Hawai‘i Department of Education

Hawai‘i Statewide Evaluation of the 21st Century Community Learning Centers Program

School Year 2012-2013

Evaluation Report

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Overview of the Evaluation

The SY 2012-13 statewide evaluation of the 21st Century Community Learning Centers program in Hawai'i (Hawai'i 21st CCLC) was conducted by IMPAQ International, LLC (IMPAQ), under contract with the Hawai'i Department of Education (HIDOE) Special Programs Management Section (SPMS). This evaluation is intended to address three primary purposes:

- To describe the students served and the activities conducted statewide through 21st CCLC funding;
- To assess the success of the program statewide and at the individual subgrantee level in achieving the Hawai'i 21st CCLC key performance indicators; and
- To develop recommendations for program improvement and for strengthening future evaluation efforts.

This evaluation is based solely on a review of the 2012-13 subgrantee evaluation reports submitted to HIDOE and posted on the HI 21st CCLC website. The evaluation is limited to subgrantee reports for two reasons: 1) the US DOE 21st CCLC PPICS (Profile and Performance Information Collection System) database is no longer available for downloading or querying state or subgrantee data; and 2) since most of the grants ended in 2014, it is not feasible to supplement the reported data with site visits or interviews to collect additional qualitative data.

The evaluation combines quantitative data taken from tables, charts, and numbers in the text of the evaluation reports with qualitative data from the narratives. Quantitative data is presented primarily by subgrantee. Due to missing data from some sites for many of the performance measures, it was not feasible to provide statewide totals, averages, or percentages for most measures.

HI 21st CCLC Program

In the 2012-13 academic year, the Hawai'i 21st CCLC program included 16 subgrantees, all of which were HIDOE complex areas. The 16 subgrantees included the following complex areas: Aiea-Moanalua-Radford (AMR), Baldwin, Campbell, Castle, Central Kaua'i, Hilo, Kaimuki, Kalihi Learning Center (Farrington Complex), Kealakehe, Ka'u-Kea'au-Pāhoa (KKP), Kohala, Leilehua, McKinley, Moloka'i, Waianae, and Waipahu. These subgrantees provided 21st CCLC services through a total of 104 schools (centers) to more than 12,000 students during the 2012-13 academic year.

Performance on Hawai'i State Key Performance Indicators

Due to missing data issues, for most objectives it is not possible to assess the total percentage of students and programs that met particular goals. The results reported here are based on partial data that was available at the time of this report.

Objective 1: Behavioral Outcomes
This objective includes four key indicators of classroom behavior.

Turning in Homework on Time: With eight subgrantees reporting, most students were assessed by teachers as having improved in turning homework in on time, ranging from a high of 79% in Waipahu to a low of 40% in Baldwin. Moloka'i reported a 97.3% combined measure of "maintained or improved."

Classroom Participation: With eight subgrantees reporting, most students were assessed by teachers as having increased their classroom participation, ranging from a high of 80% in Waipahu and Leilehua to a low of 49% in Castle. For the two subgrantees that reported a combined measure of "maintained or improved," AMR reported that 97.6% maintained or improved, and Moloka'i reported that 98.9% maintained or improved classroom participation.

Regular Class Attendance: Out of the eight subgrantees reporting, Waipahu had the highest teacher-reported improvement in classroom attendance (73%) and Castle had the lowest (13%). For the two subgrantees that reported a combined measure of "maintained or improved," AMR reported that 96.1% maintained or improved, and Molokaʻi reported that 99.5% maintained or improved regular classroom attendance.

Classroom Behavior: Of the seven subgrantees reporting, Waipahu had the highest teacher-reported improvement in classroom behavior (78%) and Baldwin had the lowest (33%). For the two subgrantees that reported a combined measure of "maintained or improved," AMR reported that 95.8% of their students maintained or improved, and Molokaʻi reported that 96.8% of students maintained or improved behaviors.

Objective 2: Range of High-Quality Services
Five key indicators measure achievement of this objective.

Core Educational Services: All subgrantees provided activities in at least one academic area (reading/literacy, math, and science). However, for the most part, details and specifics about the programs are lacking, and indicators of quality are not available in the data we reviewed.

Enrichment and Support Activities: 21st CCLC programs offered a range of activities including tutoring, health programs, gardening, project based learning, music, technology, and sports. Several programs provided intensive one-on-one support and homework help. Some used Compass Learning software to provide tutoring to students.

Community Involvement: Eight sub-grantees reported that they had partnerships with community agencies during the 2012-13 year. Others either did not describe any partnerships or indicated that this was a growing area for their program.

