Hawaii Department of Education

Hawaii Statewide Evaluation of the 21st Century Community Learning Centers Program

Program Year 2018-19

Annual Evaluation Report

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1. INTRODUCTION

The following report provides information on the program year 2018-19 21st Century Community Learning Centers (21CCLC) grant program throughout the State of Hawaii. In particular, it examines program information related to participation, activities, and hours of service, summarizes performance on Hawai'i's 21CCLC key indicators, and provides feedback for ongoing program improvement.

Overall, the data collected indicate that students who participated in Hawaii's 2018-19 21CCLC programs made significant gains in all of the areas measured.

- Only 12.6% of regular participants (those participating 30 or more days) missed 15 or more days of school throughout the year, compared to 24% of non-participating students attending the same schools.
- 51.7% of regular participants achieved proficiency in English, compared to 42.1% of non-participating students.
- 40.9% of regular participants achieved proficiency in math, compared to 30.9% of non-participating students.

In the 2018-19 academic year, the Hawaii 21CCLC program included **25 subgrantees**. These subgrantees provided 21CCLC services through **92 centers** to 14,745 students during the 2018-19 program year from Summer 2018 through Spring 2019. The results described in this report point to the significant contributions that 21CCLC programs have made to the academic achievement and youth development of the students served across the state during 2018-19.

Some of these positive outcomes can be attributed to programmatic changes that have resulted from improvements in program administration and a focus on several areas:

- Increased student enrollment over time, including increases in the number of students participating 30 or more days per year
- Increased focus on serving family members, more than doubling the number of family members served over the last two years
- Increased community partnerships, with almost three times as many partners as the previous year
- More students and families served than in previous years
- An increase in the number of centers that offer summer and intersession programs
- Improved data collection procedures, resulting in more complete data than in previous years.

This year, Hawaii Department of Education (HIDOE) has begun to implement a new statewide data system. Subgrantees report Annual Performance Report (APR) data on centers, partners, activities, staffing and program participation to the state agency instead of inputting the APR data themselves. This allows HIDOE to own the data, more effectively monitor data quality, and combine the data reported by subgrantees with the state's student and outcomes databases. Data on student outcomes, including chronic absences and academic test results, are produced centrally by an HIDOE contractor and provided to the subgrantees as well as used to populate the APRs. This reduces the data collection and reporting burden on the subgrantees as well as ensuring more timely and accurate analysis to support program improvement.
This evaluation is based on four primary data sources:

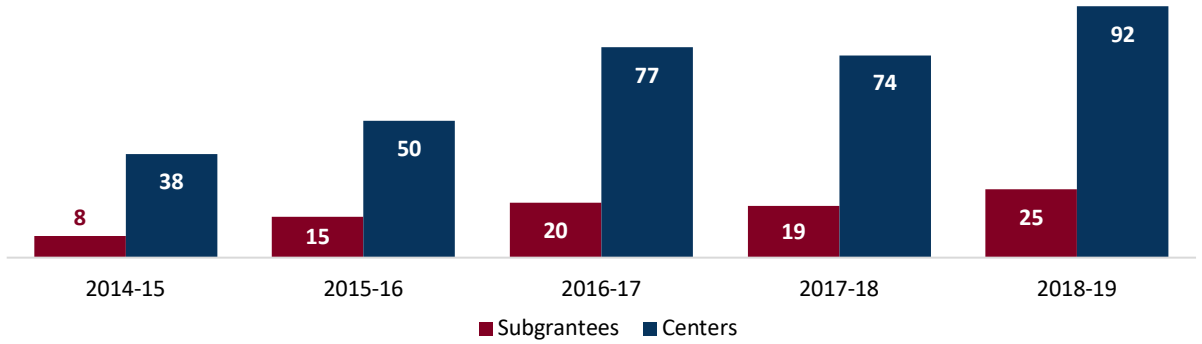
1. Annual Performance Report (APR) data submitted to HIDOE by subgrantees
2. Subgrantee evaluation reports
3. Output Reports created by Data+Design that draw data directly from HIDOE's Longitudinal Data System
4. Data Stories created by Data+Design that include data on students at participating schools who did not participate in 21CCLC.

2. OVERVIEW OF HAWAII'S 21ST CENTURY COMMUNITY LEARNING CENTERS PROGAM

2.1 Overview of Subgrantees

As noted earlier, in the 2018-19 program year (Summer 2018 through Spring 2019), the Hawaii 21CCLC program included **25 subgrantees**. These subgrantees provided 21CCLC services through **92 centers** to **14,745 students** during the 2018-19 program year. As shown in Exhibit 1, the number of subgrantees and centers has generally increased over time, although there was one fewer subgrantee and three fewer centers in 2017-18 than in the prior year.

Exhibit 1: Number of Subgrantees and Centers



Source: APR data, subgrantee evaluation reports.

Types of Grantees

Prior to the 2014-2015 academic year, all subgrantees were HIDOE complexes or complex areas (high schools and their feeder schools.) In SY2014-15 HIDOE awarded 21CCLC funds to three community-based organizations. Since that time, the number of community-based organizations operating 21CCLC programs has increased to nine, as shown in Exhibit 2. The majority of subgrantees (16 of 25) continue to be HIDOE complexes and complex areas.

Exhibit 2: Types of Grantee Organizations

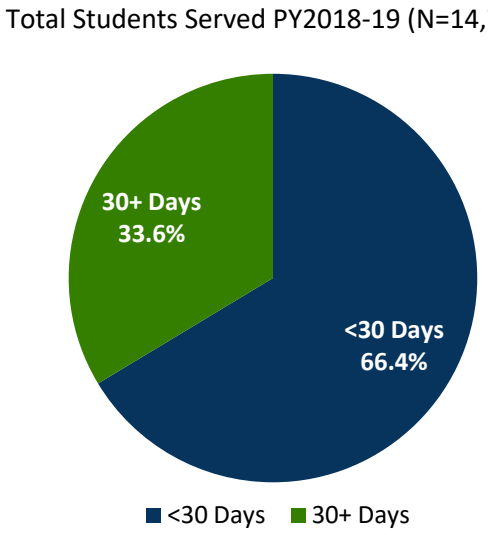
HIDOE Schools / Complex Areas	CBOs
Campbell	ASAS (After-School All-Stars Kalakaua)
Castle	BGCM (Boys & Girls Club Maui)
Hana	FOF (Friends of the Future)
HLLM (Hana-Lahainaluna-Lanai-Molokai)	HCAP (Honolulu Community Action Program)
Kahuku	KALO (Kanu O Ka Aina Learning Ohana)
Kapolei	LHESF (Lanai High & Elementary School Foundation)
KKP (Kau-Keaau-Pahoa)	MEDB (Maui Economic Development Board)
KMR (Kaimuki-McKinley-Roosevelt)	PACT (Parents and Children Together)
Kohala	PAF (Pacific American Foundation)
McKinley	
Molokai	

HIDOE Schools / Complex Areas	CBOs
Nanakuli	
Pearl City	
Waialua	
Waianae	
Waipahu	

Students Served

Exhibit 3 shows the total number of students served during the full 2018-19 **program** year, including summer. Because data reported in prior years has been based on APR data, a total unduplicated count of students served for the full program year including the summer has not been available for prior years. This is the first year HIDOE has used the state data system to produce an unduplicated count of all students served during both the summer and the academic year. A total of 14,745 students were served during the entire program year, including Summer 2018. As shown in Exhibit 3, one-third of all these students participated in 30 days or more of 21CCLC programming.

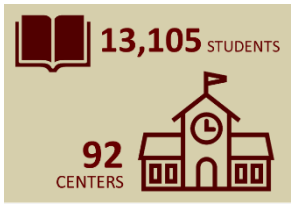
Exhibit 3: Total Students Served in Program Year 2018-19 (N=14,745)



Source: Output Reports

2.2 Overview of School Year Programs

A total of 13,105 students were served in Hawaii's 21CCLC program state wide at 92 centers during the 2018-19 academic year (Fall 2018 through Spring 2019, excluding summer). This section gives a summary of their characteristics, the activities offered to the students by the centers during the academic year, and an overview of the staff providing those activities.



Program Participants

Exhibits 4 summarizes the characteristics of students served in the 21CCLC program during the 2018-19 school year:

- The majority of students were in middle or high school (6,828), although nearly as many were in elementary school PreK-5 (6,277).
- The students served were fairly evenly divided between boys and girls in in Grades 6-12 (50.9% males, 48.8% females) with a slightly larger gap in PreK-5 (47.1% males, 52.7% females).[1]
- Over half of the students served at each level were eligible for Free or Reduced (F/R) lunch[2], with a higher percentage of eligible students in in PreK-5 (51.5%) than in grades 6-12 (50.4%).
- The majority of students served were economically disadvantaged.
- The percentage of students with Special Needs (SpEd) was 7.9% for PreK-5, and 10.5% for Grades 6-12.
- The percentage of English Language Learners (ELL) was 9.4% in PreK-5, and 7.2% in Grades 6-12.

Exhibit 4: Characteristics of Participating Students During SY2018-19

Level	# Students	% Female	% Male*	% ELL	% F/R Lunch	% SpEd
PreK–Grade 5	6,277	52.7%	47.1%	9.4%	51.5%	7.9%
Grades 6-12	6,828	48.8%	50.9%	7.2%	50.4%	10.5%
Overall	13,105	50.7%	49.1%	8.2%	50.9%	9.3%

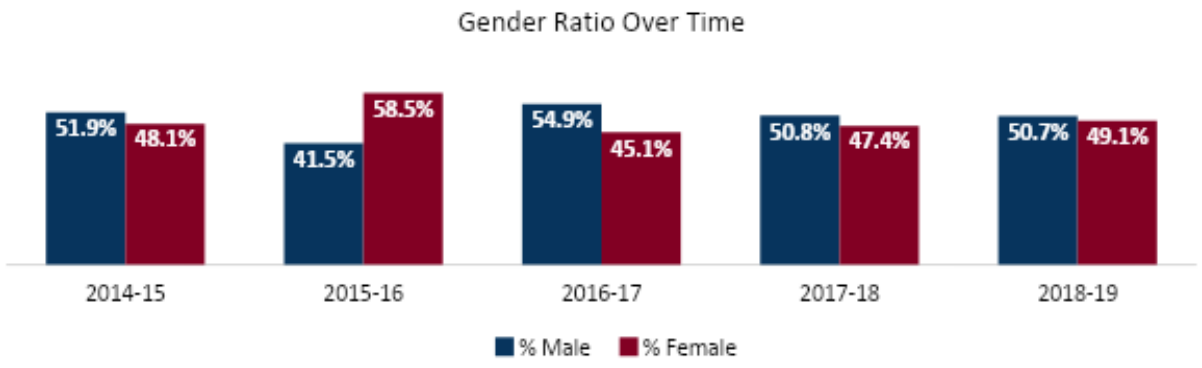
Source: Spring APR data

As shown in Exhibit 5, the total number of students served during the school year has increased over time, as has the proportion of students receiving special education services and those who are English language learners. The proportion eligible for F/R lunch remains at over one-half. These reflect the HIDOE's efforts to expand the program to more students and increased emphasis on serving high needs students.

Exhibit 5: Changes in Student Characteristics Over Time

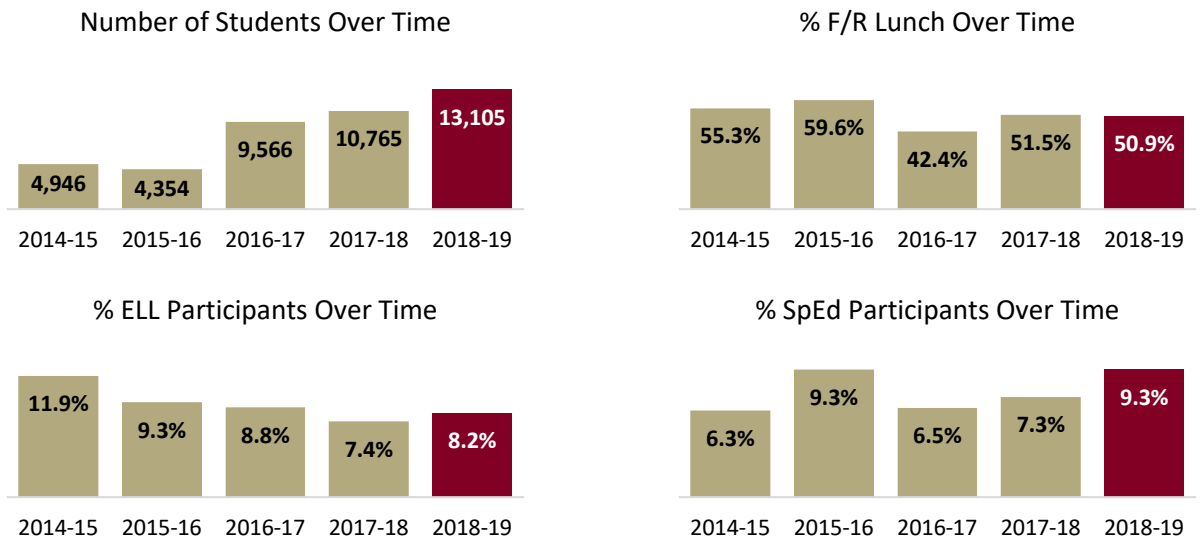
	# Students	% Female	% Male	% ELL	% F/R Lunch	% SpEd
2018-19 Overall	↑ 13,105	↑ 50.7%	↓ 49.1	↑ 8.2%	↓ 50.9%	↑ 9.3%

Arrows indicate an increase or decrease since SY2016-17.



