

Waipahu Sub-Grantee
21st Century Community Learning Centers Project

Waipahu Complex Area, Leeward District, O'ahu

Year 2
Evaluation Report

Reporting Period: June 2011 – May 2012

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Executive Summary

The Waipahu Sub-Grantee is comprised of seven complex area sites at Department of Education schools. There are four elementary schools (Kindergarten-Grade 6), an intermediate school (Grades 7-8) and a high school (Grades 9-12). This grantee was notified of their project award in August 2010 and received Year 1 funding in September 2010. This report covers Year 2 of funding with some comparisons between the baseline data collected in Year 1.

Sites collected attendance and demographic data on all enrolled students. Demographic data included gender, grade level, ethnicity, and participation in special programs as determined by the federal government (Free/reduced lunch program, English Language Learners, and Special Education). Sites tracked student attendance. Those attending thirty days or more were designated as “Regular Attendees.” For regular attendees, sites collected report card grades, Hawaii State Assessment scores, and distributed an academic behavioral survey to their reading/Language Arts/English or math teacher. These indicators compared to Year 1 benchmarks and national objectives to measure program impact.

The following list highlights recommendations based on information and data collected for this report:

- Sites need to continue increasing the number of Regular attendees (students enrolled and attending program activities for thirty days or more).
- Sites should develop more activities around a STEM-based curriculum (science/technology/engineering/math) in alignment with the goals and objectives of the grant proposal.
- The Waipahu Sub-Grantee must develop and offer regular programs for parents of student attendees to complement work and family schedules.
- Improve the impact of 21st CCLC program each year to reach the 75% nationwide benchmark of students improving in all academic, performance, and behaviors indicators of the federally provided Teacher Survey.
- Establish Data Teams to collect Hawaii State Assessment (HSA) scores to compare attempts (1st, 2nd, and 3rd) to track impact of programs on student progress and discuss implications for programming in subsequent years of this grant.

Program Description

This project was established to meet identified needs Waipahu students and their families by (1) providing opportunities for academic enrichment, particularly for students in low-performing schools, to meet State of Hawaii achievement standards in core academic subjects – during non-school hours; (2) offering enrichment and recreation activities to reinforce and complement the regular academic program of participating students; (3) providing families of students served by community learning centers, opportunities for literacy and related educational development; and (4) building sustainability by engaging parents and community through partnerships.

All seven sites offered programs to the Waipahu school community, servicing over 1,800 students from Kindergarten through Grade 12. Summer programs (June-July 2011) were conducted at Honowai Elementary School (five weeks, five days per week, fifteen hours each week), Waikele Elementary School (three weeks, five days per week, fifteen hours each week), and Waipahu Intermediate School (five weeks, five days per week, fifteen hours each week). Programs for adult family members during Year 2 included parent orientation sessions and year-end culminating activities.

Year 2: Number of Students Serviced by 21st CCLC Programs During the 2011-12 School Year

Site	Program Start Dates†	Number of Student Attendees	Number of Regular Attendees*
August Ahrens ES	September 6, 2011	157	75
Honowai ES	September 13, 2011	196	30
Kalei'opu'u ES	November 14, 2011	193	101
Waikele ES	August 9, 2011	271	44
Waipahu ES	November 14, 2011	280	87
Waipahu Intermediate	August 8, 2011	500	168
Waipahu High	September 11, 2011	238	30
	TOTAL	1,835	535

*Regular Attendees are designated by attending 30 days or more.

†Does not include summer program dates.

Sites offered a variety of academic, recreational, and technology based programs. During the school year, thirty-six percent (36%) were classified as Academic Enrichment activities; twenty-seven percent ((27%) as Tutoring activities; twenty-six percent (36%) as Homework Help; and eleven percent (11%) as Recreation/Other. Sites complemented and supplemented regular school-day initiatives and programs, using resources including curriculum, technology, and recreational equipment.

Year 2: August Ahrens Elementary School Site Activities

Activity Name	Activity Targeted	Student Population Targeted	Activity Subject Areas	Amount of Time Provided
Achieve 3000 (Computer based literacy application)	Tutoring Academic enrichment learning program	Students who are not performing at grade level, are failing, or performing below average	Reading Mathematics Science Technology	14 weeks, 4 days per week 1 hour per day
STEM Enrichment	Tutoring Academic enrichment learning program	Students who are not performing at grade level, are failing, or performing below average	Reading Mathematics Science	14 weeks, 4 days per week, 1 hour per day

Year 2: Honowai Elementary School Site Activities

Activity Name	Activity Targeted	Student Population Targeted	Activity Subject Areas	Amount of Time Provided
I-Ready Tutoring (Reading)	Tutoring	Students "approaching proficiency" on Hawaii State Assessment	Reading Mathematics Science Technology	18 weeks, 2 days per week 1 hour per day
I-Ready Tutoring (Math)	Tutoring	Students "approaching proficiency" on Hawaii State Assessment	Reading Mathematics Science Technology	18 weeks, 2 days per week 1 hour per day

Year 2: Kalei'opu'u Elementary School Site

Activity Name	Activity Targeted	Student Population Targeted	Activity Subject Areas	Amount of Time Provided
Achieve 3000/Kid Biz	Tutoring Homework help	Students who are not performing at grade level, are failing, or performing below average	Reading Technology	21 weeks, 4 days per week, 1 hours per day
Math/Science Tutoring	Tutoring Homework help	Students who are not performing at grade level, are failing, or performing below average	Mathematics Science	21 weeks, 4 days per week, 1 hours per day

Year 2: Waikele Elementary School Site

Activity Name	Activity Targeted	Student Population Targeted	Activity Subject Areas	Amount of Time Provided
Morning Homework Center	Homework Help	Students who are not performing at grade level, are failing, or performing below average, Limited-English-proficient students, Students with special needs or disabilities	Reading Mathematics Science Technology Cultural activities	35 weeks, 5 days per week, 1 hour per day
Science & Technology Enrichment	Academic enrichment program	Students who are not performing at grade level, are failing, or performing below average	Science Technology	14 weeks, 2 days per week, 1.25 hours per day