Services to Parents and Other Family Members: Parent and family involvement appears to have been a challenge for most of the programs during the 2012-13 school year. While several sub-grantee reports described parent involvement increasing from the previous year, others reported they were not able to engage parents this year, that only some of the centers within

the complex area had engaged parents, or that no data was available as evidence of parent involvement.

Extended Hours: Among the ten subgrantees reporting hours of services provided, only two achieved the objective of 75% of their schools offering 12 or more hours of services per week. These incuded Kaimuki, which offered 12 or more hours of after-school services at eight of their ten schools and Waipahu, which offered 12 or more hours per week of after-school services at both of their participating schools. Overall, for the ten subgrantees reporting, only about 37% of the centers offered 12 or more hours of services per week during the school year. About 70% of the schools offered services during summers and holidays.

Objective 3: Serving Those with Greatest Need

This objective is measured using a single key indicator specifying that 100% of centers are located in high need communities. Reviewing data on the schools included in each of the subgrantees' programs, we find that KKP serves, on average, the neediest schools, with 83.7% of their student population eligible for F/R lunch. Campbell has the lowest percentage of students qualifying for F/R lunch (46.4%). Therefore, we know that programs took place in high-poverty schools. Within the students served in the 21st CCLC programs by each subgrantee, among 11 subgrantees reporting, programs served a range of students from 45.2% of program participants eligible for F/R lunch in the Central Kaua'i complex to 99.2% eligible in Kalihi. These findings show that based on the data available, Objective 3 was met.

Objective 4: Academic Improvement

There was insufficient data reported by subgrantees to determine whether the state's academic improvement objective was met statewide. Teacher-reported data on grades were available for 10 subgrantees. For reading/language arts grades, improvements ranged from a high of 76.8% at Moloka'i to a low of 31% at Baldwin. Among the three subgrantees that reported a combined measure of "maintained or improved", Moloka'i reported that 97.8% of students maintained or improved reading/ELA grades, Campbell reported that 86.6% maintained or improved, while Leilehua reported 39% of students maintaining or improving reading /ELA grades. For math, the percentage with improvement ranged from a high of 81.1% at Moloka'i to a low of 27% at Baldwin. Furthermore, none of Moloka'i's students saw a decrease in math grades; all (100%) maintained or improved their grades. At Campbell 86.1% maintained or improved, while at Leilehua 39% of students maintained or improved.

For the four subgrantees that reported standardized test scores, at least half of the program students met the math or reading/ ELA standards. However, these data only provide a snapshot in time rather than an indicator of change from one year to the next. Two subgrantees did report change scores. Kaimuki reported that 60.7% of program students showed improvement in their HSA reading scores and 53% showed improvement in their math scores between 8th and 10th grades. At Campbell, five centers reported 60% or more regular attendees improving their scores between the pre- and post-assessment in reading/language arts.

Subgrantee Goal Achievement

Subgrantees were encouraged to establish their own goals and objectives relevant to the programs serving their local areas. Those that did specify program goals in their reports tended to focus on increasing academic achievement in reading and math and improving students' learning behaviors, particularly in homework completion and student attitudes toward school.

In addition to these overall goals, subgrantees also defined specific objectives. Among the nine subgrantees reports that included objectives, there was significant variation in their stated objectives. There was also variation in the extent to which objectives were met. Only one subgrantee, AMR, met all of their academic and behavioral objectives.

Recommendations

Review of the subgrantee evaluation reports suggests the following areas for improvement:

- Academic achievement;
- Program administration;
- Program attendance;
- Family involvement and services to adults;
- Funding and sustainability;
- Linkages to the school day;
- Community partnerships; and
- Program quality.

In addition, we recommend that HIDOE undertake substantial investments to improve subgrantee evaluation efforts including:

1. Provide an orientation to program evaluation for subgrantees that includes the purpose of program evaluation, an overview of evaluation principles, and how to make effective use of evaluation results for program improvement;
2. Provide training and technical assistance to subgrantee and center staff on data collection and reporting procedures;
3. Review subgrantee evaluation reports and provide timely feedback to subgrantees to support improving their evaluation reports in subsequent years;
4. Encourage subgrantees to invest sufficient resources in program evaluation to ensure that evaluation efforts produce results that are useful for program improvement;
5. Provide technical assistance to subgrantees to recruit qualified evaluators; and
6. Foster exchange of evaluation expertise and experiences among subgrantees.