[1] Percentages may add up to less than 100% because gender was not reported for some students.

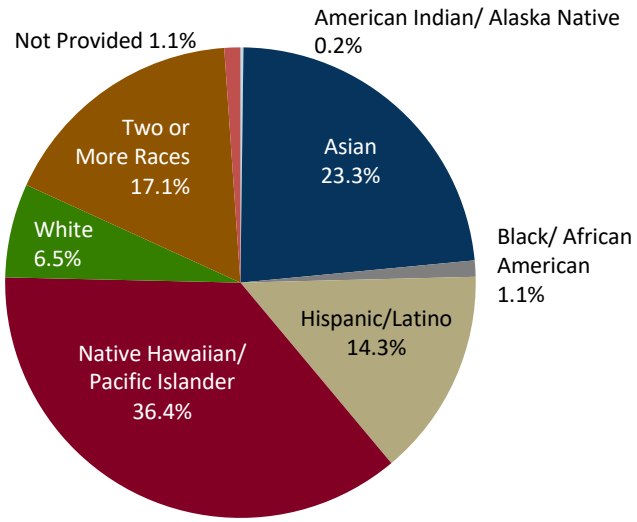
[2] Some schools participate in the Community Eligibility Provision Program, which allows a school to serve free meals to all students. These students are counted as 100% F/R lunch.



Source: Spring APR data.

Exhibit 6 shows the largest proportion of students self-identified as Native Hawaiian/Pacific Islanders (36.4%). The smallest proportions identified as American Indian/Alaska Native (0.2%) and Black/African American (1.1%).

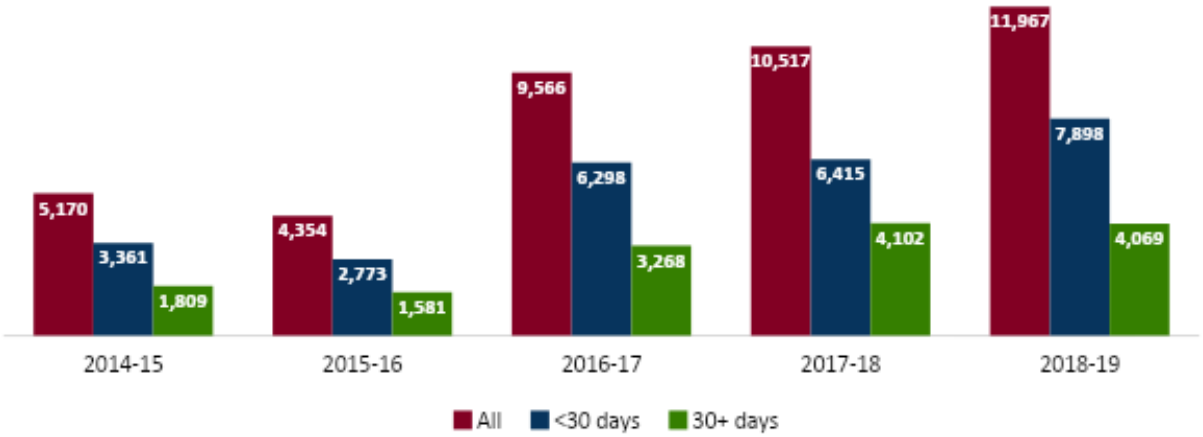
Exhibit 6: Ethnicity of Students Served



Source: Spring APR data

Exhibit 7 shows the number of students enrolled and days of participation in the program during the school year over the past five years. The graph shows an increase in the number of students participating, and an increase in the number of students participating 30 days or more over time, although there was a slight decrease in the number of students participating 30 days or more in SY 2018-19 compared to SY 2017-18.

Exhibit 7: Level of Student Participation During the School Year



Source: Spring APR data.
* Total number of students for SY2018-19 equals less than 13,105 because # of days of participation is missing for some students.

Activities Provided

All subgrantees provided activities in at least one core academic area, with STEM (Science, Technology, Engineering and/or Math) being the most common. All subgrantees provided at least one type of enrichment activity, with art and music being the most common (See Exhibit 8). Most classes or activities were offered two to three times a week at each center. The number of times per week shown in Exhibit 8 is a total across all subgrantees. For detail on individual subgrantees, see Appendix Exhibits 1 and 2.

Exhibit 8: Number of Centers Providing Each Type and Frequency of Programming

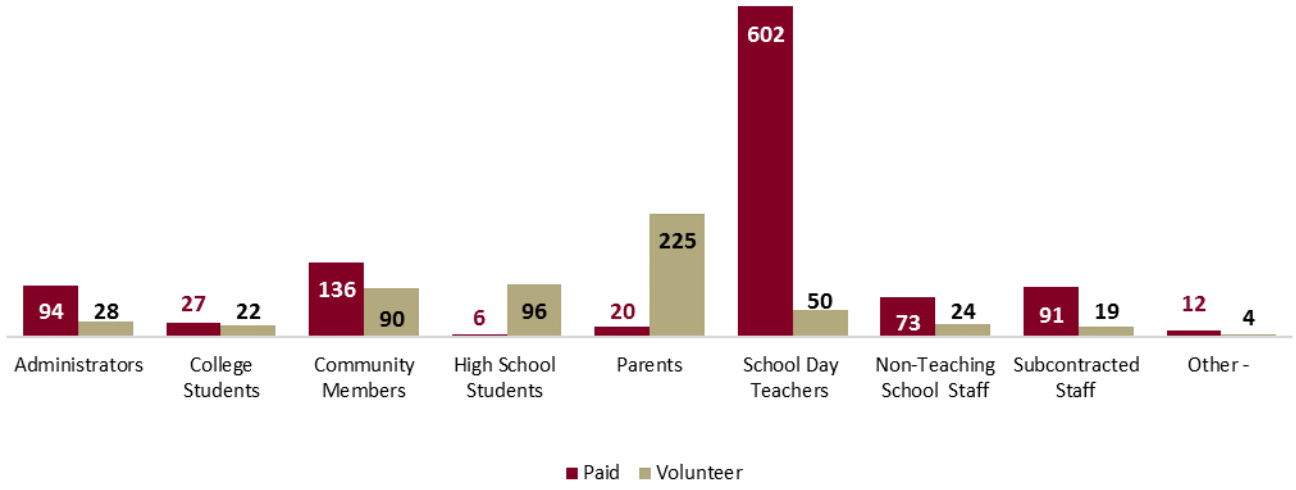
Core Activities	Number of Centers	Times per Week
STEM	82	289
Literacy	41	145
Tutoring	49	181
Homework Help	55	224
English Language Learners Support	2	6
Enrichment Activities	**Number of Centers**	**Times per Week**
Entrepreneurship	10	26
Arts & Music	67	223
Physical Activity	51	204
Community / Service Learning	29	71
Mentoring	14	28
Drug Prevention	3	3
Counseling	5	11
Violence Prevention	1	1
Truancy Prevention	12	60
Youth Leadership	19	46
College & Career Readiness	11	29

Source: Spring APR data.

Staffing

As shown in Exhibit 9, the proportion of paid vs. volunteer 21CCLC staff varies greatly according to the type of staff. Most staff were school day teachers. Nearly all school day teachers are paid for their work with the 21CCLC program. Over one-quarter of the staff are volunteers; most are high school students, community members and parents. Exhibit 10 shows a substantial increase in number of staff compared to the prior year, reflecting the increase in numbers of grants and centers, as well as the increase in total number of students served. Overall, over one quarter of center staff were volunteers.

Exhibit 9: Types of Paid and Volunteer Staff SY 2018-19



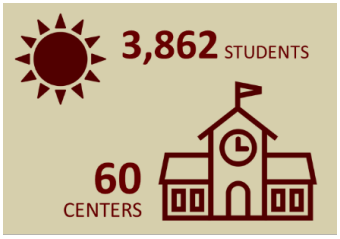
Source: Spring APR data.

As shown in Exhibit 10, there was a substantial increase in the number of staff during the 2018-19 school year compared to the prior year. This reflects the increase in number of grants, number of centers and number of students served. It also reflects the fact that new grantees were successful in becoming fully staffed within their first year. Several older grantees still report having difficulty recruiting and retaining staff, a challenge that HIDOE is addressing by working with partners Hawaii Afterschool Alliance and the Office of Talent Management to find ways to increase outreach, and looking to create partnerships with community colleges and teacher education programs in the coming year.

Exhibit 10: Change in Total Number of Staff Over Time

Source: Spring APR data

2.3 Overview of Summer Programs



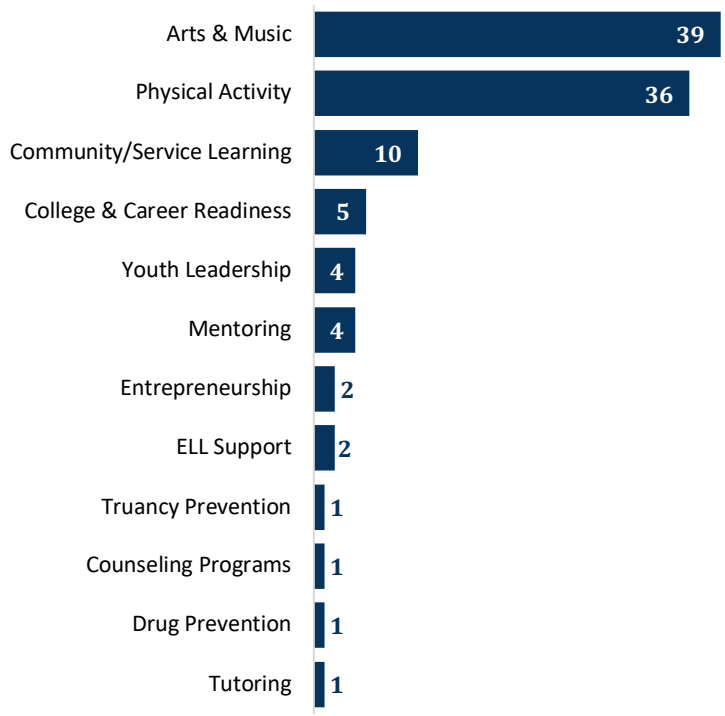
About two-thirds of the 92 centers provided summer programs in 2018. These centers served a total of 3,862 students. Exhibit 11 shows that STEM was the core academic program provided by the vast majority (90%) of the 60 centers offering summer programs. Over half of the centers overall offered literacy programs in the summer.

Exhibit 11: Number of Centers Offering Core Activities in the Summer

Source: Summer APR data

Exhibit 12 shows Arts & Music as the enrichment activity offered by the largest number of centers providing summer programs; 65%, representing 39 of the 60 centers with summer programs. The next most common activity, offered at 60% of the centers with summer programs, was Physical Activity.

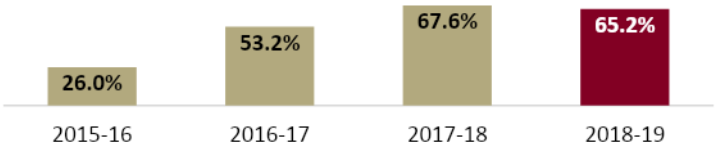
Exhibit 12: Number of Centers Offering Enrichment Activities in the Summer



Source: Summer APR data

Exhibit 13 shows the proportion of centers providing summer programming has generally increased over time. Two-thirds of the centers provided summer programming in 2018-19, whereas only about one-fourth provided summer programs in 2015-16.