Year 2: Waipahu Elementary School Site

Activity Name	Activity Targeted	Student Population Targeted	Activity Subject Areas	Amount of Time Provided
Intersession Enrichment Programs	Academic enrichment learning program, Recreational activity	Open to all students	Reading Mathematics Science Arts and music Technology Cultural activities Health & nutrition	2 weeks, 5 days per week, 3 hour per day
Morning Homework Center	Tutoring Academic enrichment learning program	Open to all students	Reading Mathematics Technology	21 weeks, 5 days per week, 1 hour per day
After School Enrichment Programs	Tutoring Academic enrichment learning program	Students who are not performing at grade level, are failing, or performing below average	Reading Mathematics Science Arts and music Technology Health or nutrition	16 weeks, 4 days per week, 1 hour per day

Year 1: Waipahu Intermediate School Site

Activity Name	Activity Targeted	Student Population Targeted	Activity Subject Areas	Amount of Time Provided
Advanced Band	Academic enrichment learning, Tutoring Mentoring Recreational activity Youth leadership Career or job training for youth	None	Reading/literacy Arts & music Cultural activities	25 weeks, 3 days per week, 2 hours per day
Homework Assistance/Tutorial	Homework help, Academic enrichment, Tutoring, Expanded library service hours	Students who are not performing at grade level, are failing, or performing below average, Students who need a safe and quiet place to work on their homework	Reading Mathematics Science Arts & music Technology Cultural activities Health & nutrition	37 weeks, 4 days per week, 2 hours per day
WIS Athletics	Recreational Activity Youth Leadership	None	Physical Education	25 weeks, 3 days per week, 2 hours per day
Advanced Band	Performing Arts	None	Arts and music	15 weeks, 3 days per week, 2 hours per day
WIS Kids Production	Academic enrichment learning program, Tutoring, Mentoring, Recreational activity, Youth Leadership, Career or job training	None	Reading/literacy Science Entrepreneurial education Arts and music Cultural activities Technology Health and nutrition	34 weeks, 3 days per week, 2 hour per day

Year 2: Waipahu High School Site

Activity Name	Activity Targeted	Student Population Targeted	Activity Subject Areas	Amount of Time Provided
English Tutoring	Academic enrichment learning program, Tutoring, Homework help	Students who are not performing at grade level, are failing, or performing below average, Limited-English proficient students	Reading/literacy	14 weeks, 3 days per week, 3 hours per day
Math Tutoring	Academic enrichment learning program, Tutoring, Homework help	Students who are not performing at grade level, are failing, or performing below average, Limited-English proficient students	Mathematics	14 weeks, 3 days per week, 3 hours per day
Music and Video Production Enrichment	Mentoring Recreational activity	Students who are not performing at grade level, are failing, or performing below average, Limited-English proficient students	Reading/literacy Science Arts and music Technology	14 weeks, 2 days per week, 2 hours per day
SAM – Saturday Attendance Make-Up	Academic enrichment learning program, Tutoring, Homework help	Students who have accumulated absences that may cause them to fail the quarter	Any subject area	2 per quarter 1 day per week 5 hours per day
WHS Extended Learning Program: Language Arts	Academic enrichment learning program	Students who are not performing at grade level, are failing, or performing below average	Reading/literacy	14 weeks 2 days per week 3 hours per day
WHS Extended Learning Program: Social Studies/World & US History	Academic enrichment learning program	Students who are not performing at grade level, are failing, or performing below average	Social Studies Reading/literacy	14 weeks 3 days per week 2 hours per day

Goals of the Program

The goals and objectives of the program were established in the grant proposal. At the end of the school year (May 2012), Site Coordinators evaluated project objectives in a table discussion moderated by the Project Director/Internal Evaluator. Participants used the evaluation designations of *Met objective*, *Progressed toward objective*, and *Objective not met*. Comments to support the designation were compiled.

Goal 1: Provide academic opportunities, improving achievement standards in core academic subjects during non-school hours.			
1.1	Establish science instruction at all sites.	Met objective	All sites provide science or science integrated instruction/activity through summer, school year, or intersession programs.
1.2	Provide math literacy tutoring at all sites.	Met objective	All sites provide math tutoring through summer, school year, or intersession programs.
1.3	Offer before school, after school, Saturday, and/or summer study help classes for students in grades 7-12 who are failing in core academic subjects	Met objective	Waipahu High School and Waipahu Intermediate sites offered after school activities for failing students, grades 7-12. The high school site provided Saturday tutoring.
Goal 2: Offer enrichment and recreation activities to reinforce and complement the regular academic program of participating students.			
2.1	Enlist community partnerships to provide fine arts, performance arts, recreational, and health and wellness programs.	Met objective	A Memorandum of Agreement (MOA) with the City and County of Honolulu, Parks & Recreation program to establish a community partnership was initiated. Additionally, partnerships with the community organizations provided volunteers to assist with site activities and curriculum resources (Foster Grandparents Program, Lyon Arboretum, University of Hawaii).
2.2	Integrate the General Learner Outcomes (GLOs) and Core Values (respect, responsibility, honesty, and caring) in programs to promote high expectations for student learning and behavior.	Met objective	All program sites trained staff on GLOs and Core Values. Sites used a GLO Report Card to share quarterly student achievements with parents.
2.3	Sites will integrate literacy and technology to develop project-based learning.	Progressed toward objective	Most sites integrate technology into program offerings. In Year 2, Waikele and Waipahu Elementary developed project-based activities. Honowai Elementary site provided project-based activities during the summer programs in fine and performing arts.
2.4	Sites may provide homework assistance centers before-school, and/or after-school hours.	Met objective	Homework assistance centers were established at Waikele Elementary, Waipahu Elementary and Waipahu Intermediate school sites.

