

Waipahu Sub-Grantee
21st Century Community Learning Centers Project

Waipahu Complex Area, Leeward District, O'ahu

Year 3
Evaluation Report

Reporting Period: June 2012 – May 2013

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Submitted: November 8, 2013

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 3 of funding with some comparisons between the baseline data collected in Year 1 and Year 2.

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 should continue working toward increasing the number of Regular attendees (students attending 30-days or more) as this grant data shows a trend that students attending 30-days or more show greater behavioral and academic improvements than those not attending as consistently.
- Sites must find creative ways to include and encourage greater participation by adult family members of student participants beyond initial program orientation and culminating events.
- Sites should continue to ensure all activities meet the Hawaii State Department goals of College and Career Readiness with STEM/STEAM-based curriculum to align with the grant proposal.
- Continue to impact students by working at improving or maintaining survey results each year. Set a goal of 75% of all regular attendees improved in all behavioral categories identified by the Teacher Survey. Notify staff of Year 3 results and Year 4 goals.
- Continue to impact students by working at increasing report card grades in Language Arts/English and Math. Notify staff of Year 3 results and Year 4 goals.

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 1,900 students from Kindergarten through Grade 12. Summer programs (June-July 2011) were conducted at August Ahrens Elementary School (three weeks, five days per week, fifteen hours week), Honowai Elementary School (four weeks, five days per week, twenty hours each week), Kalei'opu'u Elementary School (three weeks, five days per week, fifteen hours week), and Waikele Elementary School (three weeks, five days per week, fifteen hours each week). Programs for adult family members during Year 3 included sporadic parent orientation sessions and year-end culminating activities at most sites. Two sites (Waikele Elementary and Waipahu High School) had on-going activities for parents.

Year 2: Number of Students Serviced by 21st CCLC Programs During the 2012-13 School Year

Site	Program Start Dates†	Number of Student Attendees	Number of Regular Attendees*
August Ahrens ES	September 24, 2012	255	67
Honowai ES	November 12, 2012	338	19
Kalei'opu'u ES	August 20, 2012	238	160
Waikele ES	September 10, 2012	270	31
Waipahu ES	October 15, 2012	307	94
Waipahu Intermediate	August 13, 2012	399	78
Waipahu High	August 27, 2012	129	39
	TOTAL	1,936	488

*Attending 30 days or more designates regular Attendees.

†Does not include summer program dates.

Sites offered a variety of academic, recreational, and technology based programs. During the school year, forty-five percent (45%) were classified as Academic Enrichment activities; eighteen percent (18%) as Tutoring activities; twenty-one percent (21%) as Homework Help; eleven percent (11%) as Recreation; and five percent (5%) as Other. Sites complemented and supplemented regular school-day initiatives and programs, using resources including curriculum, technology, and recreational equipment.

Year 3: August Ahrens Elementary School Site Activities

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
Intramural Sports Boys & girls inter-school athletic intramurals (1 st and 2 nd semester)	Recreational	Health/nutrition	15 weeks, 2 days per week, 2 hours per day
Math Enrichment & Tutoring The "language" of math and math workshops to promote and improve math literacy skills.	Academic Enrichment Learning Program; Tutoring	Mathematics	25 weeks, 4 days per week, 1 hour per day
Music Ensemble After school music enrichment chorus and music education, grades K-6.	Supplemental Educational Services to Promote Youth Leadership	Arts and music	25 weeks, 2 days per week 3 hours per day
STEM Enrichment Science, technology, engineering, and math integrated exploration through hands-on experiences to promote technology and literacy	Academic Enrichment Learning Program; Tutoring	Reading; Mathematics; Science; Technology;	14 weeks, 4 days per week 1 hour per day
Summer STEM Camp Self-contained classes comprised of specific grade levels enjoyed days of science experiments, building displays to demonstrate math and engineering principles, and recreational activities that were then connected to mathematical and science principles.	Academic Enrichment Learning Program; Tutoring	Mathematics, Science, Arts and music, Technology	3 weeks, 5 days per week, 3 hours per day

Year 3: Honokaa Elementary School Site Activities

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
I-Ready Tutoring On-line reading & math tutorial.	Tutoring	Reading/literacy, Mathematics	20 weeks, 5 days per week, 1 hour per day
Performing Arts Summer School A Language Arts Showcase included Reader's Theatre, choral reading, and oral presentations of selection written by published authors. Students presented original compositions from various genres. <i>Study Island</i> computer based program assessed each student the unassigned lessons based on individual needs. Every morning, all students participated in Mrs. Obama's "Let's Move" program to fight childhood obesity, which meant students were led in a dance routine to stimulate the mind-body connection. Our culminating activity was a live performance for parents by all students.	Academic Enrichment Learning Program; Activity to Promote Youth Leadership	Reading Mathematics Science Arts and music Technology	4 weeks, 5 days per week, 4 hours per day

Year 3: Kalei'opu'u Elementary School Site

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
Art Instructional Program Art for the community projects.	Community Service; Recreational Activity	Arts and music	10 weeks, 1 day per week, 2 hours per day
Math Program Online and teacher tutoring to math concepts taught in math classes.	Academic Enrichment Learning Program	Mathematics	27 weeks, 4 days per week, 2 hours per day
Music Supplementary Class Music class for student enrolled in math and reading tutorial classes.	Recreational activity	Arts and music	15 week, 4 days per week, 2 hours per day
Science Reading Program Achieve3000 and Aha! Science online program science articles for practice.	Academic Enrichment Learning Program	Reading/literacy, Science,	27 weeks, 4 days per week, 2 hours per day
SPED Tutoring For SPED students taught by qualified SPED teachers.	Tutoring	Reading/literacy, Math	10 weeks, 1 day per week, 2 hours per day
Summer Reading & Math Tutoring Online programs: Kid Biz, i-Ready, and IXL integrated with teacher-directed lessons.	Tutoring	Reading/literacy, Mathematics	3 weeks, 4 days per week, 4 hours per day