Exhibit 13: Percentage of Centers Offering Summer Programming Over Time



Source: Summer APR data

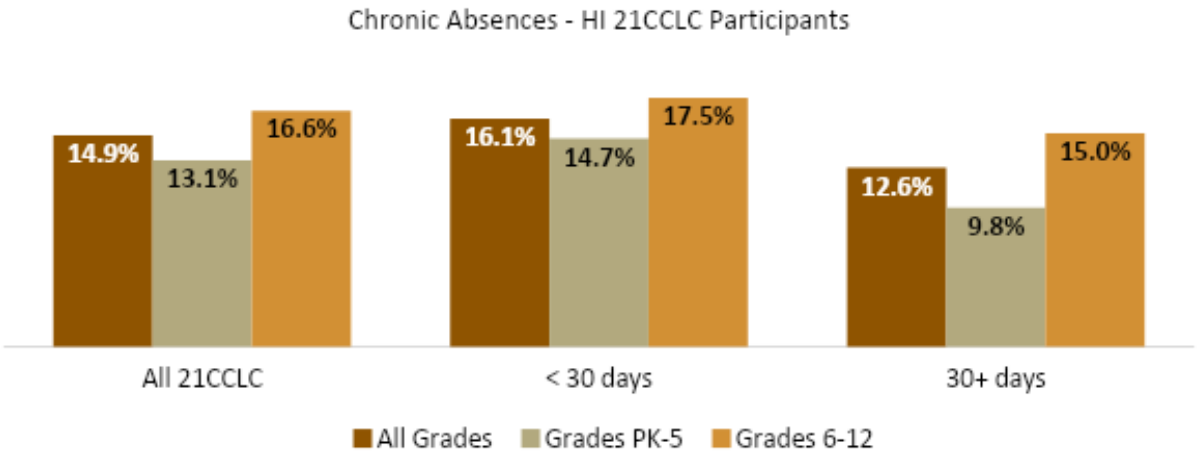
3. PERFORMANCE ON HAWAII STATE KEY PERFORMANCE INDICATORS

3.1 Behavioral Outcomes

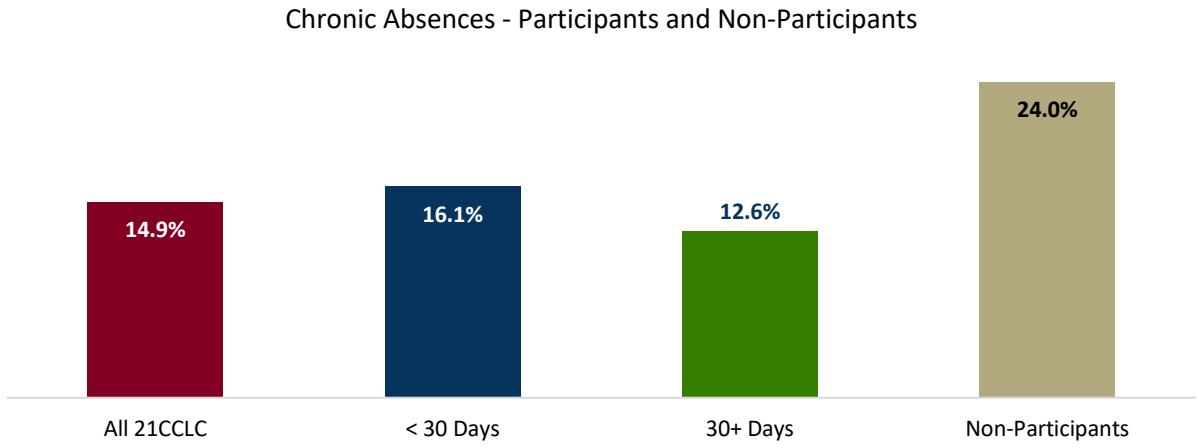
The measure of student behavior included in this year's evaluation was the percentage of students who missed 15 or more (8.5%) days of school. In previous years, HIDOE reported behavioral data based on teacher surveys. This is the first year that HIDOE is using the state database for outcome measures.

As Exhibit 14 shows, fewer students (12.6% across all grades) participating in 21CCLC 30 days or more were chronically absent, compared to those who participated fewer days. Fewer students participating in 21CCLC programs at all (14.9%) were chronically absent than non-participating students (24.0%).

Exhibit 14: Chronic Absences - Percentage of Students Absent 15 or More Days (N=14,745)



Source: Output Reports



Source: Output Reports, Data Stories

3.2 Academic Outcomes

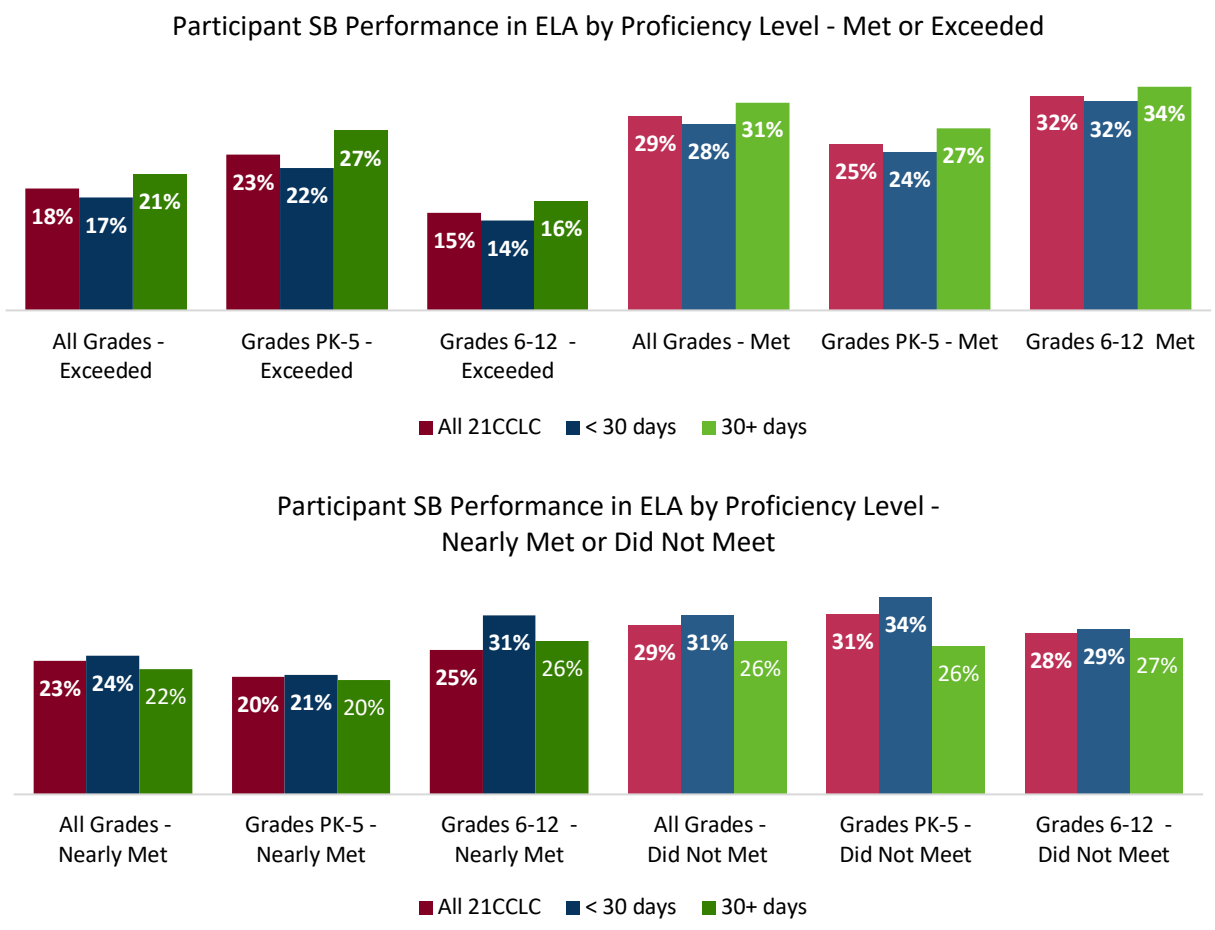
In previous years, HIDOE reported academic improvement based on teacher surveys. These included students observed by teachers to have improved, whether or not this resulted in improved grade marks or standardized test scores.

This is the first year that HIDOE is reporting academic outcomes based on the state database rather than on teacher surveys. These academic outcomes are based on standardized testing – Smarter Balanced (SB) Assessments for English Language Arts and Math, and Hawaii State Assessment (HSA) for science. Note that because HIDOE only tests students in selected grades (SB in grades 3-8 and 11 for English and math; HSA in grades 5th and 8th for science) rather than every year, the total number of students for whom test scores are available is smaller than the total number of students served in each school.

English Language Arts

As shown in Exhibit 15, a greater percentage of students participating in 21CCLC programming 30 days or more met or exceeded proficiency level in English Language Arts (ELA) than those who participated fewer days. This was true for both students in grades PK-5 and students in grades 6-12.

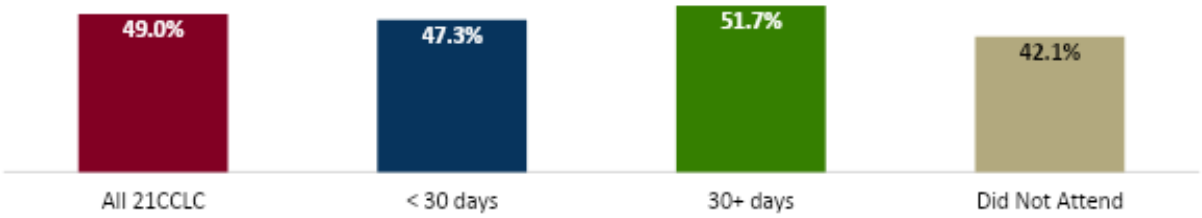
Exhibit 15: English Language Arts Achievement by Proficiency Level (N=8968)



Source: Output Reports

Exhibit 16 compares ELA proficiency between 21CCLC participants and non-participants. As the exhibit shows, not only was participating for 30 days or more associated with a higher percentage of students meeting or exceeding proficiency standards (51.7%), but students participating in 21CCLC at all were more likely to be proficient (49%) than those who did not participate (42.1%).

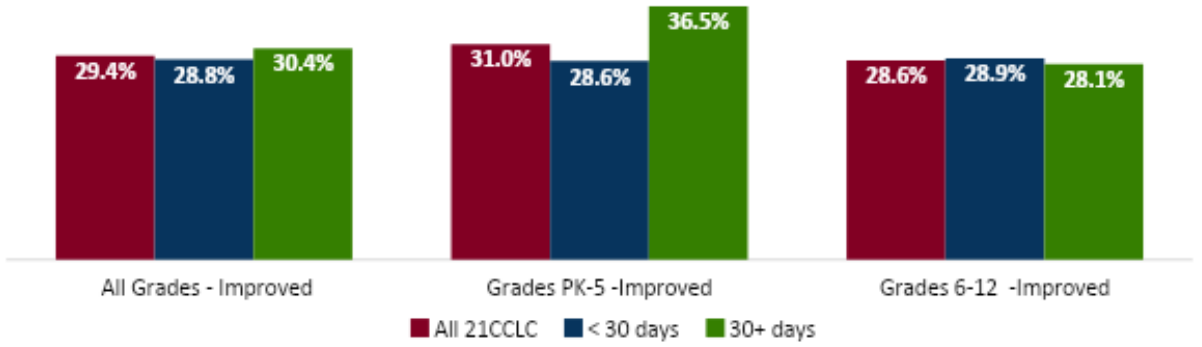
Exhibit 16: Percentage of Students Who Met or Exceeded Proficiency in ELA – Comparison of Participants with Non-Participants



Source: Output Reports, Data Stories

Next, we look at the extent to which students' ELA proficiency improved from the prior year. First, Exhibit 17 shows improvement among those who needed to improve (neither met nor exceeded proficiency, that is, those who "nearly met" or "did not meet" proficiency in SY2017-18.) As Exhibit 17 shows, a higher percentage of elementary students who participated in the 21CCLC program 30 days or more improved than those who participated fewer than 30 days. The percentage of students in grades 6-12 was fairly consistent regardless of the number of days of participation.

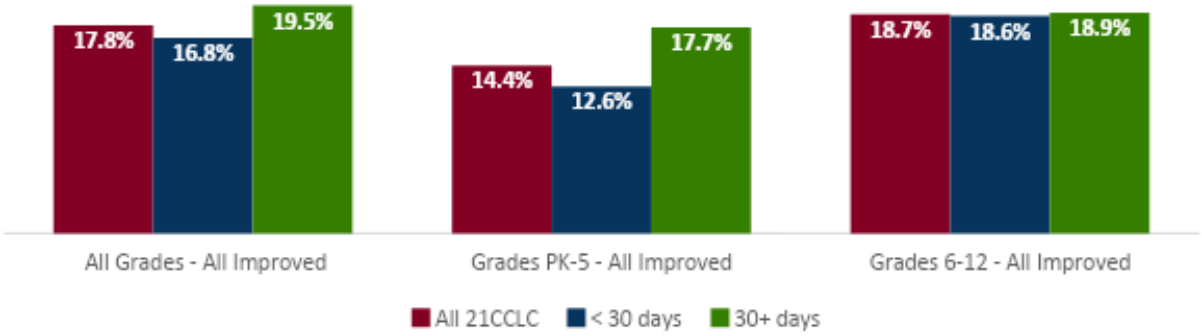
Exhibit 17: Percentage of Students Who Improved in ELA Among Those Who Needed to Improve (N=4,130)



Source: Output Reports

While Exhibit 17 above shows the students who improved as a percentage of those who needed to improve, Exhibit 18 below shows all of the students who improved, even those who did not need to improve (those who already met proficiency standards), as a percentage of all who were tested. That is, Exhibit 18 includes students who went from Met proficiency to Exceeded proficiency. These percentages are lower, since they are among all students tested, including those who already exceeded proficiency standards and had no room to improve.