Goal 3: Provide opportunities for literacy, technology, and other related educational development for families of students served by community learning centers.			
3.1	Provide opportunities for adult literacy programs to support English language acquisition.	Progressed toward objective	Attempts to provide adult literacy programs were planned, however, never conducted due to lack of participation or ability for enrollees to commit to term.
3.2	Provide parenting classes, encouraging positive behavior, practical approaches to positive parenting, and dealing with dynamic changes of child/teen development.	Progressed toward objective	Attempts to provide adult literacy programs were planned, however, never conducted due to lack of participation or ability for enrollees to commit to term.
3.3	Conduct parent meetings for program orientation and students support.	Met	All programs conducted parent orientation meetings at the start of their programs.
Goal 4: Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity.			
4.1	Increase and maintain complex-wide collaboration through networking and publicity of programs and achievements.	Met	Site Coordinators met quarterly to collaborate, share resources and network.
4.3	Supplement and sustain identified program components to build capacity that will last beyond the funded grant period.	Progress toward objective	Sites are sustaining program activities through school-day budgets: <ul style="list-style-type: none"> • Robotics programs • Intersession programs • Summer programs

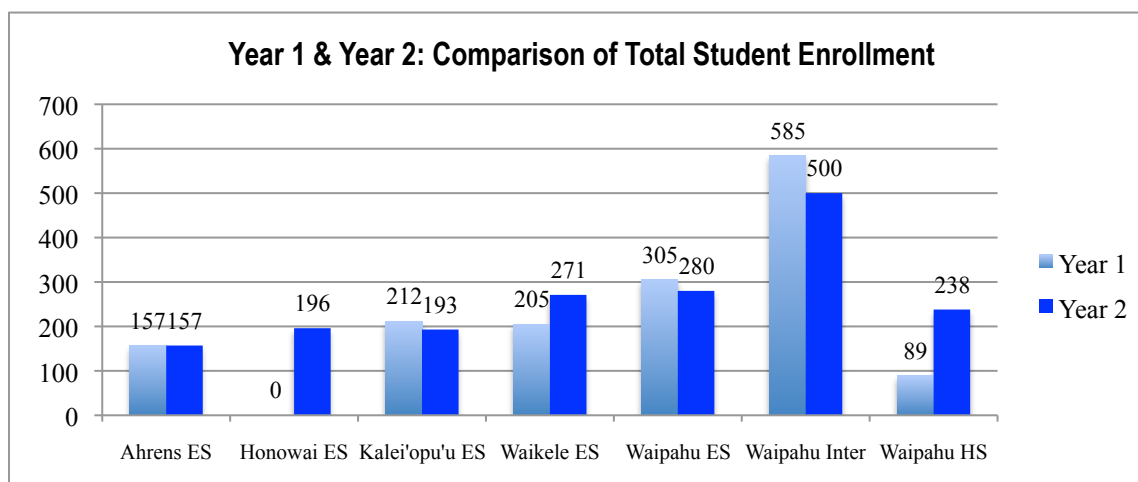
Program Clients

Student participants are enrolled at Waipahu complex area schools: August Ahrens Elementary (AES), Kalei'opu'u Elementary (KES), Waikele Elementary (WaikES), Waipahu Elementary (WES), Waipahu Intermediate (WIS), and Waipahu High (WHS).

Year 2: Total Number of Student Participants by Grade Level and Site

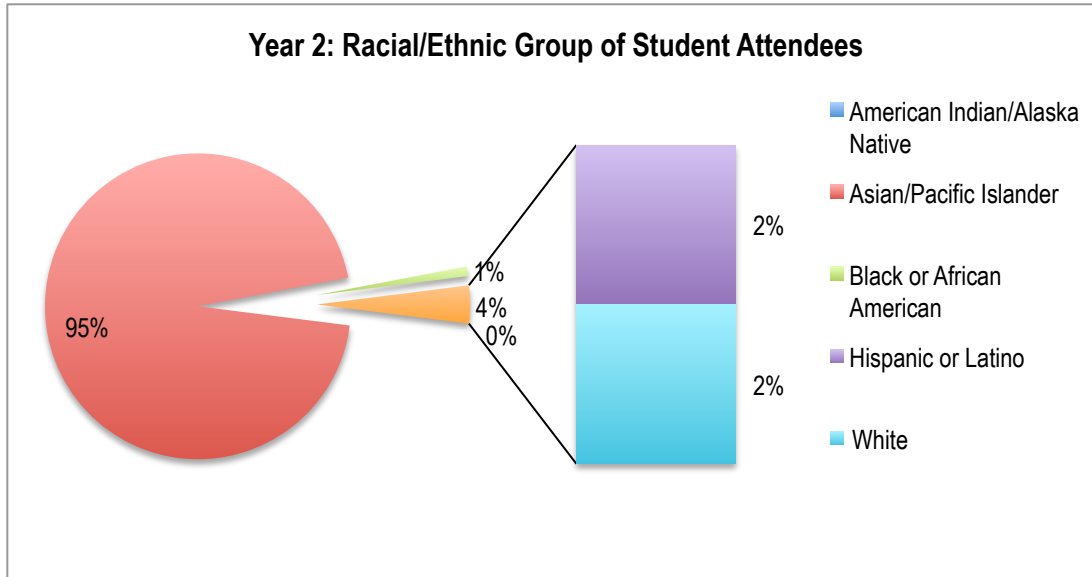
Grade Level	AES	HES	KES	WaikES	WES	WIS	WHS	Total
Kindergarten	0	0	0	4	21			25
Grade 1	0	21	0	28	20			69
Grade 2	0	14	0	37	11			62
Grade 3	36	24	40	41	26			167
Grade 4	55	60	47	46	48			256
Grade 5	44	36	65	61	75			281
Grade 6	22	41	41	54	79			237
Grade 7						277		276
Grade 8						223		222
Grade 9							18	18
Grade 10							43	43
Grade 11							89	89
Grade 12							88	88
TOTAL	157	196	193	271	280	500	238	1,835

Changes from Year 1 to Year 2 attendance at seven sites are reflected in the chart below. At AES, the enrollment remained the same. HES did not run programs during the Year 1 school year and saw the greatest increase of enrollment, having 196 student participants. KES decreased enrollment by 9%. WaikES increased enrollment by 32%. WES decreased enrollment by 8%. WIS decreased enrollment by 15%. WHS saw the second largest increase of enrollment by 167%, having only 89 students in Year 1 and 238 in Year 2.