Year 3: Waikele Elementary School Site

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
AM Homework Center Homework assistance before school.	Homework Help	Reading/literacy, Mathematics, Technology	21 weeks, 5 days per week, 1 hour per day
Afterschool Tutoring Tutoring to assist to achieve current grade level standards in math	Tutoring	Mathematics	14 weeks, 2 days per week, 1 hour per day
PM Homework Center Homework assistance after school	Homework Help	Reading/literacy, Mathematics, Technology	21 weeks, 5 days per week, 1 hour per day
Science & Technology Enrichment An interdisciplinary approach that focuses on a science-based theme including technology use.	Academic Enrichment Learning Program	Mathematics, Science, Technology	13 weeks, 4 days per week, 1 hour per day
STEM Camp Activities involving problem and challenged based learning. Written and electronic documentation of student learning process is incorporated.	Academic Enrichment Learning Program	Reading/literacy, Mathematics, Science, Technology	16 weeks, 2 days per week, 1 hour per day
Waikele Summer Intersession Reading, math, and science enrichment activities.	Academic Enrichment Learning Program	Reading/literacy, Mathematics, Science	4 weeks, 4 days per week, 3 hours per day
Parent/Child Technology Class Parent/Child technology class.	Promotion of Parental Involvement	Technology	12 weeks, 1 day per week, 2 hours per day

Year 3: Waipahu Elementary School Site

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
After school Tutoring Small group tutoring for identified students to assist in meeting grade level standards	Tutoring	Reading/literacy, Mathematics	21 weeks, 4 days per week, 1 hour per day
Homework Center Morning homework centers available to all students.	Homework Help, Tutoring	Reading/literacy, Mathematics	21 weeks, 4 days per week, 1 hour per day
Literacy Program Variety of classes across K-6 grade levels providing activities in enable students to meet school literacy standards.	Tutoring, Recreational Activity	Reading/literacy, Mathematics, Science, Arts and music, Technology, Health/nutrition	21 weeks, 4 days per week, 1 hour per day
Project Based Learning Classes Variety of classes across K-6 grade levels providing activities with a project-based curriculum.	Tutoring, Recreational Activity	Reading/literacy, Mathematics, Science, Arts and music, Technology, Health/nutrition	21 weeks, 4 days per week, 1 hour per day
STEM Classes Variety of classes across K-6 grade levels providing activities with a STEM theme.	Tutoring, Recreational Activity	Reading/literacy, Mathematics, Science, Arts and music, Technology, Health/nutrition	21 weeks, 4 days per week, 1 hour per day
Recreational Arts Quilting, sewing, cooking and other recreational classes enhanced with literacy.	Recreational Activity	Reading/literacy, Mathematics, Science, Arts and music, Technology, Health/nutrition	21 weeks, 4 days per week, 1 hour per day

Year 3: Waipahu Intermediate School Site

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
Band Offered to students interested in a rigorous curriculum, along with tutorial sessions. Community resource people are brought in to enhance learning, as they provide opportunities for an array of teaching styles and techniques. The Band performs at various community events in the Waipahu area throughout the year.	Academic Enrichment Learning Program, Tutoring	Reading/literacy, Arts and music Cultural activities/social studies	33 weeks, 3 days per week, 2 hours per day
Homework Assistance/Tutorial After school tutoring to help students master benchmark concepts, acquire and use appropriate terminology, and construct high quality written responses. Students are provided a quiet workplace with access to library resources and computers. Individual, small group, and computerized instruction provided	Homework Help, Tutoring	Reading/literacy, Mathematics, Science, Technology, Cultural activities/social studies	36 weeks, 4 days per week, 2 hours per day
Interschool Athletics: 8 th Grade Boys Basketball Emphasis on sportsmanship and teamwork.	Recreational Activity, Activity to Promote Youth Leadership	Health/nutrition	6 weeks, 2 days per week, 2 hours per day
Interschool Athletics: 8 th Grade Boys Flag Football Emphasis on sportsmanship and teamwork.	Recreational Activity, Activity to Promote Youth Leadership	Health/nutrition	6 weeks, 2 days per week, 2 hours per day
WIS Kids Production Provides multi-media rigor to learning video production. Student work is seen on 'Olelo Hiki'No, STEM, HMSA, Youth Media Exchange, Internet Safety Awards and Farmers Insurance. The partnership with 'Olelo allows our students to use the 'Olelo facility and equipment, as well as their volunteer community support.	Academic Enrichment Learning Program, Community Service/Service Learning	Reading/literacy, Mathematics, Science, Arts and music Technology, Cultural activities/social studies Health/nutrition	35 weeks, 3 days per week, 3 hours per day