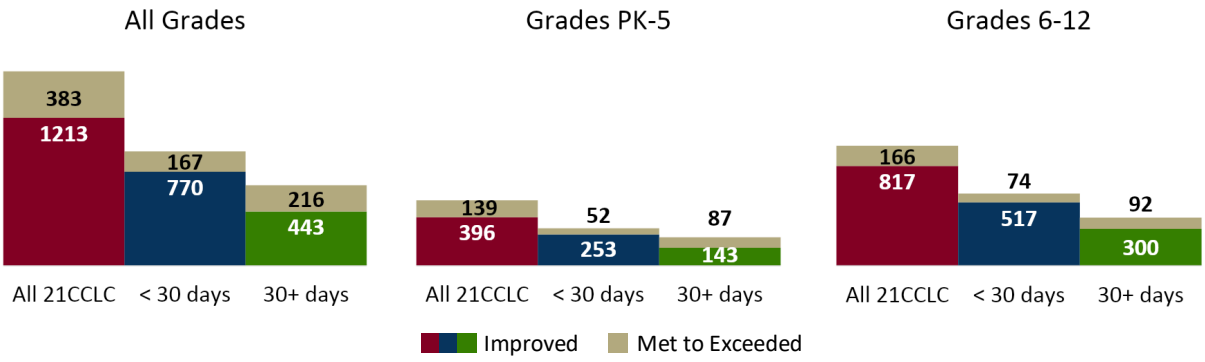
Exhibit 18: Percentage of Students Who Improved in ELA – Including Those Already Proficient (N=8,968)



Source: Output Reports

Because the percentages of all students tested who improved is lower than the percentage of just those who needed to improve, it is also helpful to look at total numbers of students, rather than just percentages. Exhibit 19 shows the total number of students who improved, including both those who needed to improve (those who Nearly Met and Did Not Meet in SY2017-18 and those who were already proficient (those who went from Met in SY2017-18 to Exceeded in SY2018-19.) In total, almost 1600 21CCLC students improved in English.

Exhibit 19: Number of Students Who Improved in ELA, Including This Already Proficient

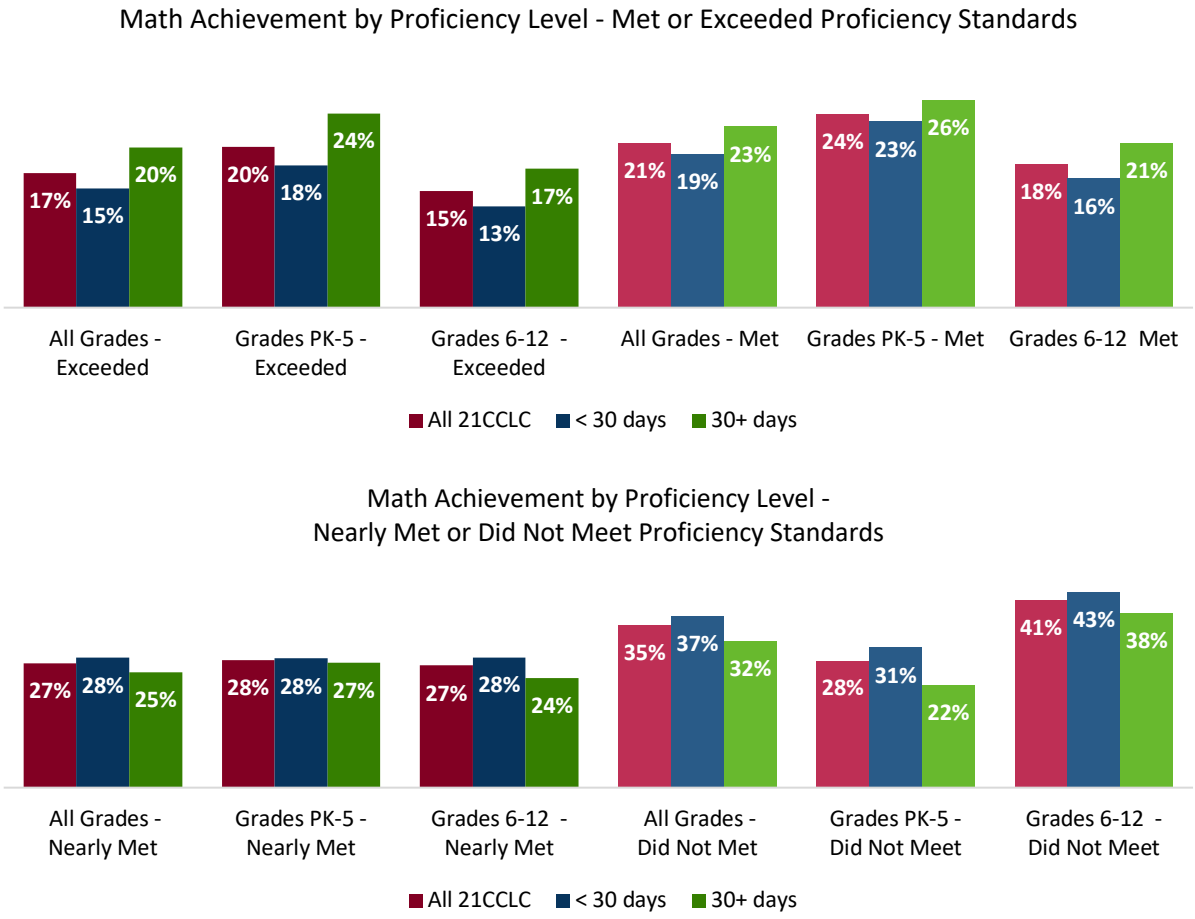


Source: Output Reports

Math

As shown in Exhibit 20, a greater percentage of students participating in 21CCLC programming 30 days or more met or exceeded proficiency level in Math than those who participated fewer days. This was true for both students in grades PK-5 and students in grades 6-12.

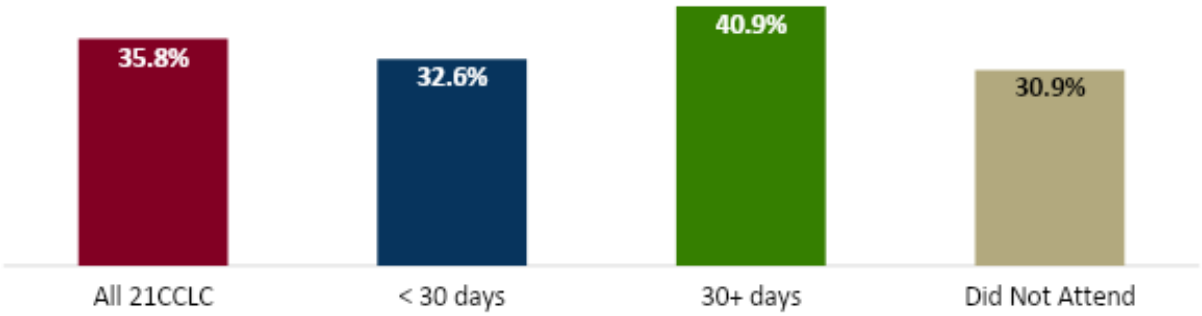
Exhibit 20: Math Achievement by Proficiency Level (N=9021)



Source: Output Reports

Exhibit 21 compares Math proficiency between 21CCLC participants and non-participants. As the exhibit shows, not only was participating for 30 days or more associated with a higher percentage of students meeting or exceeding proficiency standards (40.9%), but students participating in 21CCLC at all were more likely to be proficient (35.8%) than those who did not participate (30.9%).

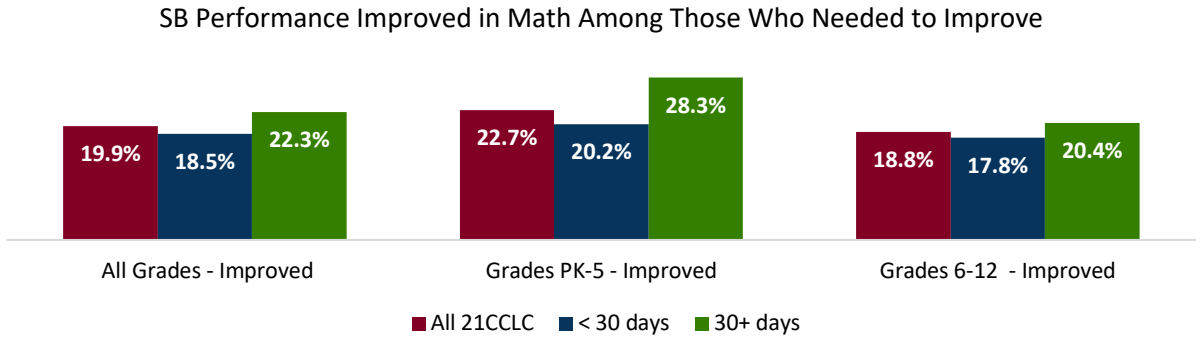
Exhibit 21: Percentage of Students Who Met or Exceeded Proficiency in Math – Comparison of Participants with Non-Participants



Source: Output Reports, Data Stories

Next, we look at the extent to which students' Math proficiency improved from the prior year. First, Exhibit 22 shows improvement among those who needed to improve (neither met nor exceeded proficiency, that is, those who "nearly met" or "did not meet" proficiency in SY2017-18.) As Exhibit 22 shows, a higher percentage of students who participated in the 21CCLC program 30 days or more improved than those who participated fewer than 30 days.

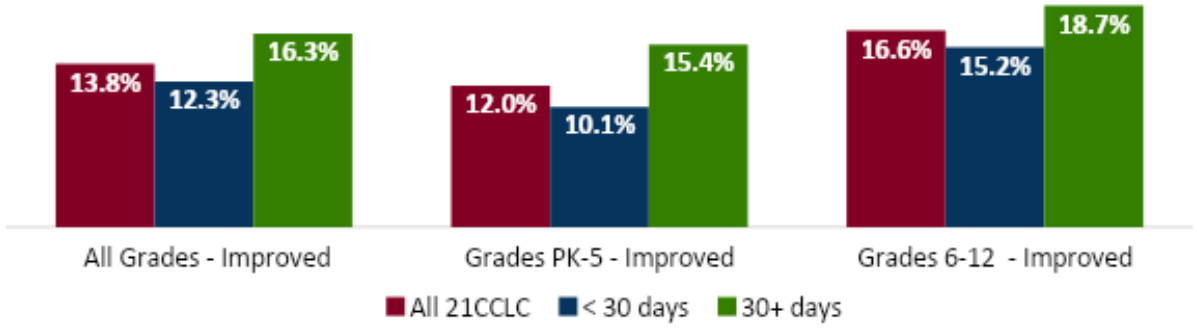
Exhibit 22: Percentage of Students Who Improved in Math Among Those Who Needed to Improve (N=4,734)



Source: Output Reports

While Exhibit 22 above shows the students who improved as a percentage of those who needed to improve, Exhibit 23 below shows all of the students who improved, even those who did not need to improve, as a percentage of all who were tested. That is, Exhibit 23 includes students who went from Met proficiency to Exceeded proficiency. Again, students participating 30 days or more were more likely to improve. These percentages are lower, since they are among all students tested, including those who already exceeded proficiency standards and had no room to improve.

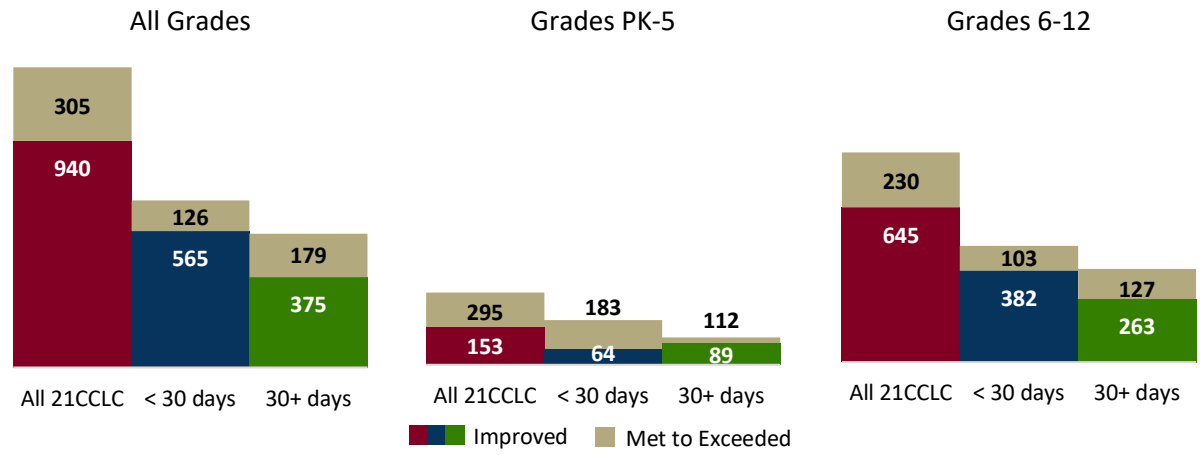
Exhibit 23: Percentage of Students Who Improved in Math – Including Those Already Proficient (N=9,021)



Source: Output Reports

Because the percentages of all students tested who improved is lower than the percentage of just those who needed to improve, it is also helpful to look at numbers of students, rather than percentages. Exhibit 24 shows the total number of students who improved, including those who needed to improve (those who Nearly Met and Did Not Meet in SY2017-18 and those who were already proficient (those who went from Met in SY2017-18 to Exceeded in SY2018-19.) In total, over 1200 21CCLC students improved in Math.