Additional client characteristic data collected by this project includes (1) Racial/Ethnic Group, (2) Gender, and (3) Enrollment in Special Services or Programs (Limited English proficiency, free or reduced-price lunch, special needs or disabilities).

Participants in the Waipahu Sub-Grantee 21st CCLC Programs were predominantly from the Asian/Pacific Islander racial/ethnic group – 95% identified themselves in this sub-group. The remaining sub-groups were all below 5%. In Year 1, 95% of the students were also from the Asian/Pacific Island racial/ethnic group.



In Year 2, there was a slight increase of male attendees over female attendees. Showing a greater than 10% difference of gender attendees were the following sites: Honowai Elementary – 12% more females; Kalei’opu’u Elementary – 20% more males; and Waipahu High – 14% more males.

Year 1 & 2: Percentage of All Student Participants by Gender

School	Year 1		Year 2	
	Male	Female	Male	Female
Ahrens Elementary	43%	57%	52%	48%
Honowai Elementary	0	0	44%	56%
Kalei’opu’u Elementary	61%	39%	60%	40%
Waikele Elementary	49%	51%	51%	49%
Waipahu Elementary	45%	55%	48%	52%
Waipahu Intermediate	53%	47%	54%	46%
Waipahu High	52%	48%	57%	43%
TOTAL COMPLEX-WIDE	51%	49%	52%	48%

Almost half of all student participants qualified for the free/reduced-price lunch program. This decreased by 7% in Year 2. Almost one-fourth of all student participants received English Language Learner services during the school day. This decreased by 4% in Year 2. The students identified as receiving Special Education services during the school day remained the same at 6%.

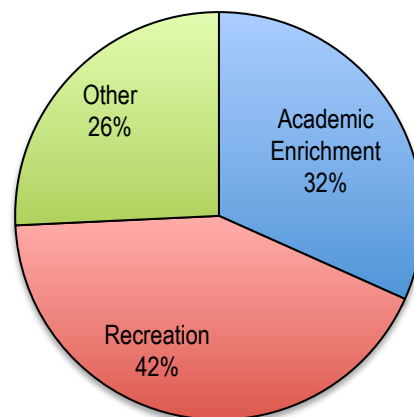
**Year 1 & 2: Total Number of Student Participants
Receiving Special Services or Programs During the Regular School Day**

Special Service or Program	Total Student Attendees, Year 1	Percentage of Student Attendees, Year 1	Total Student Attendees, Year 2	Percentage of Student Attendees, Year 2
Students with limited English proficiency	383	25%	379	21%
Students eligible for free or reduced-price lunch	858	55%	881	48%
Students with special needs or disabilities	98	6%	109	6%

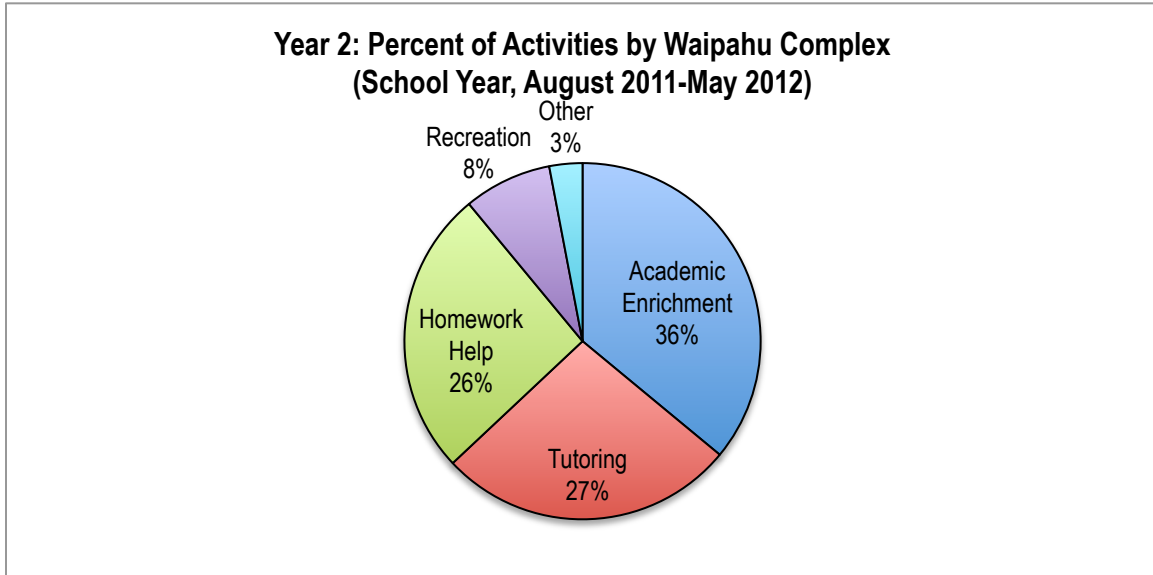
Individual Activities and Identified Core Subjects

Three sites provided summer activities during June-July 2011 (Honowai Elementary, Waikele Elementary, and Waipahu Intermediate). Of the programming provided 32% were categorized as Academic Enrichment activities, 42% Recreation activities, and 26% Other activities.