Year 3: Waipahu High School Site

Activity Name Activity Description	Activity Targeted	Activity Subject Areas	Amount of Time Provided
Tutoring: Math / English This drop-in program targets all students who are struggling in either Math or English classes.	Academic Enrichment Learning Program, Tutoring	Reading/literacy, Mathematics	16 weeks, 2 days per week, 1 hour per day
SAM – Saturday Attendance Make-Up For students failing classes due to low attendance.	Tutoring	Reading/literacy, Mathematics, Science	6 weeks, 1 day per week, 5 hours per day, 1-3 times per month
SAM – Parent Component Parents of students attending SAM must participate in a one-hour class/conference to identify interventions to limit absences and promote better choices.	Promotion of Parent Involvement		16 weeks, 1 day per week, 1 hour per day 1-3 times per month
WHS Extended Learning Program: Language Arts Three Language Arts classes ranging from LA 09 to LA 11 targeting students who previously failed the said class. Students are given an opportunity to work on requirements and standards that were not met in the regular class. This opportunity provides the students quality time, in a less crowded environment, increasing the chances for meeting the required grade level standards in Language Arts.	Academic Enrichment Learning Program, Tutoring	Reading/literacy, Technology	15 weeks, 2 days per week, 3 hours per day
WHS Extended Learning Program: Music and Video Production Enrichment Classes Opportunity to seek assistance for class projects requiring technical direction in audio and video technologies.	Recreational Activity, Career/Job Training for Youth	Arts and music, Technology	15 weeks, 2 days per week, 3 hours per day
WHS Extended Learning Program: Social Studies (World & US History) For students to work on subject standards that were not met in the classroom. Provides quality time in a less crowded environment.	Academic Enrichment Learning Program, Tutoring	Reading/literacy, Technology Cultural activities/social studies	15 weeks, 2 days per week, 3 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 2013), 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.	Progressed toward objective	All sites provide integrated instruction/activity through summer, school year, or intersession programs. Only four (4) sites, Ahrens, Kalei'opu'u, Waikele, and Waipahu Elementary Schools provided a specific course or courses in science or STEM.
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 ('Olelo, Kunia Shopping Center, Foster Grandparents).
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.	Met objective	All sites integrate technology into program offerings. In Year 3, six of seven sites developed project-based courses involving STEM, STEAM, Art, Video Production, and performing arts activities during both summer and school year programs.
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 and Waipahu High 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.	Not met	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	Waipahu High School was the only site to provide an opportunity for parents of participants.
3.3	Conduct parent meetings for program orientation and students support.	Met	All programs conducted parent orientation meetings at the start of their programs. Additionally, Waikele Elementary School provided parent/child technology classes two times a quarter for families of participants.
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

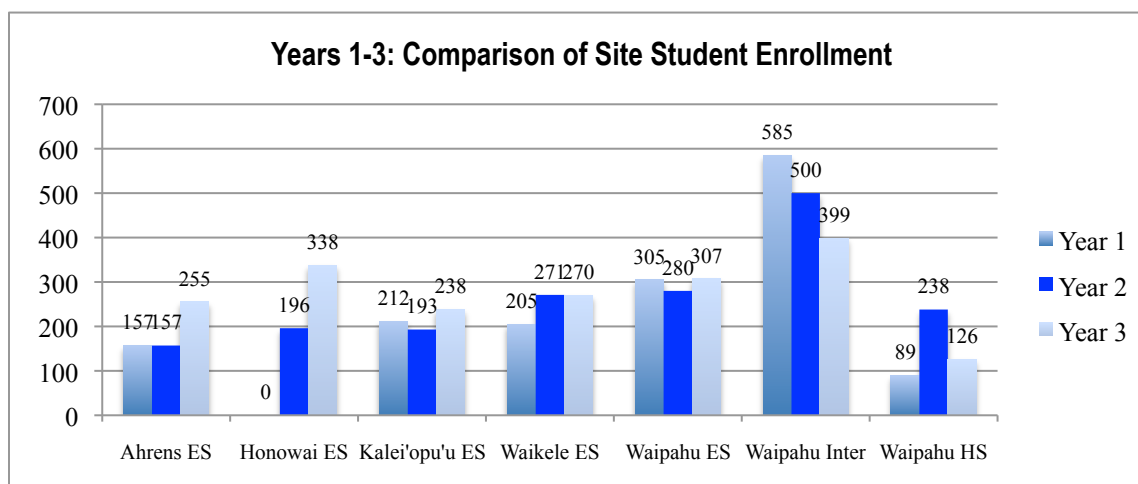
Program Clients

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 3: Total Number of Student Participants by Grade Level and Site

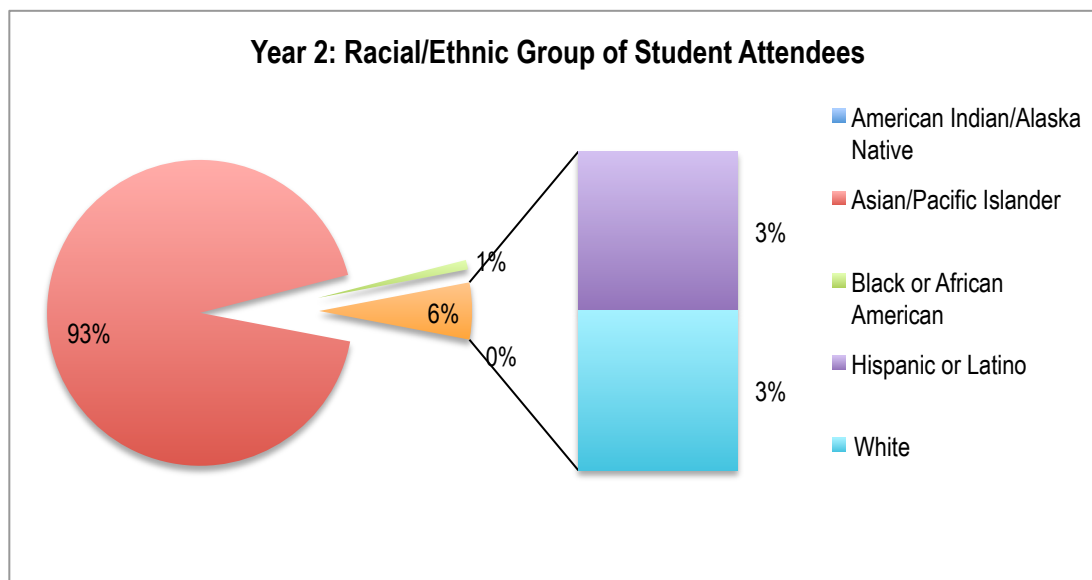
Grade Level	AES	HES	KES	WaikES	WES	WIS	WHS	Total
Kindergarten	1	65	1	6	33			106
Grade 1	5	53	0	18	30			106
Grade 2	6	53	5	35	23			122
Grade 3	38	50	46	53	54			241
Grade 4	71	41	40	30	10			192
Grade 5	71	54	71	70	91			357
Grade 6	63	22	75	58	66			284
Grade 7						207		207
Grade 8						192		192
Grade 9							5	5
Grade 10							32	32
Grade 11							52	52
Grade 12							37	37
TOTAL	255	338	238	270	307	399	126	1,933

Changes across Year 1 to Year 3 attendance at seven sites are reflected in the chart below. At AES, enrollment increased by 62%. HES increased enrollment by 72%. KES increased enrollment by 23%. WaikES maintained level enrollment. WES increased enrollment by 9%. WIS decreased enrollment by 20%. WHS decreased enrollment by 47%. A total of four, or 57% of sites increased enrollment of attendees. The overall total number of enrolled attendees increased from 1,834 students in Year 2 to 1,933 students in Year 3 for a 5% increase.