Exhibit 24: Number of Students Who Improved in Math, Including Those Already Proficient



Source: Output Reports

Science

The output reports generated for this year's evaluation do not include same level of detail for achievement in Science as the data for ELA and Math. Therefore. we are unable to compare PK-5 students with grades 6-12 or examine individual each level of proficiency in science. However, from the Data Stories, we are able to compare 21CCLC participants with non-participants. As shown in Exhibit 26, students participating in 21CCLC programming for 30 days or more were more likely to be proficient in Science. Even those participating in 21CCLC at all were more likely to be proficient than non-participants.

Exhibit 25: Science Achievement by Proficiency Level (N=2218)

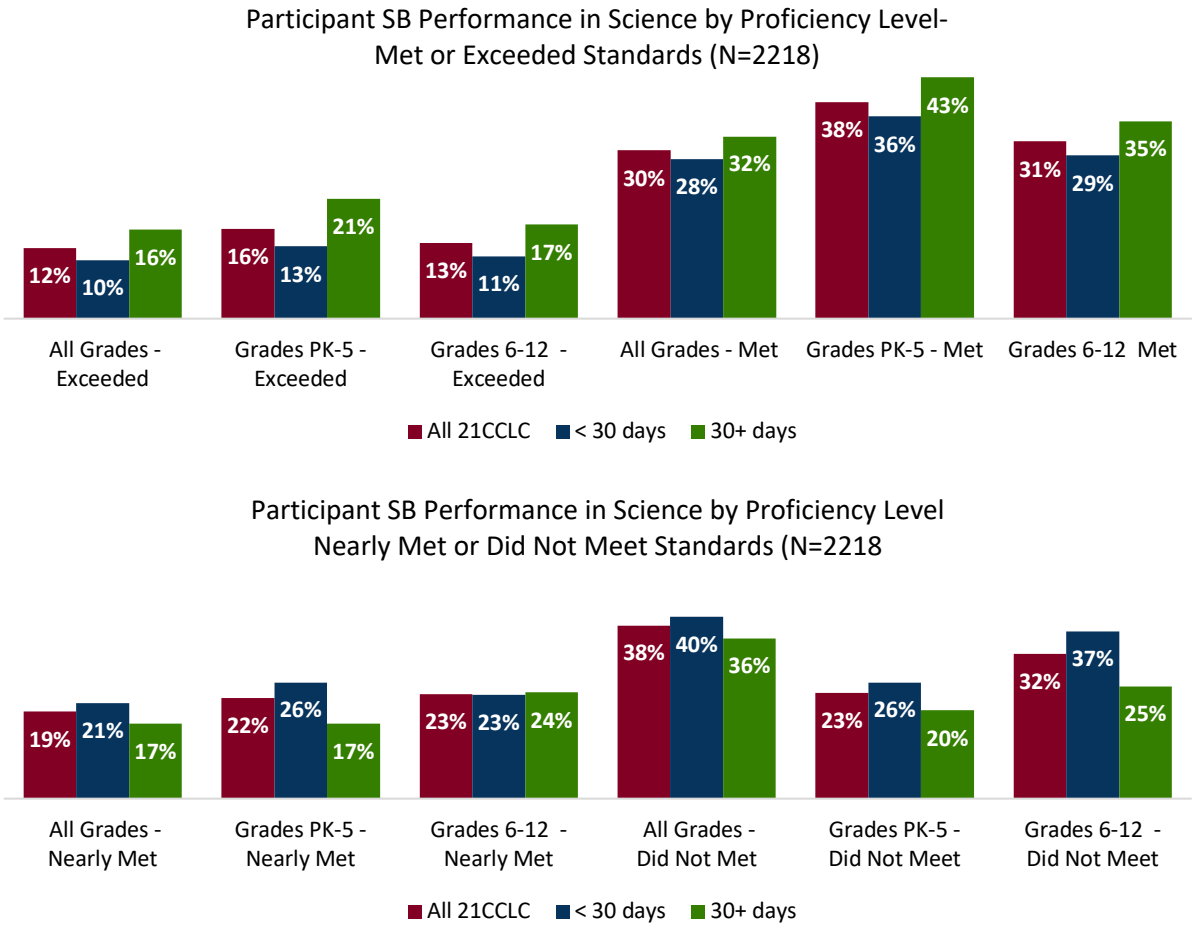
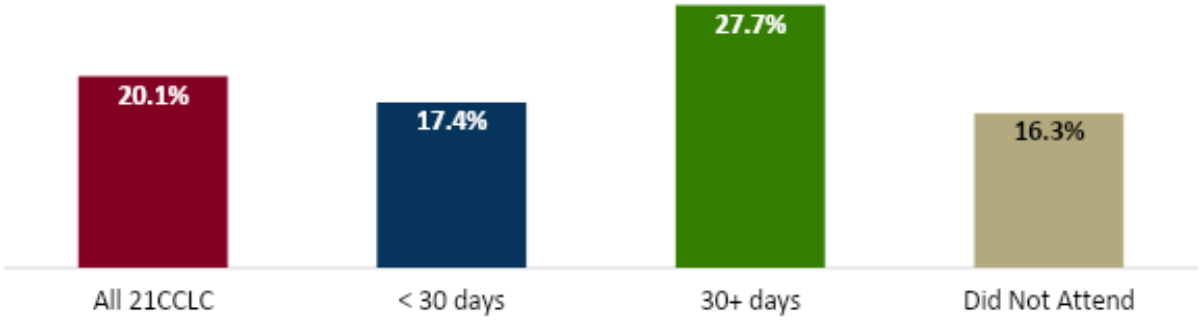


Exhibit 26: Percentage of Students Who Met or Exceeded Proficiency in Science – Comparison of Participant with Non-Participants



Source: Data Stories

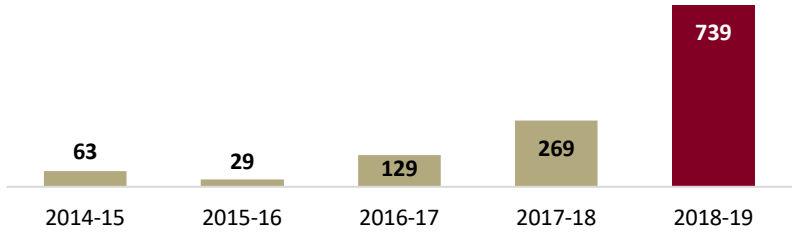
3.3 Other Key Performance Indicators

While the recently revised Hawaii Key Performance Indicators for 21CCLC programs focus on the student behavioral and academic outcomes reported above, Cohorts 10 and 11 were funded under the previous Key Performance Indicators which included community partnerships, services to parents and families, hours of operation, and serving communities most in need. These are still high priorities for HIDOE, but are considered essential for all programs and are thus now documented through ongoing monitoring rather than considered to be performance indicators for Cohort 12 subgrantees.

Community Partnerships

As shown in Exhibit 27, statewide, Hawaii's 21CCLC subgrantees reported working with a total of 734 partners during SY2018-19. As the exhibit shows, the development of partnerships has increased substantially over time. During SY2018-19 subgrantees reported working with an average of 29 different partners. The number of partnerships ranged from a high of 58 for one subgrantee, to one subgrantee that reported no partners. For additional detail on the number of partnerships for each subgrantee, see Appendix Exhibits 3 and 4.

Exhibit 27: Number of Partners Over Time

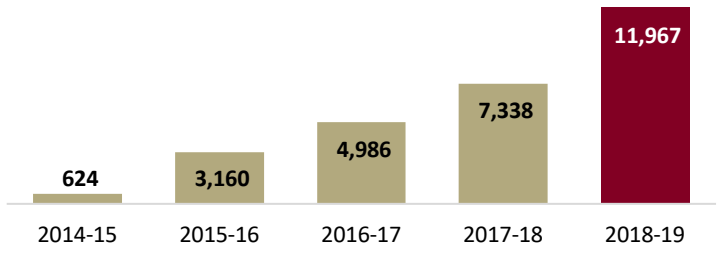


Source: Subgrantee evaluation reports, APR data

Services to Parents and Other Family Members

Most centers encouraged parent and family engagement through family nights, athletic events, student educational fairs, and learning experiences such as workshops and classes for parents and community members. In SY2018-19, subgrantees reported serving more than 11,900 family members. As shown in Exhibit 28 the number of family members served has substantially increased over time. For additional detail on the number of family members served by each subgrantee, see Appendix Exhibit 5.

Exhibit 28: Number of Family Members Served Over Time

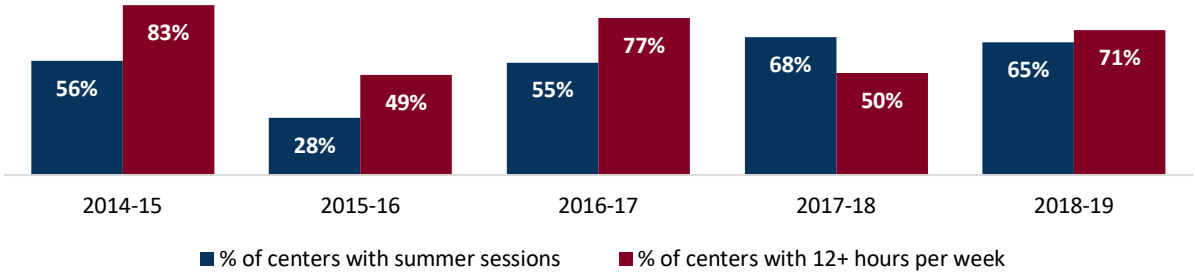


Source: Spring APR data, evaluation reports

Hours of Operation

This indicator includes both: 1) the number of hours per week of services offered during the school year[3] and 2) provision of summer programming. As shown in Exhibit 29, 65% of centers offered summer programming in the summer of 2018. The number of centers offering summer programming has increased over time. The percentage of centers offering at least 12 hours per week of programming has also increased. Several subgrantees have raised the concern that their programs do not fit what has been Hawaii's traditional model of providing afterschool activities for several hours every day. In some cases, their programs may be focused on summers and intersessions, for which hours per week of programming during the school year is not an appropriate measure. Other subgrantees have raised concerns that because the schools they serve have other afterschool programs as well, they find themselves competing with these other programs both for access to the students and for space to conduct their activities. This is an issue that HIDOE is addressing through clarifying 21CCLC programming expectations and formal and informal monitoring. For additional detail on hours of operation for each subgrantee, see Appendix Exhibit 6.

Exhibit 29: Hours of Operation Over Time



Source: Evaluation reports

Serving Those with the Greatest Need

The school-wide percentage of students who qualify for free or reduced (F/R) priced lunches is a commonly used proxy for identifying schools in high needs communities. The evaluation looked at this measure in two ways: 1) by the proportion of participating students who qualified for F/R lunch, and 2) by the proportion of participating schools that qualified for Title I funding. In SY2018-19, 50.9% of students in participating schools qualified for F/R lunch. This is higher than the 48.9% of students who qualify for F/R lunch statewide.

As shown in Exhibit 30 below, a total of 67.4% of participating schools qualified for Title 1 funding (indicating a high percentage of students at each of these schools qualified for F/R lunch). This is significantly higher than the 65.1% of schools eligible for Title 1 statewide. These findings suggest that the 21CCLC program effectively targeted schools and communities with the greatest need for the program's services. For additional detail by subgrantee, see Appendix Exhibit 7.

[3] The number of hours per week of programming was no longer included as a key indicator for Cohort 12 schools (those receiving their first year of funding in 2018-19). Therefore, this data item is reported only for the 19 schools in Cohorts 10 and 11 and 2 of the Cohort 12 schools that included this information in their program description.