Conclusions

It is evident from the review of subgrantee evaluations that there are significant issues about subgrantee reporting that need to be addressed in order for the subgrantee evaluation reports

to be of consistent high quality and usefulness. It also appears that the subgrantees are providing valuable afterschool services to many students throughout the state. Two subgrantees, AMR and Molokaʻi seem to have been particularly successful in meeting their program's goals and objectives. An improved data collection and reporting system will allow HIDOE to better document the effectiveness of its 21st CCLC program statewide. Improved subgrantee evaluation efforts will also better serve the program by producing results that can more effectively be used for program improvement.

1. INTRODUCTION

Conducted by the University of Hawai'i, the SY 2011-12 statewide evaluation of Hawaii's 21st Century Community Learning Centers (21st CCLC) program proposed a five-year evaluation design to be implemented in phases. The proposed two-group, post-test-only quasi-experimental design was intended to take advantage of the multiyear funding provided to subgrantees and standardized requirements for evaluation data about student demographics, attendance, activities, academic behaviors, and academic performance. The evaluation was designed in tiers, with each subsequent year of the evaluation building upon the previous year.

Ideally, the SY 2012-13 evaluation would have been designed as phase two of the five-year plan. However, a number of factors have changed the landscape since then, including the time elapsed since the completion of the 2012-13 school year, no new subgrantees funded for the 2012-13 or 2013-14 school years, the phasing out of the national PPICS database and a lengthy process to contract with a new evaluator. Thus, the SY 2012-13 evaluation faces constraints that were not anticipated when the five-year plan was conceived. This year's evaluation report was prepared in the context of these constraints. With the funding of new subgrantees and a forthcoming new national data system we expect that it will be possible to revisit implementing a quasi-experimental design in future years.

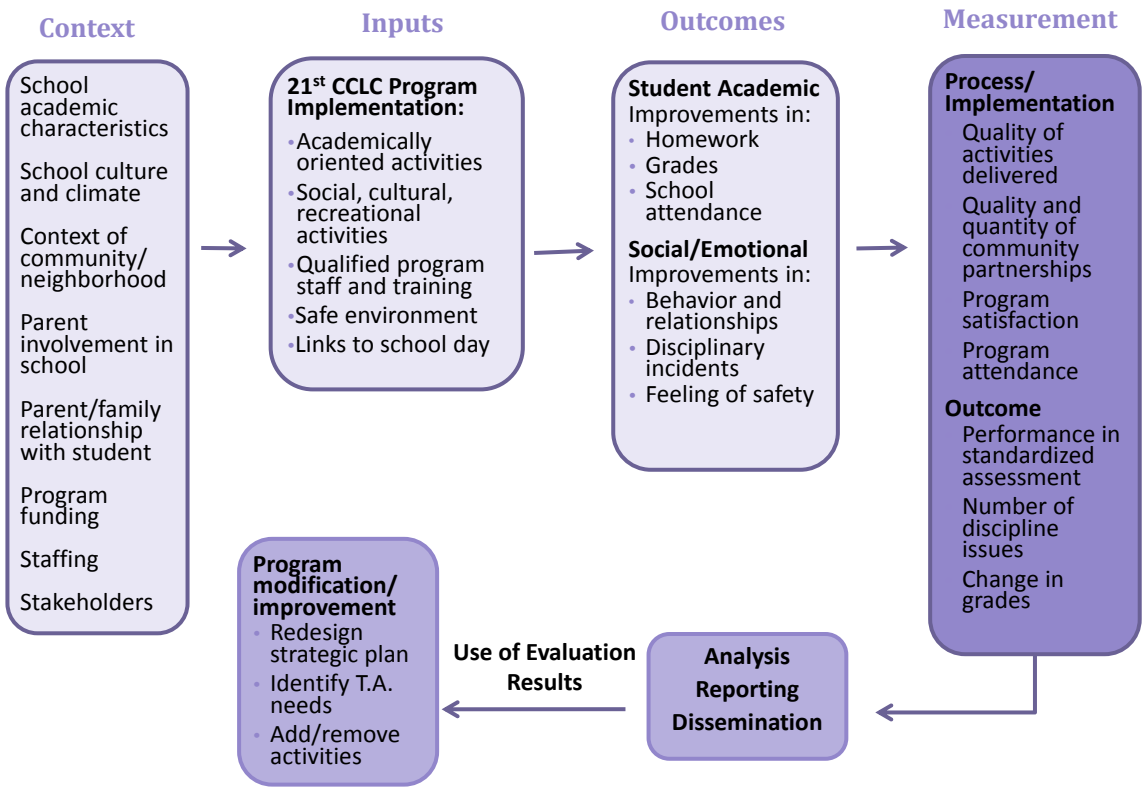
The design for the SY 2012-13 statewide evaluation of the 21st Century Community Learning Centers program in Hawai'i (Hawai'i 21st CCLC) was developed by IMPAQ International, LLC (IMPAQ), under contract with the Hawai'i Department of Education (HIDOE) Special Programs Management Section (SPMS). This report is intended to address three primary purposes of the 2012-2013 evaluation:

- To describe the students served and the activities conducted statewide through 21st CCLC funding;
- To assess the success of the program statewide and at the individual subgrantee level in achieving the Hawai'i 21st CCLC key performance indicators; and
- To develop recommendations for program improvement and for strengthening future evaluation efforts.