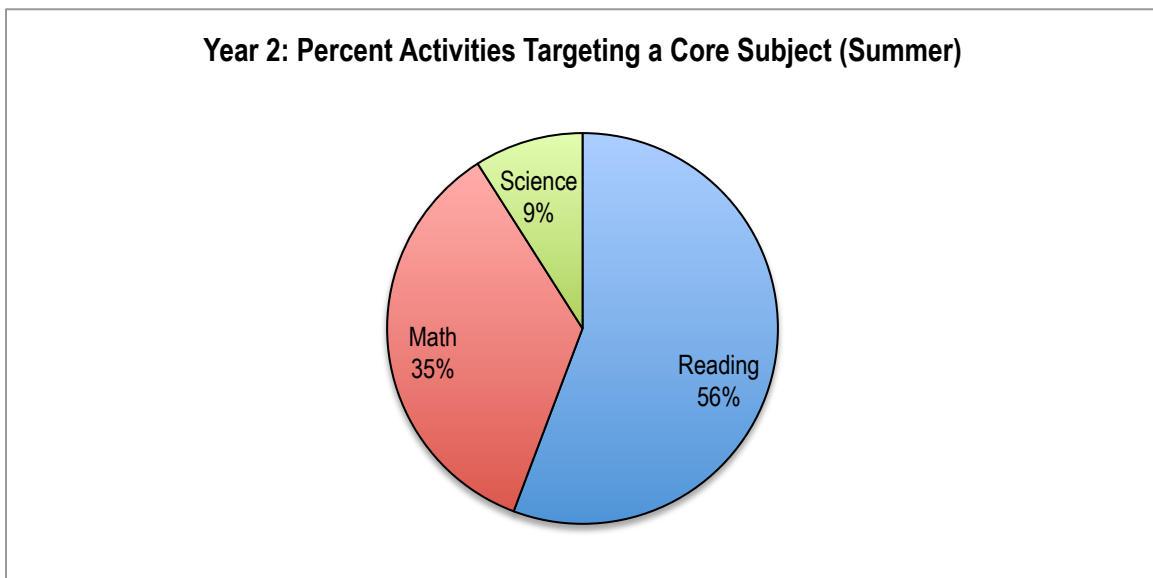
Year 2: Percent of Activities by Waipahu Complex (Summer 2011)



All seven sites provided school year activities during non-school hours, August 2011-May 2012. Of the programming offered across the entire complex, 36% were classified as Academic Enrichment activities, 27% Tutoring activities, 26% Homework Help, 8% Recreation activities, and 3% Other activities.

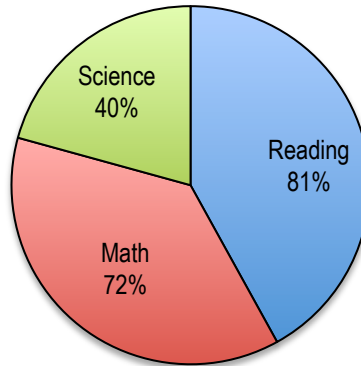


Activities are categorized by targeting a core subject. During the summer, 56% of activities prioritized Reading, 35% activities prioritized Math, and 9% prioritized Science. *(Note. A single activity can target multiple subjects. Percentages do not sum to 100%.)*



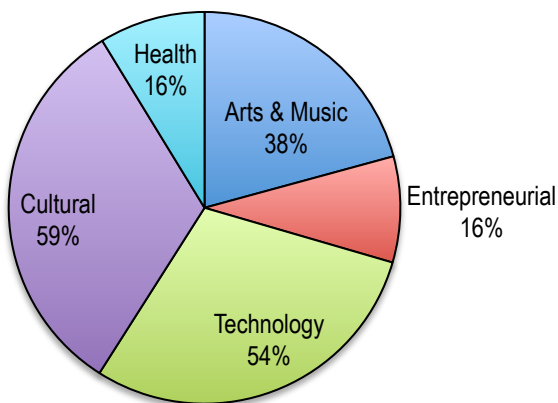
Activities are categorized by targeting a core subject. During the school year, 81% of activities prioritized Reading, 72% activities prioritized Math, and 40% prioritized Science. *(Note. A single activity can target multiple subjects. Percentages do not sum to 100%.)*

**Year 2: Percent of Activities Targeting a Core Subject
(School Year, August 2011 - May 2012)**

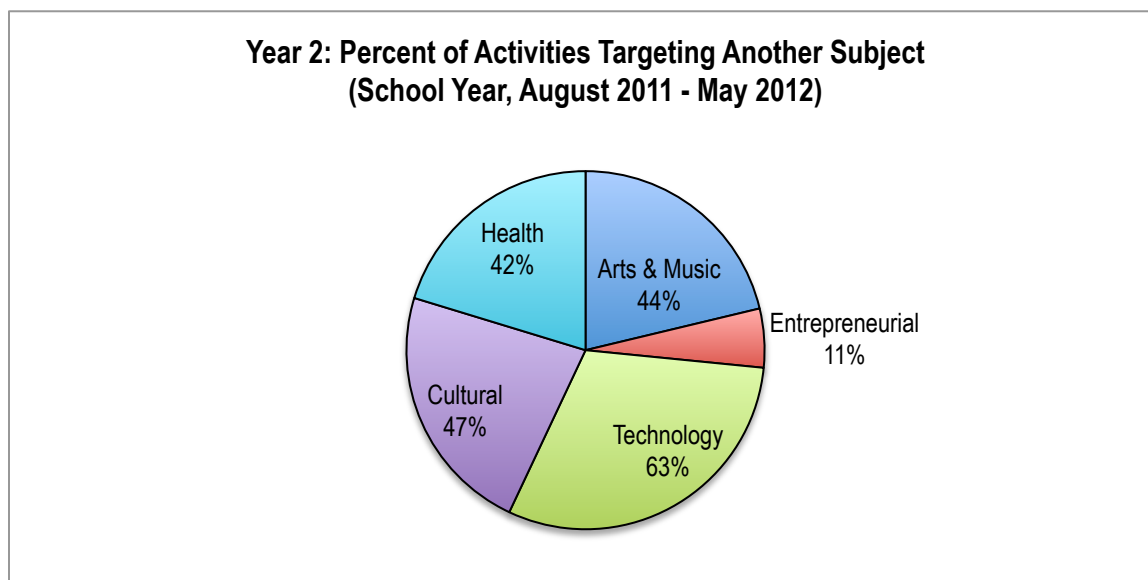


Activities provided to students may target a secondary subject. Of the four sites providing summer programs, 38% of the activities also targeted Arts and Music, 16% were also categorized Entrepreneurial, 54% of activities additionally included a Technology focus, 59% of programming also targeted Cultural subjects, and 16% of classes also targeted Health activities.