Exhibit 30: Serving High Needs Communities

Indicator of High Needs Communities	Schools Participating in 21CCLC Programs	Statewide
Percent of students who qualify for F/R Lunch	50.9%	48.9%
Percent of schools that qualify for Title I funds	67.4%	65.1%

Source: Spring APR data; HIDOE SSIR data; Title I Eligibility Data by Complex Area http://www.hawaiipublicschools.org/DOE%20Forms/TitleI1819.pdf

4. PROMISING PRACTICES

The 21CCLC subgrantees have developed numerous strategies for improving academic achievement, producing positive student outcomes, encouraging family participation, promoting community involvement, and demonstrating program success. Through review and NVivo analysis of the subgrantees' local evaluation reports, IMPAQ's evaluation team has identified a variety of solutions to problems, promising practices and good ideas that may be of value to other 21CCLC programs. Below are notable examples of promising practices we found.

Strengthening academic support

- Boys and Girls Club Maui (BGCM) has found that integrating additional tutors into their Power Hour Homework assistance programing has been effective, especially tutors that are school staff, who provide opportunities to reinforce material being covered during the school day and offer more targeted supports in afterschool.
- LHESF (Lanai High Elementary School Foundation) has instituted a student tutoring program where younger students are tutored by high school students. The MALA tutors are treating the tutoring they are doing with the younger students as an internship into teaching, or other professional work. All of these high school students who are tutors are also enrolled in college courses through the dual enrollment program. The high school students get an opportunity to work with STEM and health professionals and visit college campuses. With these opportunities, the high school students are more focused on college and specific professional careers.
- As an incentive for students to keep up their grades, After School All Stars monitors student academic progress with grade checks throughout the year in order for students to participate in special events and sports show-downs.
- MEDB's (Maui Economic Development Board) software or technology workshops can be instrumental in supporting a whole program in making technology gains more quickly so that students can spend more time on projects and less time on learning the tools. With many industry technologies (Adobe creative suite for videography/design/photography, CAD for 3D printing, etc.) there is a learning curve in how to use the tool before it can be applied. A workshop helps lots of students surmount this technological knowledge hurdle.
- HLLM (Hana-Lahainaluna-Lanai-Molokai) has found that making direct calls and communication with parents regarding remediation support for their middle school child with teacher agreement and collaboration proved to be successful in helping students learn and raise their grades during intersessions.
- PACT (Parents and Children Together) - Lessons learned from the previous years resulted in different approaches to recruiting and engaging participants and their families. Re-conceptualizing the drop-in and study hall activities and use of partnerships resulted in a more streamlined program with a higher number of consistent participants.

Providing high quality programming

- Kahuku Complex has implemented the two promising practices: 1) *Instructional Balance,* where: teachers and classroom leaders provide engaged lessons, modeling, and demonstrations and 2) *Self-directed learning,* where students are taught to select appropriate problem-solving techniques, enabling them to become more self-directed in their learning.

- PACT incorporates evidence-based practices for positive youth development in their Community Teen Program such as guidance and support, safe environments, and a variety of opportunities that lead to healthy development and help youth build a core set of assets and competencies that will help them to successfully navigate adolescents and adulthood. They also provide support for the basic needs of youth, including safety and structure, belonging and membership, self-worth and an ability to contribute, independence and control over one's life, good relationships; and competence and mastery, using evidence-based curricula in group sessions such as Making Proud Choices.
- PAF (Pacific America Foundation) developed the Kailua Social Club for special needs students at Kailua High School based on identified parent needs and consultant recommendations. This group, facilitated by a highly qualified special needs educator, allowed for development of a range of engaging activities to help students develop social skills.

Enhancing student engagement

- Castle Complex has two approaches support student engagement: 1) students are given the opportunity to identify topics, develop questions, plan inquiry, divide tasks, research information and share the learning process and content during enrichment activities such as robotics and coding; and 2) students participate in a fast-paced, fun and personally engaging lessons with the opportunity to try things out, use their senses, ask questions and discuss with others.
- Friends of the Future's playgroup partnership with Kamehameha Schools uses Developmentally Appropriate Practice, where children are presented with activities appropriate to their developmental levels, are allowed to choose the activities they are interested in, and have support from parents and the teacher only as needed.
- To facilitate the work of youth as self-directed producers and learners, KALO sites integrate activities that:
  - Integrate project-based learning driven by constructivist pedagogy
  - Create a technology-infused environment
  - Enable individual/group projects
  - Tailor teaching approaches to individual student needs and interests
  - Host opportunities for achievement to be demonstrated publicly - hoike (cultural presentation) at a class or before a gathering of families and community.
- LHESF offers Morning Math Cafe from 7 a.m. - 8 a.m. before school in the school cafeteria, and many students began coming to school earlier just so that they would ensure the use of an IPAD or ChromeBook. Having something fun and exciting for the kids to do in the morning has helped to ensure that coming to school is not a dreadful thing but a positive experience.
- MEDB's Engineering Design Approach through multiyear growth allows STEM programs take time to build and develop; student engagement grows with program experience and complexity. As the program matures, so does the skillset (and mentorship ability) of both students and teachers.
- The link HLLM's programs have made between the Na Hopena Ao Framework and the manner in which students experience school and life has allowed students to discover the importance of their presence in both school and the community. These feelings of connectedness impact students' willingness to participate as productive members of the community, with long-lasting effects on their educational outlook and experiences.

Encouraging parent involvement

- HCAP (Honolulu Community Action Program) encourages family participation and engagement through family nights, field trips, STEM carnivals and STEM activities, extending their reach beyond their regular afterschool program.
- KMR has found that having specific nights such as “take a parent to class” or 'hoike' (cultural presentation) activities have contributed to family participation.
- Kohala High School has learned to first survey parents regarding their interests and to then obtain parent commitment to attend new programs before implementing them.
- The family nights provided by Nanakuli were very successful in attracting family members. Partnerships provided some excellent opportunities for students.
- PAF has found it effective to engage parents at Puohala Elementary as volunteers to teach various classes at based on their skills, interests, and expertise, including “Living with Kuleana (Responsibility)”, hula and oli, mele (songs), farm-to-table cooking, math and hygiene, Math Magic, Oceanography and Art, Critical Thinking and Debate, preparing sugar cane, and traditional techniques for smoking cultural foods.
- Pearl City Complex has found that partnering with school-day grade levels to offer intentional parent/child programs after school and some Saturdays has led to an increase in family engagement.

Increasing attendance

- HCAP has implemented an incentive program for students who attend 30 days or more and those that participate in FIRST LEGO League and FIRST LEGO League Expo. This is effectively increasing the number of students who participate 30 days or more.
- Kapolei Site Coordinators have found that communicating a 3-late pick up policy to parents and sending letters home to families regarding attendance concerns was effective at improving both punctual pick-ups and student attendance.
- At KKP and ASAS Kalakaua, a key success factor is that programs operate at partner school sites, with a fulltime staff member located at each school. This enables a strong partnership with each school, focused on seamless daily operations, and a positive relationship with leaders at the school and complex area levels. Further, program staff members are able to spend time with students and get to know parents, while working closely with school faculty and administration.

Data collection and evaluation

- Boys & Girls Club uses *KidTrax*, an online data management system to track program participation. Students are given club IDs that are scanned each time they arrive, with the system keeping records on attendance and program participation.
- Honokaa has used evaluation results to guide decisions about their programs to assure that they put their efforts in the most needed and effective places. They have also used evaluation results to provide stakeholders with information, including number of people served and community impacts.

- LHESF administers student evaluation forms after major events, gathering feedback on topics such as how many students would like to attend another event, whether they learned about connections between activities and their local culture, and feel they can use what they learned.
- MEDB administers a student survey that includes self-reported improvement in ELA, Math and Science as well as interest in STEM careers, use and mastery of elements of engineering design process, confidence in their abilities to complete tasks and achieve goals, and ability to work well and collaborate with others on a team and development of team-building and teamwork skills. Teachers are also surveyed about students' confidence in their abilities to complete tasks, achieve goals, and work well and collaborate with others on a team.
- MEDB also surveys parents and students when registering for the program, asking for reasons why they joined the program. This information helps the program target activities to those of greatest interest to participants.
- Pearl City administered a variety of simple evaluations and surveys at family engagement events. Results provided additional topics and information adults are interested in attending. Students identify enrichment classes they would be interested in. Program staff indicate their interest in continuing teaching activities.
- PAF is implementing an improved attendance system to automate attendance data within a student/family database.
- PACT continues to administer a Client Satisfaction Survey each year which provides them valuable feedback on ways to improve their program.

5. AREAS FOR PROGRAM IMPROVEMENT

5.1 Recommendations for 21CCLC Subgrantees and Their Centers

Our analysis of the subgrantee evaluations (which included recommendations from the local evaluator) identified a range of programmatic suggestions for improving subgrantee program effectiveness. These vary from general ideas for overall program improvement, such as soliciting feedback from students, parents, teachers, and the community regarding the value and effectiveness of current offerings and desired new programs, to recommending solutions for remedying specific problems, such as how to improve attendance or encourage family involvement. These recommendations address eight different areas of improvement, described below.

1. **Academic Achievement.** Local evaluators recommended a number of different strategies for improving academic achievement including utilizing intersessions to recover credit, improve grades, or extend learning; having teachers be sure they are communicating with the student's regular teacher to see if there are specific areas in need of attention, and targeting academic instruction to students based on their needs. As we saw in previous years, several local evaluators recommended providing opportunities for students to self-assess by, for example, keeping reflection journals, maintaining an annotated assignment log, or reviewing assessment scores or performance on assignments with the teacher. Such self-assessment encourages students to monitor their own learning progress, identify areas of learning difficulties, and focus on their learning goals. Several evaluators raised concerns about the accuracy and timeliness of academic data currently available to the subgrantees, especially waiting until the following fall semester to get feedback on how their well their students have performed. They recommend that programs establish a strong relationship with principals so they can use teacher surveys and course marks to track ongoing progress.

2. **Program Administration.** Local evaluators made a number of recommendations to site coordinators for improving program administration, including improving or increasing on-site staff training, particularly in monitoring student learning and in implementing technology-based math and reading programs. They also recommended developing implementation, staffing, and outreach plans; establishing formal policies and procedures; and maintaining written instruction manuals. While staffing has improved since last year, some subgrantees still report difficulty recruiting and maintaining qualified staff, especially in rural areas. Local evaluators suggested advertising for staff in a wider variety of venues such as on college campuses, partner school campuses, and youth serving community organizations. Another recommendation was to do an interest survey among school teachers to find out if they might have a special interest such as a language, musical skills, cooking etc. that they would enjoy teaching after regular school hours (in case they didn't want to teach academics after a full work day but might be willing to teach something else that they enjoy outside of school).

3. **Program Attendance.** Recommended strategies to increase attendance include conducting regular student and parent surveys to help determine what aspects of the program are most appealing and how to attract more students. Evaluators also recommended meeting with principals and teachers at partner schools to identify and recruit targeted students; increasing awareness and accessibility of program offerings by conducting community outreach, school presentations, and other advertising; and expanding activities that have been shown to have high participation and engagement.

4. **Data Collection and Reporting.** Evaluators made a variety of recommendations for improving the quality of data collection and reporting to support more useful local evaluation efforts. In particular, local evaluators recommend going beyond the state reporting requirements to identify the kinds of information that would be most useful to the program. Many evaluators recommend using surveys of students, teachers and parents to identify how best to meet the needs of their local school community. For example, several recommended either continuing the teacher survey that HIDOE no longer requires or administering their own teacher survey to gather input on whether the program is impacting classroom behavior and performance of program participants. Several evaluators also recommended switching to electronic data collection on student program participation rather than relying on paper records. Some evaluators recommended that subgrantees use data to provide feedback both to students (to help them bring their self-assessments more into alignment with teacher assessments) and to staff (to shape the program and its delivery). Evaluators also frequently recommended more contact between the program and the evaluators to facilitate the evaluator's role of ensuring that the evaluation effort is relevant and appropriate for their particular program, including increased opportunity to collect qualitative data and anecdotal evidence of success. One evaluator also recommended adjusting the data collection on family engagement to allow for reporting on the percentage of students who have family members attend (as opposed to simply the total number of family members engaged).

5. **Family Involvement and Services to Adults**. While parent and family participation continues to increase, some subgrantees are still finding family engagement challenging. Evaluators recommend continuing to support family nights and events, both those that allow for students and families to learn together and those that showcase the students' learning. Evaluators also encourage programs to implement or continue activities that engage the community in supporting the program's goals. Some communities have experienced an uptick in underage drinking and drug use, property theft, and violence related to unsupervised youth during the evening hours. Community talk story sessions can help the school and community to come together and find ways to address these challenges together. Generally, one-time activities seem better attended than efforts to offer a series of classes, where interest dwindles quickly and attendance drops.