2. OVERVIEW OF THE SY 2012-13 EVALUATION DESIGN

Exhibit 1 below offers an overall logic model for evaluating 21st CCLC programs. The logic model provides examples of program strategies intended to produce positive student outcomes as well as features of program context that can also influence program success. The model also shows the role of evaluation in program improvement. Although it will not be possible to study every component of the model for the 2012-13 given the [lack of] availability of data, over time subsequent evaluations will be designed to be more comprehensive, based on the lessons learned in each year's evaluation effort.

Exhibit 1: Logic Model for Evaluating 21st CCLC Programs



This evaluation is based solely on a review of the 2012-13 subgrantee evaluation reports submitted to HIDOE. The evaluation is limited to data included in the subgrantee reports for two reasons: 1) the PPICS database is no longer available for downloading or querying state or subgrantee data; and 2) since most of the grants ended last year, it is not feasible to supplement the reported data with site visits or interviews to collect additional data.

The evaluation combines quantitative data taken from tables, charts and numbers in the text of the evaluation reports with qualitative data from the narratives. Quantitative data is presented primarily by subgrantee. Review of the evaluation reports reveals that even though HIDOE distributed evaluation template in an effort to standardize the reports across subgrantees, many of the subgrantee reports are incomplete, with missing data from some sites for many of

the performance measures. For this reason it was not feasible to provide statewide totals, averages or percentages for most measures.

Qualitative data was analyzed using *NVivo* qualitative analysis software using a coding structure based on the evaluation objectives and Key Performance Indicators, with additional coding categories identified during the review of the text of the reports. The qualitative data provided additional detail about the programs as well as providing as much information as possible about each subgrantee, especially in cases where quantitative data is missing from the individual evaluation reports.

3. HAWAIʻI'S 21ST CENTURY COMMUNITY LEARNING CENTERS

In the 2012-13 academic year, the Hawaiʻi 21st CCLC program included 16 subgrantees, all of which were HIDOE complex areas. The subgrantees provided after-school services at a total of 104 school sites.

3.1 Overview of Subgrantees

Exhibit 2 provides a quick overview of the subgrantees. As the table shows, the number of schools for each complex area ranged from a low of two schools in the Waianae complex to a high of 10 schools in the Campbell, Castle, Kaimuki and Leilehua complexes. Total enrollment across the state for the 2012-13 school year is over 12,000 students (with four schools not reporting the number of students served). Totals for students participating 30 days or more and for summer enrollment are not included in the table due to the large amount of missing data.

Exhibit 2: 2012-13 Subgrantees

Subgrantee	Grant Year	Number of Schools	Grade Levels	SY 2012-13 Enrollment	30 Days or More	Summer Enrollment
AMR	2	3	K-6	393	145	*
Baldwin	4	4	preK-12	745	477	255
Campbell	4	10	preK-10	752	577	404
Castle	2	10	K-12	408	*	*
Central Kauaʻi	5	5	preK-12	283+	*	*
Hilo	3	8	K-8	654	*	*
Kaimuki	4	10	K-12	1674	523	*
Kalihi	5	7	preK-8	1282	*	*
Kealakehe	1	3	K-5	*	*	*
KKP	3	9	K-12	*	*	*
Kohala	5	3	K-12	*	*	*
Leilehua	5	10	preK-12	1858	600	*
McKinley	4	8	K-12	1313	346	*
Molokaʻi	5	5	K-12	540	185	32
Waianae	3	2	7-12	427	253	*
Waipahu	3	7	K-12	1936	488	*
Total		104		12,265		

** Information not provided in subgrantee report.*

+ Estimated minimum number computed by adding average daily attendance across schools.

3.2 Students Served

Exhibit 3 summarizes the characteristics of students served in the 21st CCLC program during the 2012-13 school year. As the table shows, the majority of students served in almost all of the complex areas were eligible for free or reduced (F/R) lunch. Most subgrantees did not report the proportion of participants who were students with disabilities (SWD). Only one subgrantee (Kaimuki complex) reported serving a significant number of SWD (55%). The majority of students were elementary school students, although one subgrantee reported that students were equally distributed between elementary, middle and high school (Kohala complex) and one reported serving half middle and half high school students (Waianae complex).