Year 2: Percent of Activities Targeting Another Subject (Summer)



During the school year, the secondary subjects targeted across the complex included Arts and Music activities – 44%, Entrepreneurial curriculum – 11%, Technology integration – 63%, Cultural activities – 47%, and Health components – 42%.



Staff and Others Involved in the Program

School administrators identified Site Coordinator to implement and manage programs at their location. Site Coordinators participated in quarterly meetings to network, share, collaboration, and offer evaluation information conducted by the Project Director. The increase in program staffing correlates with the increase in student attendance in Year 2. 89% of program staff are school-day teachers.

Year 1 & Year 2: Total Number and Type of Staffing at 21st CCLC Sites

Type of Staff Member	YEAR 1, Paid	YEAR 1, Volunteer	YEAR 2, Paid	YEAR 2, Volunteer
School-day teachers	93	0	132	0
Center administrators and coordinators	8	1	15	1
Youth development workers	1	0	0	0
Other non-teaching school staff	8	0	3	0
Parents	0	0	0	0
College students	0	1	0	0
High school students	0	0	0	0
Other community members	0	1	0	0
Other non-school day staff	0	0	0	0
Totals	110	3	150	1

Evaluation Design and Results

The evaluation design had both summative and formative assessment components. Evaluation assessed participants using both qualitative and quantitative measures to determine the impact of the services provided to students. Assessment measurement and strategies included both performance-based and standardized approaches.

Evaluation Schedule

Site Coordinators gather and use data from a variety of school sources. This information was used to monitor student progress and assist program staff with curriculum design. Site level data was collected, evaluated, and reported quarterly and at the end of the school year. Evaluation findings for this report are based on attendance of all student participants. Additional evaluation findings for this report are based on teacher surveys, semester grades, and HSA scores as reported by sites for students attending thirty days or more, designated as Regular attendees.

Year 2: Evaluation Schedule and Source of Data

Obj	Program/Activity	Summative Assessment	Formative Assessment
1.1	Science inquiry tutoring	HSA scores, semester grades	Program progress reports, quarterly grades, self and peer assessment
1.2	Math literacy and computational fluency	NCLB and AYP reports, HSA scores, semester grades	Program progress reports, quarterly grades, self and peer assessment
1.3	Literacy and Technology integration	NCLB and AYP reports, HSA, Terra Nova, semester grades	My Access, Achieve 3000, iReady program progress reports, grades
1.4	Academic achievement/improvement	HSA test scores, Terra Nova test scores, semester grades	My Access, Achieve 3000, iReady program progress reports, grades
2.1	Core area tutoring	HSA test scores, semester grades	Grades
2.2	Art and recreational activities	Attendance, participant survey, program reports	Self and peer assessment, project progress reports
2.3	Student behavior	Attendance, teacher survey, program reports	Self and peer assessments
2.4	Homework assistance	Semester grades, teacher survey	Attendance
3.1	Adult literacy programs	Program grades	Attendance
3.2	Adult parenting classes	Program certification, attendance	Attendance
3.3	Parent orientation	Attendance, participant survey	Attendance
4.1	Publicizing and networking	Attendance, program reports	Quarterly reports, updating information, record keeping
4.2	Building partner capacity	Program reports	Record keeping

**HSA scores, semester grade, and teacher surveys compiled by evaluator ONLY for Regular attendees (attending 30 days or more)*

Evaluation Results – Attendance

Of the 1,835 students enrolled in learning center programs, 29%, or 535 students were designated as Regular attendees, having attended 30 days or more.

Year 2: Total and Regular Attendees by Site

	AES	HES	KES	WaikES	WES	WIS	WHS	Totals
Total Attendees	157	196	193	271	280	500	238	1835
Regular Attendees	75	30	101	44	87	168	30	535
<i>Percent</i>	48%	15%	52%	16%	31%	34%	13%	29%