6. **Funding and Sustainability.** Local evaluator recommendations related to funding and sustainability were very general, often simply suggesting that programs need to develop a plan to seek continued funding for effective, engaging programs and to sustain afterschool supports when funding from the grant ends. Many also recommend that subgrantees increase the number of partners who could help support and maintain/sustain the 21CCLC grant program beyond the grant. Subgrantees were advised to develop a plan to seek continued funding for effective, engaging programs and to sustain afterschool supports when funding from the grant ends. For grants that are ending, evaluators recommend the program communicate with partners prior to the end of funding to assist in sustaining established programs. In addition, CEB recommends strategically transferring equipment purchased with 21CCLC funds to schools that are currently in the 21CCLC program to be used in afterschool programs the following year and into the future.

7. **Linkages to the School Day.** The main recommendation from local evaluators on this topic was to establish regular communication with school day teachers to coordinate instructional efforts and monitor and assess student performance. One recommended way to stay in communication was for afterschool staff to attend school day teacher meetings. Several local evaluators recommended developing a collaboration plan with school partners to allow for the continuation of the academics from school day to afterschool and to ensure student improvement in academic performance. One

evaluator also recommended that 21CCLC staff members be trained to identify problems at home that may be affecting a student's academic and social behavior and notify school staff and counselors to develop a coordinated effort to help each child become more successful.

8. **Partnerships.** Some grantees report challenges with establishing and maintaining community partnerships. In some cases, 21CCLC programs find their partners shifting their focus to helping out with school-day programs, thus diminishing support for after school activities. In other cases, the rural communities being served offer limited options for finding the expertise needed. Local evaluators recommended strengthening partnerships by sustaining existing partnerships and establishing new ones with neighborhood leaders and community agencies that can provide the necessary resources to support and enrich the program. Nurturing relationships with individuals who can serve as role models and as conduits to the community is important, as is maintaining community awareness efforts through Advisory Councils and through use of newspaper and Internet communication channels. Also recommended is enlisting the help of partners in curriculum development, instruction and event planning.

5.2 Highlights of Statewide Efforts to Support Program Improvement and Recommendations for Further Strengthening the Program

Improved State-level Administrative Support

The past year has seen the development of processes and procedures for administration of the 21CCLC Program, including:

- As part of a larger reorganization of HIDOE, the 21CCLC program was moved from the School Transformation Branch to the new Community Engagement Branch. This has fostered a new look at all of the state's out of-school-time programs, bringing much more administrative attention to the program, and allowing HIDOE to more effectively establish a vision and goals for improving administration, data collection and evaluation of all of the state's out-of-school-time programs.
- HIDOE has turned the State 21CCLC Coordinator position into a full-time position that was filled in October of 2018. Formerly the coordinator had numerous responsibilities and the 21CCLC program was less than half of that role, sometimes as little as 20% time. In May of 2019, an Administrative Services Assistant position was filled to support the fiscal processing and administrative duties for all Out of School Time (OST) programs.
  - Regular 21CCLC Project Director meetings were held, giving projects an opportunity to share with each other program successes and troubleshooting challenges around staffing, regular student attendance, weekly program hours and partnerships. Webinars were held to support closing projects and a Data Workgroup was convened to provide feedback during and after the annual Data Cycle.
  - The need for improved fiscal controls and developing a Monitoring/Technical Assistance/Risk Assessment protocol was implemented. 19 subgrantees participated in full-day site visits to receive support and review the required criteria of the 21CCLC program. Programming was observed at 1 or 2 centers for each project.
  - An OST Showcase event was offered to dedicate time to celebrate and highlight successful OST practices and strategies.

- The Community Engagement Branch has continued working closely with other offices within HIDOE to utilize current data contractors to access and provide student data that will provide more accurate, timely, useful information on students served and program outcomes than was possible with HIDOE's previous reliance primarily on subgrantee-reported APR data for monitoring program effectiveness.

Revised Key Performance Indicators

Review of previous evaluation reports and preparing for the 2018-19 grant competition resulted in acknowledging some significant limitations in the existing state Key Performance Indicators. Working with consultants and the evaluation contractor, HIDOE adopted a revised set of indicators for the new cohort of grantees. This process resulted in several key changes including:

- New indicators of positive behavioral changes include reduced absences, decreased behavioral incidents, and improved social and emotional skills.
- Measures of academic progress now include both standardized assessments and grades or course marks.
- Indicators such as hours per week of programming, services to high-need communities, and providing a range of core educational services and enrichment activities have now been included as requirements for receiving and maintaining funding rather than being included in performance indicators. Additional information and feedback collected during the Monitoring and Technical Assistance visits were compiled to consider adjustments and clarifications to the RFP-RFA process for 2020.

Improved Data Collection and Evaluation Procedures

HIDOE has been investing substantial resources to develop and implement improved data collection and evaluation procedures to improve the accuracy and timeliness of the data, increase the consistency of reporting across subgrantees, and reduce data collection and reporting burden on the subgrantees. These improvements include:

- Disseminating a more detailed subgrantee Evaluation Report Template that provides templates and fillable forms to clarify expectations for the evaluation reports and increase consistency of reporting across subgrantees. It was discovered during the Monitoring and Technical Assistance visits that the relationship between Project Directors, the approved evaluation plans, external evaluator communications and evaluator recommendations needed to be improved. HIDOE plans to provide technical assistance to all evaluators for the School Year 19/20 annual evaluation.
- Dissemination and revision of student rosters and attendance spreadsheets completed by 21CCLC projects. HIDOE data contractors were then able to link data from the statewide data system on student characteristics and outcomes to 21CCLC participation in the Output Report format.
- HIDOE contractors used the state data system to extract student characteristics and outcome data to reduce the need for subgrantees to collect and submit this data. An Output Report was designed to provide this information back to projects in a user-friendly way. All projects completed the 8-step Data Cycle for each of the 3 reporting periods (Summer 2018, Fall 2019, Spring 2019) from collection to reporting. End of Year Output Reports were provided with unduplicated student count.
- Dissemination and revision of APR data spreadsheets to support complete and accurate collection of APR data from the subgrantees and participant outcomes.

- Development of data stories (a graphic display of the data) for subgrantees and the state to portray program participation, student performance, attendance, behavior, and program satisfaction data for a variety of stakeholders such as parents, funders, partners, and the legislature. End of Year data stories were provided with unduplicated student count and comparison data to the non-21CCLC students when applicable.

Recommendations for State Level Supports for Program Improvement

The evaluation team has also identified several areas where HIDOE may be able to help support local programs in their improvement efforts. These represent common themes across multiple subgrantees, or areas that may be more challenging than local subgrantees can address on their own.

Recruiting and Retaining Well-Qualified Staff

Many subgrantees report difficulty with various aspects of staffing their programs, from finding qualified staff, to high staff turnover. This is an area that may need to be addressed systemically to ensure high quality and consistent programming.

- ***Site Coordinators.*** Several subgrantees reported difficulty finding strong site coordinators with the skills and experience needed to effectively manage their programs and their staff. This may be partly due to limitations in the number of hours available, which may discourage otherwise well qualified candidates from seeking site coordinator positions. After School All Stars, which serves as a subcontractor delivering programming to multiple sites as well as a direct subgrantee, has reported major benefits to having a full-time site coordinator at each Center. This approach may be associated with large numbers of students served at a single site, or with relying heavily on volunteers to provide programming, and would perhaps not be feasible for some subgrantees. Site coordinators also need a broad range of skills and experience in order to be effective, including knowledge of education and child development as well as managerial skills and familiarity working within the school system. The salaries offered for site coordinator positions may not be commensurate with the skills required, or the skillsets may be hard to find in rural areas, especially on neighbor islands.
- ***Teaching staff***. Subgrantees report difficulty identifying staff with the skills and experience needed to provide effective tutoring and other academic support services. The literature is clear that regular classroom teachers can be a major asset to afterschool programs. Not only do they bring their teaching expertise, but engaging regular classroom teachers also helps strengthen linkages between the afterschool program and the regular school day. However, some subgrantees report difficulty attracting regular school day teachers to participate.

Recommendation: We recommend HIDOE assess the budgets for ASAS programs to determine how they are able to fund full time Site Coordinators within 21CCLC funding constraints and whether there are other subgrantees that might be able to adopt this model. We recommend HIDOE continue to work with partners to support outreach to potential 21CCLC teaching staff and volunteers and to market the value of afterschool programs to the education community or other ways to encourage teachers to participate. ASAS reports that full-time Site Coordinators are a strength of their program, and they may have lessons to share about how they find and retain qualified staff for these positions. HIDOE may need to work with individual subgrantees and/or develop a working group to strategize ways to address this challenge, and provide subgrantees with guidance and/or technical assistance with recruiting and retaining both teaching staff and qualified site coordinators.

Increasing Student Attendance

Although the number of programs and students served has increased substantially over recent years, during 2018-19 the proportion of students served who participated for 30 days or more over the course of the school year continued to be only about one-third of all participating students. The 30-day threshold has been identified by U.S. Department of Education as the minimum level of participation that is likely to make an impact on participating students. We recognize that some subgrantees have already shown improvements in 2018-19. Their experiences may provide valuable insights for other subgrantees as well. A key issue is whether programs have been designed in such a way as to support the level of participation intended.

Recommendation: Beginning with some of the promising practices provided in the previous chapter, HIDOE can encourage all subgrantees to adopt practices that promote increased student attendance, including planning their program offerings in such a way that classes are offered long term (e.g., for a full quarter or semester) and multiple times per week, and building their programs around classes that are of the greatest interest to participating students. HIDOE should also review subgrantees' procedures for enrolling students and taking attendance to ensure that all days of participation are being consistently documented. HIDOE may also want to focus on attendance as a key issue for webinars or subgrantee convenings, including building on the experience of subgrantees that have achieved a high percentage of students attending 30 days or more, and on the recommendations of the local evaluators for increasing student attendance, such as improving outreach and recruitment methods and soliciting feedback and insights from participating students.

Leveraging Partner Resources

By collaborating with many and varied partners, including local high schools and colleges, non-profit organizations, city recreation departments, farms, local parks, and both small local businesses and larger corporations (such as Costco and Wal-Mart), subgrantees were able to take advantage of existing programs and work to develop new ones that utilized the financial, staff, and in-kind resources of partners to support 21CCLC programming.

Recommendation: Based on the experience of subgrantees who have been successful in identifying partners and developing good working relationships with them, HIDOE can provide subgrantees with suggestions regarding potential partners in their areas who are already involved in the kind of efforts that can serve to develop or increase students' interest in reading, science, math, the arts, etc. Likely partners might include: scientific program providers, such as Keck Observatory, university or local agricultural organizations, Native Hawaiian educational groups, and community outreach organizations involving the military and/or veterans. HIDOE can also use grantee convenings as an opportunity for grantees to share their own experiences and offer advice and problem-solving help for subgrantees who need support or technical assistance with how to approach potential partners and get them involved in 21CCLC programming and operations.

APPENDICES

Appendix Exhibit 1: Number of Centers Providing Core Academic Services by Subgrantee

All subgrantees reported providing Core Academic Services at one or more of their centers. All but four subgrantees reported providing core academic services at 100% of their centers.

Subgrantee	# of Centers	STEM	Literacy	% Providing at Least One
ASAS	1	1	1	100%
BGCM	1	1	0	100%
Campbell	6	6	1	100%
Castle	6	6	5	100%
FOF	4	4	1	100%
Hana	1	1	1	100%
HCAP	5	5	0	100%
HLLM	3	2	0	67%
Kahuku	4	4	4	100%
KMR	2	2	2	100%
KALO	5	4	3	80%
Kapolei	5	5	2	100%
KKP	3	3	2	100%
Kohala	3	3	0	100%
LHESF	1	1	1	100%
McKinley	2	2	1	100%
MEDB	5	5	0	100%
Molokai	4	4	2	100%
Nanakuli	3	2	3	100%
PACT	1	1	1	100%
PAF	9	6	3	67%
Pearl City	3	3	1	100%
Waialua	3	3	1	100%
Waianae	4	3	2	75%
OVERALL	**92**	**82**	**41**	**89%**

Source: Subgrantee APR data

Appendix Exhibit 2: Number of Centers Providing Enrichment and Support Activities by Subgrantee