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 – 93% identified themselves in this sub-group. The remaining sub-groups were all below 5%. In Years 1 and 2, 95% of the students were from the Asian/Pacific Islander racial/ethnic group. In Year 3 there was an increase in students from the remaining sub-groups (Hispanic/Latino and White).



Again, in Year 3, as in Years 1 and 2, there were overall, more male attendees than female attendees. This was due in large part to the number of male attendees at Waipahu Intermediate School.

Years 1-3: Percentage of All Student Participants by Gender

School	Year 1		Year 2		Year 3	
	Male	Female	Male	Female	Male	Female
Ahrens Elementary	43%	57%	52%	48%	45%	55%
Honowai Elementary	0	0	44%	56%	56%	44%
Kalei'opu'u Elementary	61%	39%	60%	40%	62%	38%
Waikele Elementary	49%	51%	51%	49%	56%	44%
Waipahu Elementary	45%	55%	48%	52%	43%	57%
Waipahu Intermediate	53%	47%	54%	46%	82%	65%
Waipahu High	52%	48%	57%	43%	25%	21%
TOTAL COMPLEX-WIDE	51%	49%	52%	48%	52%	48%

More than half (58%) of all student participants qualified for the free/reduced-price lunch program. This increased by 10% in Year 3. One-fourth of all student participants received English Language Learner services during the school day. This remained the same from Year 2. The students identified as receiving Special Education services during the school day also remained the same at 6%.

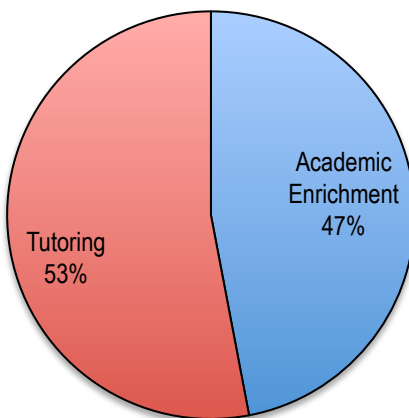
**Years 1- 3: Total Number of Student Participants
Receiving Special Services or Programs During the Regular School Day**

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	Total Student Attendees, Year 3	Percentage of Student Attendees, Year 3
Students with limited English proficiency	383	25%	379	21%	403	20%
Students eligible for free or reduced-price lunch	858	55%	881	48%	1139	58%
Students with special needs or disabilities	98	6%	109	6%	130	6%

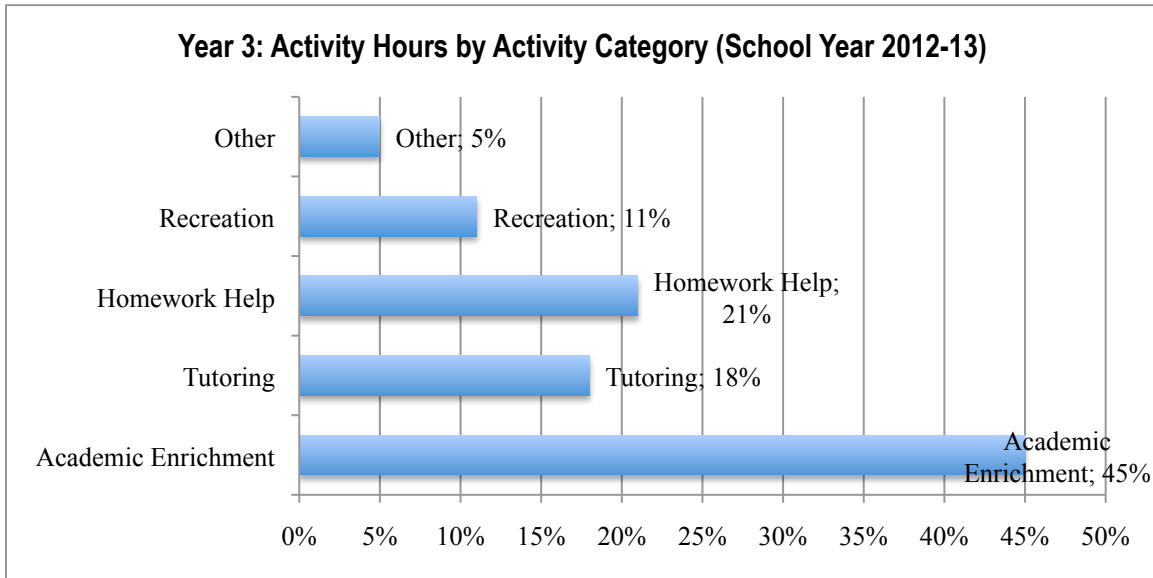
Individual Activities and Identified Core Subjects

Four sites provided summer activities during June-July 2011 (Ahrens Elementary, Honowai Elementary, Kalei'opu'u Elementary, and Waikele Elementary). Of the programming provided 47% were categorized as Academic Enrichment activities and 53% Tutoring activities. These sites did provide recreational activities, however they were integrated under an academic curriculum focus.