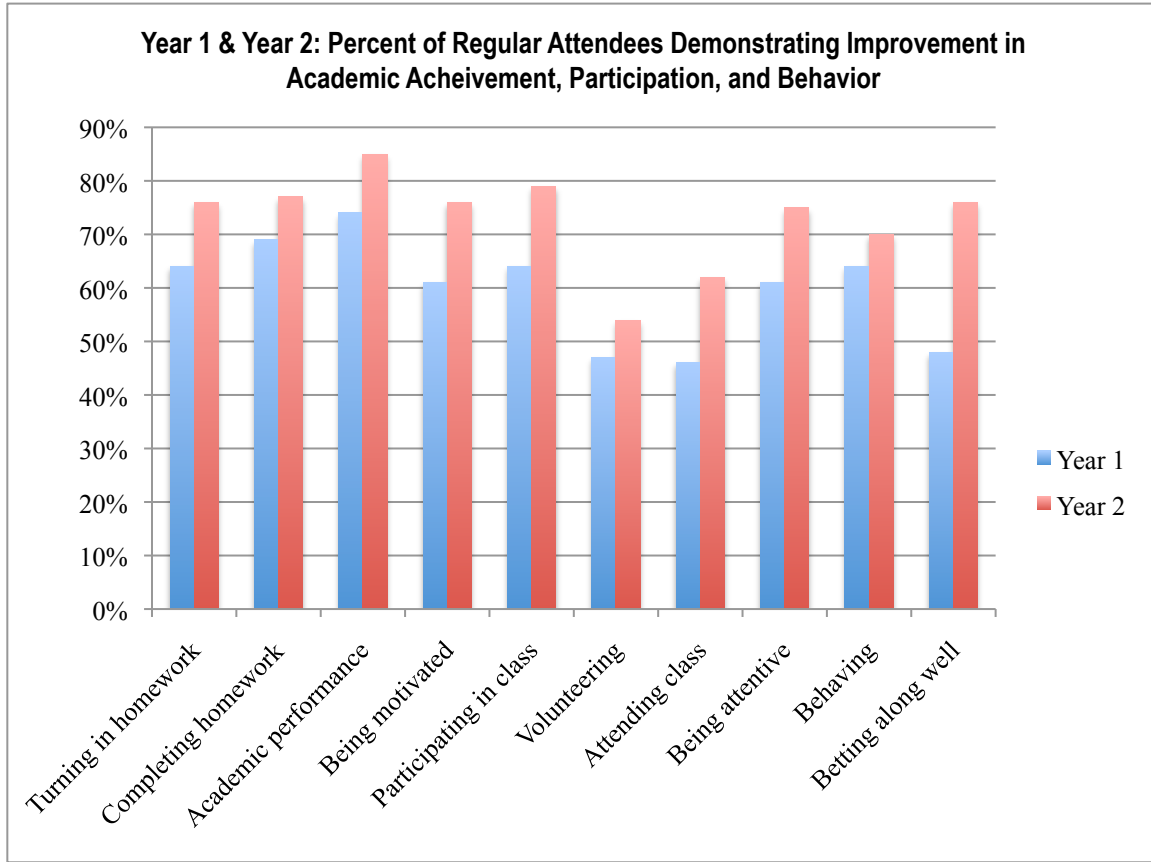
Evaluation Results – Teacher Surveys

The Teacher Survey was distributed asking school-day teacher to report on the extent to which certain behaviors exhibited by a site’s Regular attendees improved or did not improve during the course of the school year. This measure is one that the U.S. Department of Education has identified as a means to report on the performance indicators associated with the 21st CCLC program.

The teacher survey was distributed to the primary, Language Arts, or math teachers of these students and asks teachers for a retrospective view of changes in the students’ academic behavior over the school year. Teachers report the changes on a 7-point rating scale, ranging from “significant decline” to “significant improvement” with the mid-point being “no change.” A rating of “did not need to improve” was also available. A standard goal of nationwide 21st CCLC programs is to set the benchmark at 75% of all regular attendees to show that the center’s efforts had significant impact in improving academic behavior.

Of the 535 identified Regular attendees, Site Coordinators were able to collect completed surveys from 98% of the students (529 students). This project met or exceeded the federal benchmark and demonstrated improved in seven of the ten indicators including academic achievement, participation, and behavior.

Areas not meeting the federal benchmark of demonstrating a behavior change were Volunteering (54%), Attending Class Regularly (62%), and Behaving Well in Class (70%). All indicators showed an improvement from Year 1.



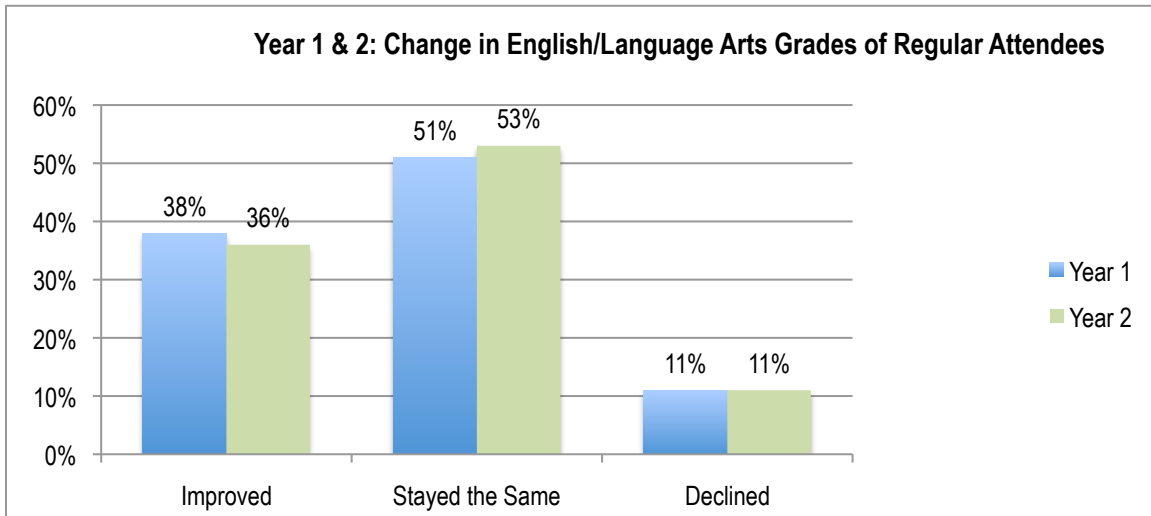
Federal benchmark is 75% of all regular attendees demonstrating improvement.

Year 1 & Year 2: Percent of Regular Attendees Demonstrating Improvement in Behavior

