Kohala complex made progress towards 2 of its 3 program-specific objectives.

Progress was made towards the objective regarding 50% of student participants demonstrating academic improvement on interim and year-end summative assessments. Smarter Balanced assessment data from Fall 2018 and Spring 2019 revealed that Kohala high school met this objective for Reading and Language Arts. Kohala middle school and Kohala elementary did not meet the 50% student improvement target for ELA. Kohala elementary, however, showed some progress towards this objective. Students at all three schools demonstrated improvement in Math on the Smarter Balanced assessment. Kohala elementary and Kohala high school met the 50% student improvement target for Math. Kohala middle school appears to be the center that requires the most academic improvement for its 21st CCLC program participants. The struggle with demonstrating academic gains is likely linked to the ongoing challenge of low enrollment in Kohala middle school 21st CCLC activities. Overall, a greater percentage of 21st CCLC program participants at Kohala complex met or exceeded in Math and ELA performance than students who did not participate in the program. This suggests the 21st CCLC program is resulting in academic gains for regular participants.

Progress was made towards the program-specific objective to increase parent and family engagement at Kohala complex. It was not possible to conclude whether parent and family involvement had increased by 30% from SY17-18 to SY18-19 as participation numbers were not provided for all school events for both years. Sign-in sheets and qualitative input from program staff, however, strongly suggest that notable progress was made towards expanding family involvement. The jump in attendance at the Kohala complex Jamboree from 228 to 565 participants was the greatest indicator of success this year.

It was not possible to measure the third objective regarding a 30% decrease in negative student behavior incidents/reports as school attendance data and other disciplinary data was not made available. The End of Year SY18-19 Data Story, however, suggests that the 21st CCLC program is positively impacting school attendance for regular program participants at Kohala complex. Program participants have notably lower chronic absenteeism rates than

non-participants. The Strive HI reports for each center also echo this trend. An analysis of disaggregated school attendance and discipline referral data over time would provide a more in-depth understanding of how the 21st CCLC program is impacting student behavior.

#### 4.C. ADDITIONAL DATA

##### 4.C.1 Success Stories

Participants in the Robotics Club competed in Kentucky and Japan this year. The Robotics Driver was a state champion and went on to compete at the Worlds competition!

At Kohala high school, everyone that attended the Bridge Program earned their .5 credit. All students that attended the Credit Recovery Program worked hard to recover their credits. Everyone was successful!

##### 4.C.2 Best Practices

Despite parent interest, the Financial Planning and Literacy course was unsuccessful as no parents attended. To improve family participation, Kohala high school learned that it is important to first survey parents regarding their interests and to then require parent commitment to attend new programs before implementation.

##### 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.]*

Incoming freshmen were sent a career pathways BRIDGE survey to assess their career pathway preferences. Though not all students could participate in their first choice, their preferences were taken into consideration for their 2-year career pathway in high school.

A parent interest survey was administered to assess families' program needs. Families reported a high need for financial literacy resources.

##### 4.C.4 Pictures

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

## 5. Sustainability Plan

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### 5.A ORIGINAL SUSTAINABILITY PLAN

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

No plan for sustainability was specifically outlined in the original proposal, however the ongoing community partner alliances were established and maintained with sustainability in mind. In the time between this grant and the prior grant several partners were available to provide services for our students.

### 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.

The Kohala complex will be working on a more detailed sustainability plan in the final year of grant (SY19-20).

## 6. Conclusions and Recommendations

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### 6.A CONCLUSIONS

In conclusion, during Year 4 (SY18-19) of grant implementation, Kohala complex made progress towards 2 out of 3 program-specific objectives. Objectives pertained to academic gains for regular 21st CCLC program participants, student behavior outcomes, and parent/family engagement in school events. Improving the quality of data collection in the final grant year (e.g. disaggregated school attendance and discipline referral data, classroom behavior information, parent and family participation numbers over multiple years) would enable a deeper understanding of progress towards all three objectives.

Regarding the Key Performance Indicator (KPI) objectives set by the Hawaii Department of Education, Kohala complex met all of the following objectives: Offered core activities in all three core academic areas and provided 4 or more different types of enrichment activities at each center, maintained a variety of community partnerships, organized multiple successful parent/family engagement events, and far exceeded the 12 hours per week minimum of services at all three centers.

## 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 to gather input on whether the program is impacting classroom behavior and performance of program participants. Evaluators could develop survey content and administer the survey online via a shareable link.
2. Collect disaggregated school attendance and discipline referral data for 21st CCLC students for SY18-19 and SY19-20 in order to be able to report on whether regular participation in the program is linked to increased school attendance and decreased discipline referrals.
3. In order to effectively measure a 30% increase in parent and family participation in school events, evaluators recommend compiling event participation numbers in a central spreadsheet throughout the year to be shared with evaluators.
4. Evaluators also recommend that they attend a meeting remotely in the final year of the grant with the Site Coordinators (and possibly other program staff as well) 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.
5. Evaluators recommend focusing efforts on increasing access to program resources for Kohala middle school due to low enrollment in programs and a struggle to demonstrate academic gains for 21st CCLC program participants.

## 6.C EVALUATION DISSEMINATION

Dissemination of evaluation results will include the following three steps:

1. The evaluation report will be shared by the principal of Kohala high school at the principal's meeting. Each principal will decide how they will share and utilize the information at their school.
2. The Program Director will share the evaluation report with each of the Site Coordinators.
3. The evaluation report will be posted on the HDOE website.