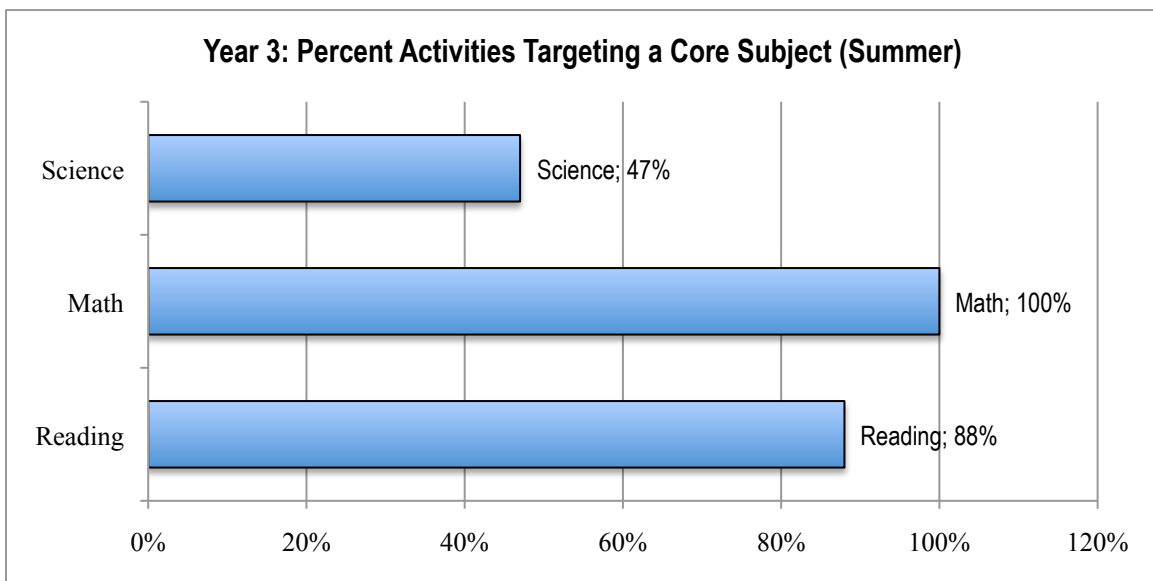
Year 3: Distribution of Activities by Activity Category (Summer 2012)



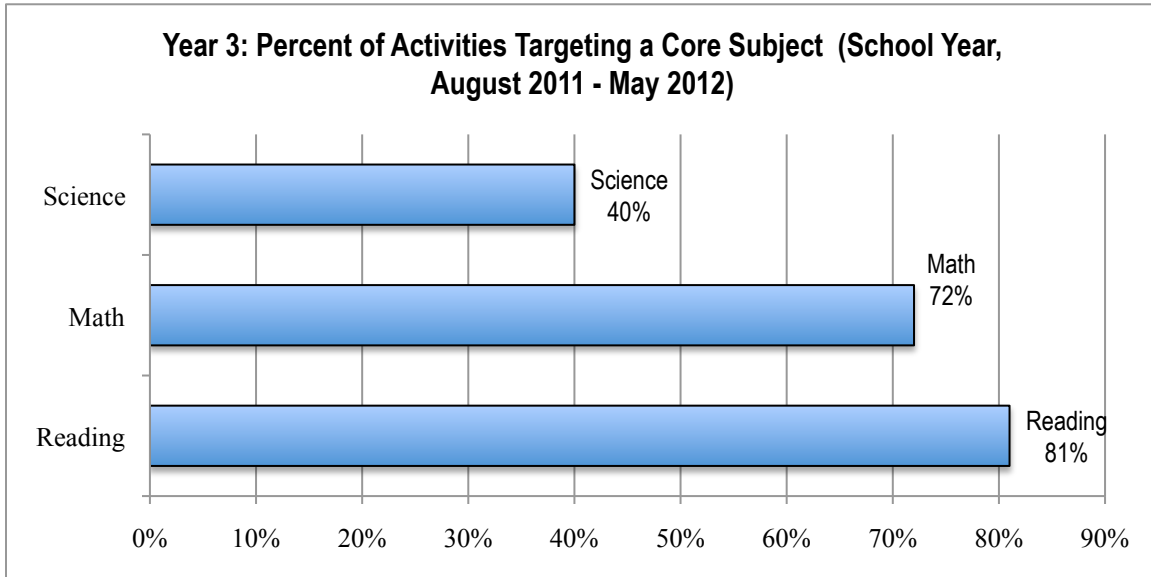
All seven sites provided school year activities during non-school hours, August 2012-May 2013. Of the programming offered across the entire complex, 45% were classified as Academic Enrichment activities, 16% Tutoring activities, 21% Homework Help, 11% Recreation activities, and 5% Other activities.



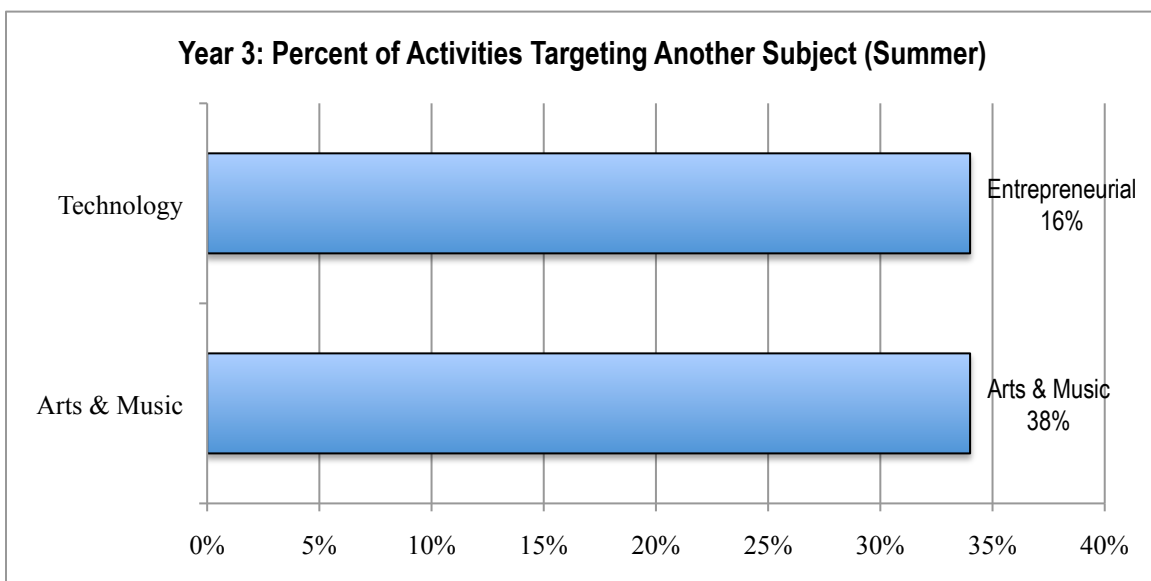
Activities are categorized by targeting a core subject. During the summer, 88% of activities prioritized Reading, 100% activities prioritized Math, and 47% prioritized Science. (Note. A single activity can target multiple subjects. Percentages do not sum to 100%.)