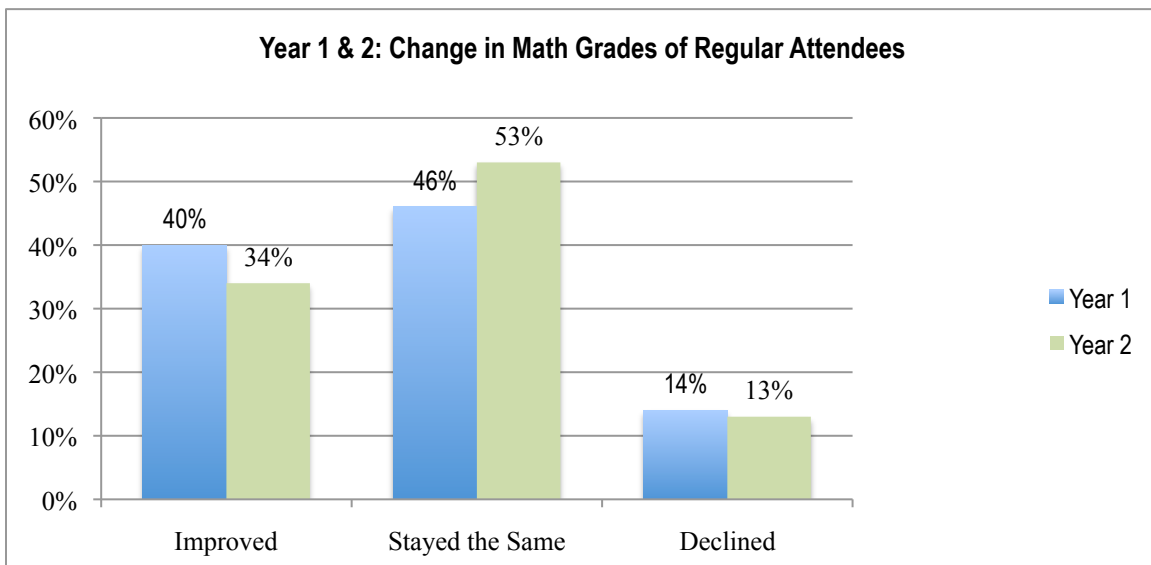
	Behavior Indicators	Year 1		Year 2	
		Percentage	Status	Percentage	Status
Academic Achievement	Turning in homework on time	64%	Did not meet	76%	Met
	Completing home to teacher's satisfaction	69%	Did not meet	77%	Met
	Academic performance	74%	Did not meet	85%	Met
	Coming to school motivated to learn	61%	Did not meet	76%	Met
Participation	Participating in class	64%	Did not meet	79%	Met
	Volunteering	47%	Did not meet	54%	Did not meet
	Attending class regularly	46%	Did not meet	62%	Did not meet
	Being attentive in class	61%	Did not meet	75%	Met
Behavior	Behaving well in class	64%	Did not meet	70%	Did not meet
	Getting along well with other students	48%	Did not meet	76%	Met

Evaluation Results – Semester Grades

Report card data for English/Language Arts was collected from 95% of regular attendees (507 student grades were reported for first and second semester). Data shows improvements in grades were made by 36% of project-wide regular attendees from first semester to second semester.



Report card data for Math was collected from 96% of regular attendees (511 student grades were reported for first and second semester). Data shows improvements in grades were made by 41% of project-wide regular attendees from first semester to second semester.



Evaluation Results – U.S. Department of Education Outcomes

Indicator	US DOE Desired Outcome	Waipahu Sub-Grantee Status
Core educational services	More than 100% of centers will offer high-quality services in at least one core academic areas, such as reading and literacy, mathematics, and science.	In Year 2, 100% of active centers offered high-quality services in at least one core academic area.
Enrichment and support activities	100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	In Year 2, 100% of active centers offered enrichment and support activities.
Community involvement	More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementation, and sustaining programs.	In Year 2, 100% of centers, established a community partnership. In large part through a Memorandum of Agreement with the City & County of Honolulu, Department of Parks and Recreation.
Services to parents and other adult family members	More than 85% of centers will offer services to parents, and other adult family members.	In Year 2, 100% of centers provided parent orientation for their services. Four sites offered continuous or regular services for parents and/or other adult family members. These classes were subsequently canceled for lack of participation.
Extended hours	More than 75% of centers will offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays.	In Year 2, only one center (Waipahu High School) – 16% of centers, was able to offer services at least 15 hours each week. Within the complex, the programs ran an average of 6.5 hours each week.
High-need communities	100% of centers are located in high-poverty communities.	100% of centers are located in high-poverty communities.

Conclusions and Recommendations

The enrollment of complex area students in the 21st CCLC program increased by 18%. The number of students participating for thirty-days or more, increased by 24%.

- The Honowai site, which did not run a school-year program, enrolled 196 student participants.
- Waikele Elementary grew their program by 32%.
- Waipahu High School increased their program from 89 students to 238 students, going from zero regular attendees in Year 1 to thirty regular attendees in Year 2.
- The grant serviced more students with the same amount of allocated funds in Year 2.

Conclusion: Sites are able to manage student enrollment easily. Enrollment figures are well above the numbers established in the grant proposal.

Recommendation: Sites should continue working toward increasing the number of Regular attendees. Programs could run each semester instead of quarterly. Summer attendees could be recruited to continue receiving services after-school.

Recommendation: Programs for adult family members should be offered at shorter intervals (i.e. once a month, two-days a week for 2 weeks) instead of 6-8 week courses. Interviews with participant parents indicated a difficulty making a long-term commitment to enroll in courses due to family and work schedules.

The Waipahu Sub-Grantee offered academic and enrichment activities at all active sites.

- Summer activities are more focused on recreation (43%).
- School-year programs focused heavily on academic enrichment (36%) tutoring (27%), and homework help (26%), using highly qualified, school-day teachers to lead activities focused on reading, math, and science.
- A Memorandum of Agreement was established with the City and County of Honolulu, Department of Parks and Recreation to provide recreational activities in fine and performing arts for all sites.
- Coordination by Site Coordinators ensured the program was not viewed by the school staff as a separate, isolated program, but rather was incorporated into the school vision and academic plans.

Recommendation: Sites should build more of their activities around STEM-based curriculum to align with the grant proposal.

The Waipahu Sub-Grantee data of student attendance, achievement, and behavioral changes of student attendees documents progress and areas of focus.

- The national standard of 75% of all regular attendees showing improvement in academic, performance, and behavior was met on seven of the ten indicators. The Year 1 baseline was zero of ten indicators met. This was an improvement.
- In Year 2, 41% of regular attendees improved report card grades from the first to second semester. The Year 1 baseline was 38%. This was an improvement.
- In Year 2, 36% of regular attendees improved report card grades from the first to second semester. The Year 1 based line was 40%. This was a decrease.

Conclusion: All sites collected surveys, grades, and test scores of regular attendees. The goal of the project is to have 95% of all regular attendee data collected. Year 2 exceeded this goal by having 98% data collected.

Recommendation: Continue to impact of 21st CCLC program by improving or maintaining survey results each year. Set a benchmark of 75% of all regular attendees improved in behavioral categories identified by the Teacher Survey.

Recommendation: Continue to collect and analyze report card grades to provide evidence of participation impact. Additionally, collect Hawaii State Assessment (HSA) scores to compare attempts (1st, 2nd, and 3rd), forming Data Teams to review progress and discuss implication for Year 4 and Year 5 programming.