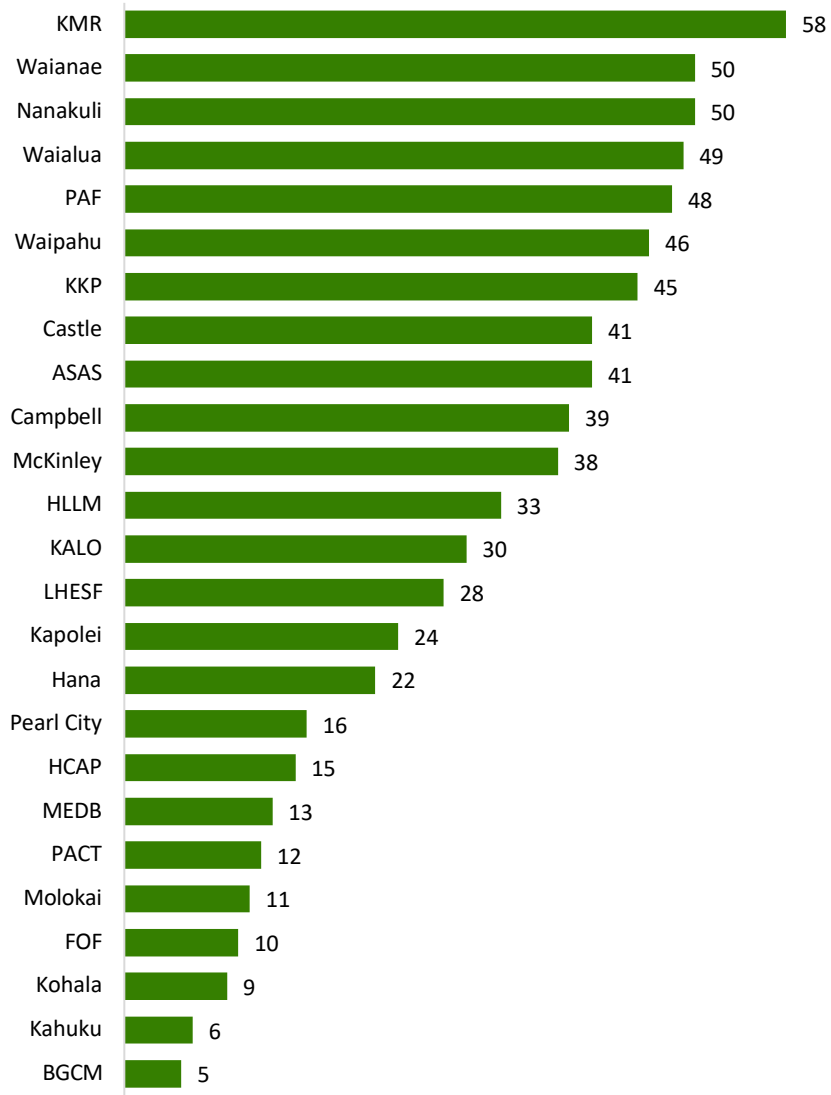
All but one subgrantee reported providing a variety of enrichment and support activities. Tutoring/homework help was the most commonly reported.

Subgrantee	# of Centers	Tutoring/ Homework Help	ELL Support	Entrepre-neurship	Arts & Music	Physical Activity	Community/ Service Learning	Mentoring	Drug Prevention	Counseling Programs	Truancy Prevention	Youth Leader-ship	College & Career Readiness	% Providing At Least One
ASAS	1	1	0	1	1	1	1	0	0	0	1	1	0	100%
BGCM	1	1	0	0	1	1	0	0	0	0	0	0	0	100%
Campbell	6	3	0	0	6	3	1	0	0	1	0	3	1	100%
Castle	6	1	0	0	2	4	1	0	0	0	1	1	0	67%
FOF	4	1	0	0	4	1	0	0	0	0	0	0	0	100%
Hana	1	1	0	0	1	1	1	0	1	0	0	1	1	100%
HCAP	5	0	0	0	0	0	0	0	0	0	0	0	0	0%
HLLM	3	3	0	1	0	1	0	1	0	0	0	0	1	100%
Kahuku	4	1	0	0	4	2	0	0	0	0	0	0	0	100%
KMR	2	2	0	2	2	2	2	0	0	0	2	2	0	100%
KALO	5	4	0	0	4	2	0	0	0	0	1	0	0	80%
Kapolei	5	5	0	0	5	4	2	1	0	1	0	0	1	100%
KKP	3	3	0	2	3	2	3	0	0	0	3	3	0	100%
Kohala	3	3	0	0	3	2	2	1	0	0	0	0	3	100%
LHESF	1	1	0	1	1	1	0	1	0	0	1	1	1	100%
McKinley	2	2	1	0	2	1	1	1	0	1	0	1	0	100%
MEDB	5	5	0	0	0	0	0	0	0	0	0	0	0	100%
Molokai	4	4	0	0	2	2	0	1	0	1	0	0	0	100%
Nanakuli	3	2	0	1	3	1	1	1	0	0	1	1	0	100%
PACT	1	1	0	0	1	1	0	1	1	0	1	1	1	100%
PAF	9	6	0	0	8	6	8	5	0	0	0	0	1	89%
Pearl City	3	3	0	0	3	1	1	0	0	0	0	1	0	100%
Waialua	3	3	0	1	3	3	1	1	1	0	0	1	1	100%
Waianae	4	4	0	1	3	4	3	0	0	1	1	2	0	100%
Waipahu	8	7	1	0	5	5	1	0	0	0	0	0	0	88%
OVERALL	**92**	**67**	**2**	**10**	**67**	**51**	**29**	**14**	**3**	**5**	**12**	**19**	**11**	**73**

Source: Subgrantee APR data

Appendix Exhibit 3: Partnerships

All subgrantees had at least one partner; one as many as 58 partners.



Source: Spring APR, Evaluation Reports

Appendix Exhibit 4: Number of Partners Over Time by Subgrantee

All but three subgrantees have increased the number of partners over the past 2 years.

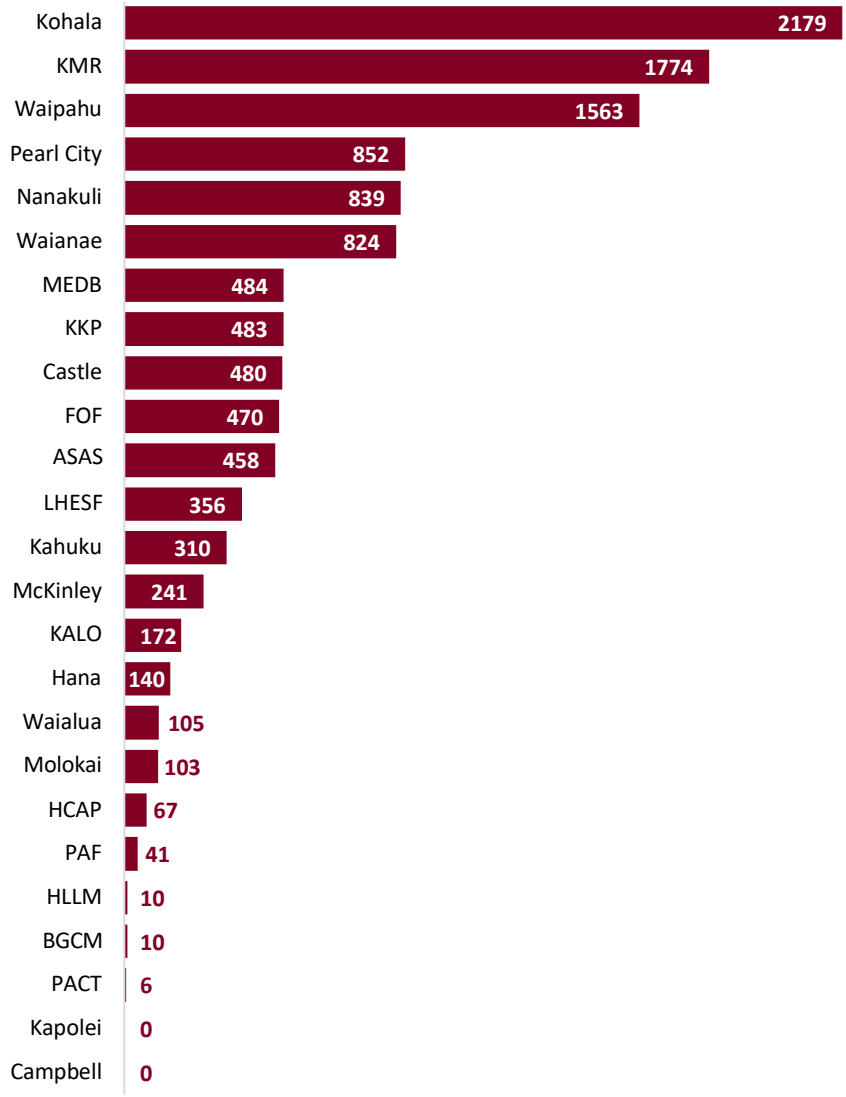
Subgrantee	2-Year Gain/Loss	2016-17	2017-18	2018-19
ASAS		—	—	41
BGCM		—	—	0
Campbell	↑*	6	7	39
Castle	↑	6	12	41
FOF	↑	9	8	10
Hana	↑	1	6	22
HCAP	↑	8	17	15
HLLM		—	—	33
Kahuku	↓	8	6	6
KMR	↑	1	36	58
KALO	↑	2	1	30
Kapolei	↑	—	1	24
KKP		—	—	45
Kohala	↑	5	7	9
LHESF	↑	9	14	28
McKinley	↑	—	27	38
MEDB	↓	15	29	13
Molokai	↓	29	36	11
Nanakuli	↑	1	10	50
PACT	↑	9	9	12
PAF		—	—	48
Pearl City	↑	—	10	16
Waialua		—	—	49
Waianae	↑	2	20	50
Waipahu	↑	1	13	46
OVERALL	↑	**129**	**269**	**734**

Source: Subgrantee APR data, evaluation reports

*Arrows indicate increase or decrease from SY2016-17 to SY2018-19

Appendix Exhibit 5: SY2018-19 Family Participation by Subgrantee

Twenty-three subgrantees served family members. Six Oahu-based subgrantees each served over 500 family members.



Source: Spring APR data

Appendix Exhibit 6: Hours of Operation

Two thirds of Cohort 10 and 11 Centers provided 12 or more hours of programming per week.

Subgrantee	# of Centers	# of Centers Providing 12+ Hours/Week
ASAS	1	1
BGCM	1	1
Campbell	6	6
Castle	6	6
FOF	4	4
Hana	1	1
HCAP	5	5
HLLM	3	1
Kahuku	4	2
KALO	5	3
Kapolei	5	5
KKP	3	3
KMR	2	2
Kohala	3	3
LHESF	1	0
McKinley	2	1
MEDB	5	2
Molokai	4	4
Nanakuli	3	1
PACT	1	1
PAF	9	4
Pearl City	3	3
Waialua	3	0
Waianae	4	2
Waipahu	8	4
OVERALL	**92**	**66 (71%)**

Source: Subgrantee evaluation reports

*Cohort 12's data was collected through on-site monitoring.

Appendix Exhibit 7: Students at Participating Schools Qualifying for Free/Reduced Price Lunch

Almost two-thirds of students served were eligible for free/reduced price lunch.

Subgrantee	Total Enrollment	# Free/Reduced Lunch	% F/R Lunch
ASAS	1090	690	63.3%
BGCM	690	377	54.6%
Campbell	6967	2792	40.1%
Castle	3306	1672	50.6%
FOF	1312	968	73.8%
Hana	348	348	100.0%
HLLM	521	521	100.0%
Kahuku	2278	1149	50.4%
Kapolei	3955	1821	46.0%
KKP	2081	2081	100.0%
KMR	1060	705	66.5%
Kohala	776	477	61.5%
LHESF	560	560	100.0%
McKinley	731	657	89.9%
MEDB	3418	1962	57.4%
Molokai	400	400	100.0%
Nanakuli	2196	2196	100.0%
PAF	2304	1526	66.2%
Pearl City	1186	598	50.4%
Waialua	1413	653	46.2%
Waianae	3715	3715	100.0%
Waipahu	8346	4739	56.8%
OVERALL	**48,653**	**30,607**	**62.9%**

Source: Hawaii DOE School Status & Improvement Reports – 2018.
Table only includes subgrantees with school-based centers.
* Does not include data from private school
** Does not include data from non-school centers

Appendix Exhibit 8: Percentage of Students with Academic Improvement

Of the students who needed to improve, the majority of students served by four subgrantees improved in English and the majority of students served by three subgrantees improved in math.

Subgrantee	% Improved in English	% Improved in Math
ASAS	28.0%	32.8%
BGCM	37.5%	25.0%
Campbell	27.3%	27.7%
Castle	32.7%	20.1%
FOF	40.0%	33.3%
Hana	35.0%	15.7%
HCAP	52.9%	22.2%
HLLM	23.6%	12.3%
Kahuku	26.7%	22.0%
KMR	25.8%	29.1%
KALO	44.4%	47.8%
Kapolei	57.4%	30.2%
KKP	11.6%	6.3%
Kohala	20.0%	45.5%
LHESF	25.0%	8.3%
McKinley	16.7%	11.9%
MEDB	46.8%	31.5%
Molokai	44.4%	9.1%
Nanakuli	23.0%	18.8%
PACT	7.0%	1.8%
PAF	30.4%	32.3%
Pearl City	51.6%	64.0%
Waialua	53.8%	44.4%
Waianae	22.8%	11.2%
Waipahu	37.8%	28.1%
OVERALL	**28.3%**	**20.5%**

Source: Subgrantee Evaluation Reports, Output Reports