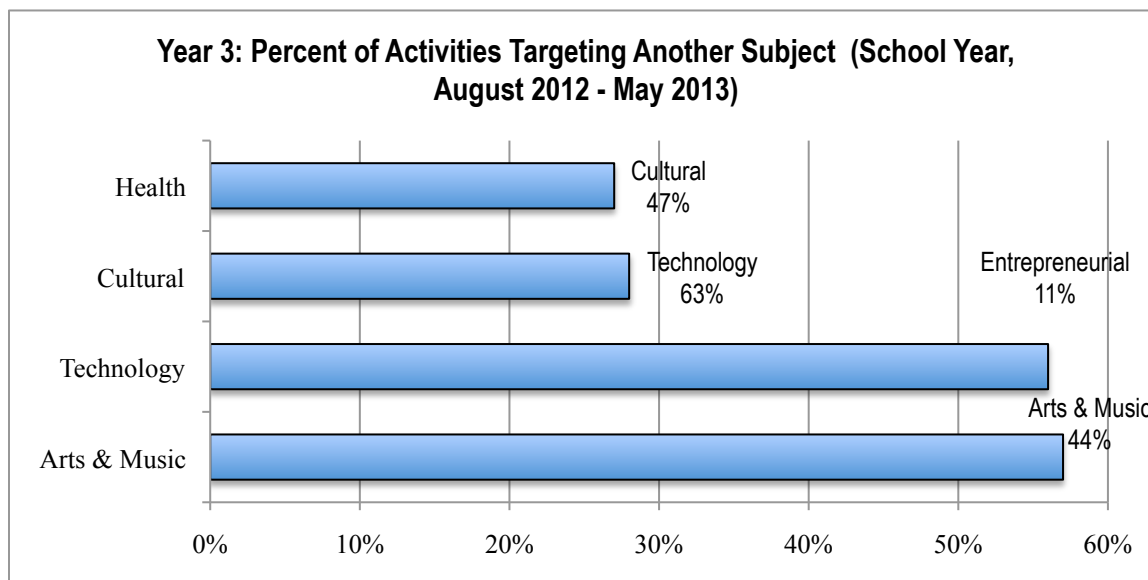
Activities are categorized by targeting a core subject. During the school year, 73% of activities prioritized Reading, 71% activities prioritized Math, and 44% prioritized Science. (Note. A single activity can target multiple subjects. Percentages do not sum to 100%.)



Activities provided to students may target a secondary subject. Of the four sites providing summer programs, 34% of the activities also targeted Arts and Music, 34% of activities additionally included a Technology focus.



During the school year, the secondary subjects targeted across the complex included Arts and Music activities – 57%, Technology integration – 56%, Cultural activities – 28%, and Health components – 27%.



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. 80% of school year staff are employed as school-day teachers. There was one volunteer site coordinator at Waipahu Elementary where the Vice Principal is not paid by the grant to coordinate and run programs at that site. The two volunteer community members assist with the band program at Waipahu Intermediate School.

Year 1-3: 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	YEAR 3, Paid	YEAR 3, Volunteer
School-day teachers	93	0	132	0	97	0
Center administrators and coordinators	8	1	15	1	8	1
Youth development workers	1	0	0	0	3	0
Other non-teaching school staff	8	0	3	0	6	0
College students	0	1	0	0	0	0
Other community members	0	1	0	0	7	2
Other non-school day staff	0	0	0	0	6	0
Totals	110	3	150	1	127	3

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	Achieve 3000, i-Ready IXL, program progress reports, grades
1.4	Academic achievement/improvement	HSA test scores, Terra Nova test scores, semester grades	Achieve 3000, i-Ready, IXL, Aha! Math, Aha! Science, 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 1,933 students enrolled in learning center programs, 25%, or 488 students were designated as Regular attendees, having attended 30 days or more. This is a 4% decrease from Year 2.

Year 3: Total and Regular Attendees by Site

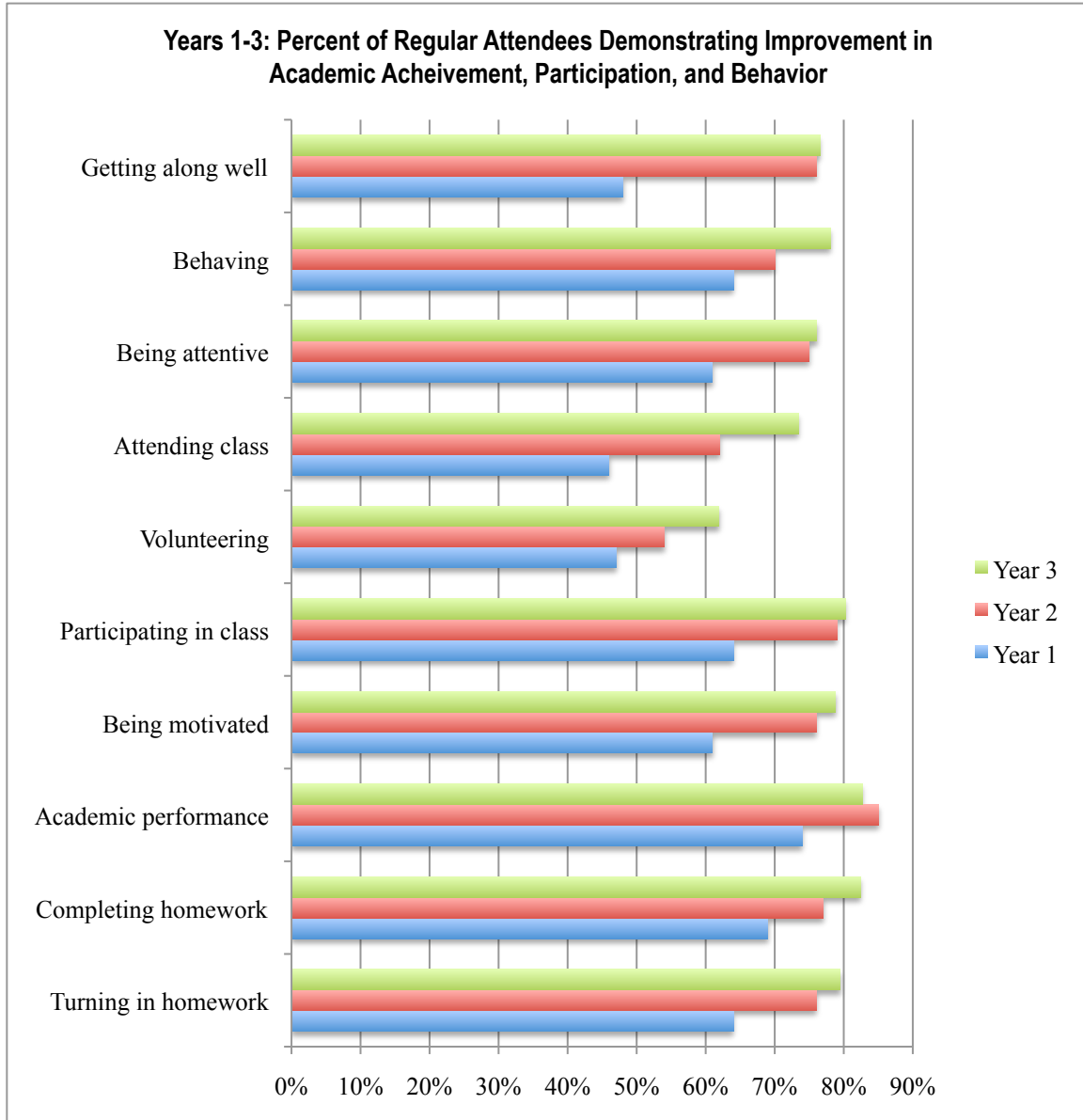
	AES	HES	KES	Waikes	WES	WIS	WHS	Totals
Total Attendees	255	338	238	270	307	399	126	1,933
Regular Attendees	67	19	160	31	94	78	39	488
<i>Percent</i>	26%	6%	67%	11%	30%	20%	31%	25%

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 488 identified Regular attendees, Site Coordinators were able to collect completed surveys from 98% of the students (482 students). This project met or exceeded the federal benchmark and demonstrated improved in eight of the ten indicators including academic achievement, participation, and behavior.



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

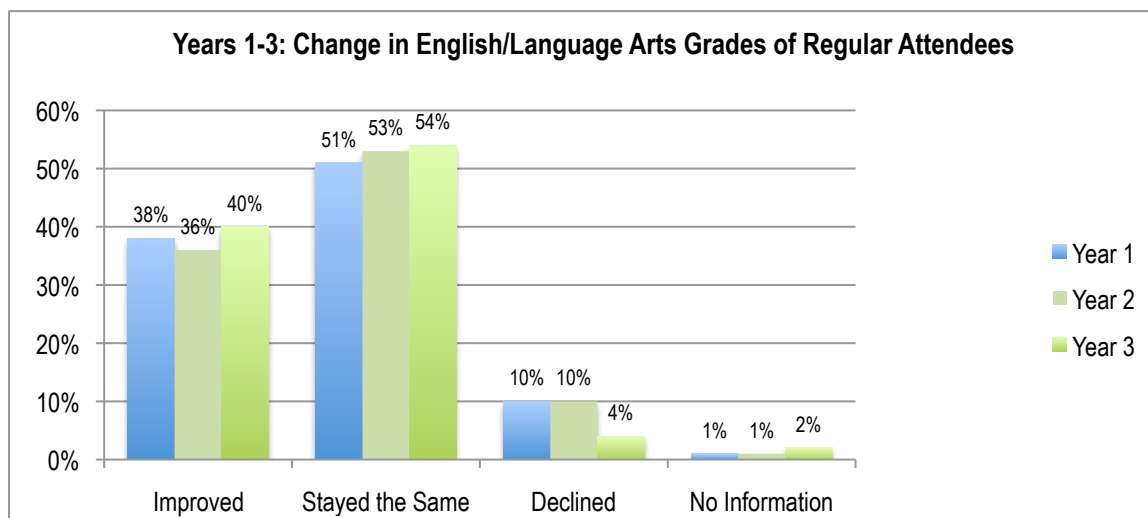
Areas not meeting the federal benchmark of demonstrating a behavior change were Volunteering (62%) and Attending Class Regularly (73%). Most indicators showed an improvement from Year 2. The only area showing a decrease, yet still met the federal benchmark was Academic Performance in Class (decreased by 2%).

**Years 1-3: Percent of Regular Attendees
Demonstrating Improvement in Behavior**

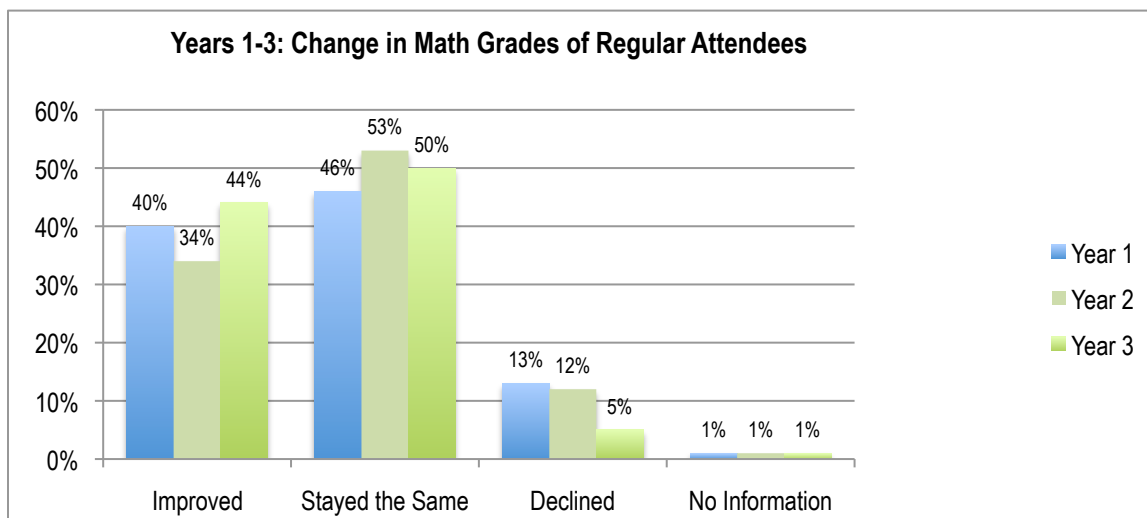
	Behavior Indicators	Year 1		Year 2		Year 3	
Academic Achievement	Turning in homework on time	64%	Did not meet	76%	Met	79%	Met
	Completing home to teacher's satisfaction	69%	Did not meet	77%	Met	82%	Met
	Academic performance	74%	Did not meet	85%	Met	83%	Met
	Coming to school motivated to learn	61%	Did not meet	76%	Met	78%	Met
Participation	Participating in class	64%	Did not meet	79%	Met	80%	Met
	Volunteering	47%	Did not meet	54%	Did not meet	62%	Did not meet
	Attending class regularly	46%	Did not meet	62%	Did not meet	73%	Did not meet
	Being attentive in class	61%	Did not meet	75%	Met	76%	Met
Behavior	Behaving well in class	64%	Did not meet	70%	Did not meet	78%	Met
	Getting along well with other students	48%	Did not meet	76%	Met	77%	Met

Evaluation Results – English/Language Arts Semester Grades

Report card data for English/Language Arts was collected from 89% of regular attendees (436 student grades were reported for first and second semester). Data shows improvements in grades were made by 50% of project-wide regular attendees from first semester to second semester.



Report card data for Math was collected from 99% of regular attendees (488 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 3, 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 3, 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 3, 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 3, 100% of centers provided parent orientation for their services. Two sites offered services for parents and/or other adult family members.

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.	<p>In Year 3, three centers (Waikele, Elementary, Waipahu Intermediate, and Waipahu High School) – 43% of centers, were able to offer services at least 15 hours each week. Within the complex, the programs ran an average of 11 hours each week.</p> <p>Year 3, four centers (Ahrens Elementary, Honowai Elementary, Kalei'opu'u Elementary, and Waikele Elementary) – 42% of centers, provided sessions during the summer. Summer programs averaged 17.5 hour each week.</p>
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 5%. The number of students participating for thirty-days or more, decreased by 9%.

- Enrollment at Waipahu Intermediate decreased by 25%.
- Enrollment at Waipahu High decreased by 47%. There were 126 students in Year 3 and 238 students last year.
- Kalei’opu’u Elementary, Waikele Elementary, and Waipahu Elementary maintained enrollments levels from last year.
- Ahrens Elementary increased enrollment by 62%.
- Honowai Elementary increased enrollment by 72%.
- The grant serviced more students with the same amount of allocated funds in Year 3.

Conclusion: Average enrollment figures are well above the numbers established in the grant proposal. Site reported drastic changes in enrollment based on the amount of carry-over funds from Year 2-3. Sites with larger carry-over amounts enrolled more students in Year 3. Sites with little carry-over amounts maintained enrollment from previous years.

Recommendation: Sites should continue working toward increasing the number of Regular attendees (students attending 30-days or more) to see continued gains in student behavioral attitudes (teacher survey results) and academic achievement (report card grades) rather than growing their enrollment numbers. Indicators show students attending consistently, and more than 30-days result in improved student behavioral attitudes and academic achievement.

Recommendation: Sites must find creative ways to include and encourage greater participation by adult family members of student participants beyond initial program orientation and culminating events.

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

- Summer activities are more focused on academic enrichment (47%) and tutoring (53%).
- School-year programs focused heavily on academic enrichment (45%) tutoring (18%), and homework help (21%), 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 (11%).
- 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.

Conclusion: All sites provide activities and programs in accordance to the grant proposal goals and objectives.

Recommendation: Sites should continue to ensure all activities meet the Hawaii State Department goals of College and Career Readiness with STEM/STEAM-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 eight of the ten indicators. The Year 1 baseline was zero of ten indicators met. The Year 2 results were seven of ten indicators met. Results for Waipahu Sub-Grantee continue to improve.
- In Year 3, 40% of regular attendees improved Language Arts/English report card grades from the first to second semester. The Year 1 baseline was 38% – Year shows a gain of 2% of regular attendees improving their Language Arts/English report card grade.
- In Year 3, 44% of regular attendees improved Math report card grades from the first to second semester. The Year 1 baseline was 40% – Year 3 shows a gain of 4% of regular attendees improving their Math report card grade.

Conclusion: All sites collected surveys, grades, and test scores of regular attendees. The goal of the project is to have 99% of all regular attendee data collected. Year 3 exceeded this goal by having 98% data collected. Student data that was unavailable is due to students transferring before the end of the grading period, testing window, or survey distribution.

Recommendation: Continue to impact students by working at improving or maintaining survey results each year. Set a goal of 75% of all regular attendees improved in all behavioral categories identified by the Teacher Survey. Notify staff of these results and goals.

Recommendation: Continue to impact students by working at increasing report card grades in Language Arts/English and Math. Notify staff of these results and goals.