Exhibit 3 Characteristics of Students Served

Subgrantee	SY 2012-13 Enrollment	% F/R Lunch	% SWD	% ELL	% API	% Black	% Latino	% White	% Female	% Elem	% Middle	% HS
AMR	393	77%	9%	21%	*	*	*	*	49%	100%	0%	0%
Baldwin	745	47%	6%	9%	80%	1%	3%	8%	47%	50%	25%	25%
Campbell	752	56%	6%	9%	*	*	*	*	*	70%	20%	10%
Castle	408	55%	17%	2%	85%	2%	5%	8%	48%	80%	10%	10%
Central Kaua'i	283+	45%	*	*	*	*	*	*	*	60%	20%	20%
Hilo	654	*	*	*	*	*	*	*	*	80%	40%	0%
Kaimuki	1674	*	55%	25%	*	*	*	*	*	70%	20%	10%
Kalihi	1282	99%	*	78%	*	*	*	*	*	71%	29%	0%
Kealakehe	*	67%	*	*	*	*	*	*	*	100%	0%	*
KKP	0	*	*	*	*	*	*	*	*	*	*	*
Kohala	*	*	*	*	*	*	*	*	*	33%	33%	33%
Leilehua	1828	49%	7%	12%	*	*	*	*	*	70%	20%	10%
McKinley	1313	56%	*	31%	*	*	*	*	*	75%	10%	13%
Moloka'i	540	*	*	*	*	*	*	*	*	60%	20%	20%
Waianae	427	65%	*	*	*	*	*	*	*	0%	50%	50%
Waipahu	1936	58%	6%	20%	93%	*	*	*	48%	71%	14%	14%

** Information not provided in subgrantee report.*

+ Estimated minimum number computed by adding average daily attendance across schools.

3.3 Staffing

As Exhibit 4 shows, information about staffing was only sparsely provided in the subgrantee reports. In some cases, subgrantees provided information about the total number of staff without specifying how many were in different roles, in other cases, the report specified the

number of coordinators but not the number of teaching staff. In four cases subgrantee reports provided no information about program staffing.

Exhibit 4: Program Staffing

Subgrantee	Project Director	Project Coordinator	Site Coordinators	Teachers	Tutors /Aides	Admin	Volunteers	Total Paid Staff
AMR	1	1	3	*	*	2	*	75
Baldwin	1	*	4	46	2	*	*	53
Campbell	1	*	10	*	*	*	*	142
Castle	1	1	10	30	*	*	*	42
Central Kaua'i	1	*	9	*	*	*	19	82
Hilo	1	*	8	*	*	*	*	*
Kaimuki	1	*	10	*	*	*	*	*
Kalihi	1	*	7	*	*	*	*	*
Kealakehe	1	*	3	*	*	*	*	*
KKP	2	*	*	*	*	*	*	*
Kohala	1	1	3	*	*	*	20	*
Leilehua	1	*	*	*	*	*	*	*
McKinley	*	*	*	*	*	*	*	*
Moloka'i	*	*	*	*	*	*	*	*
Waianae	*	*	*	*	*	*	*	*
Waipahu	*	*	7	*	*	*	*	*

** Information not provided in subgrantee report.*

The narrative sections of the subgrantee reports provided some additional valuable information about program staffing. For example, five schools specified that the majority of the teachers hired for the afterschool program were regular school-day teachers (Campbell, Central Kaua'i, Kalihi, Leilehua, and Waipahu.) This approach has the advantage of supporting strong linkages between the afterschool programming and the regular school day curriculum.

On the other hand, Baldwin reported that finding skilled part-time teachers who were willing to deliver dynamic lesson plans when no prep time was allowed was also a challenge. Project-based instruction to reach students who were struggling in school was a time-consuming method requiring time for gathering supplies and organizing the process. Teachers could not be paid for these tasks, and many teachers decided not to participate for this reason. One subgrantee, Kaimuku, reported that the regular school day teachers' lack of involvement in the 21st CCLC program was a major disadvantage because they therefore had little knowledge of the Compass Learning program being used in the afterschool program.

Another issue that was raised by several subgrantees was the challenge in recruiting and retaining qualified site coordinators and other site staff. In Hilo this created a major challenge in maintaining and tracking participants and activities. One subgrantee, the Kalihi Learning Center, assigned school principals to serve as site coordinators. They also partnered with After School All Stars to staff their programs in the middle schools. Baldwin complex reported that finding qualified site coordinators who were skilled in administration, communication, budgeting, organizing and use of computers was a major challenge, citing in particular that the requirements of the site coordinator position can be overwhelming and the work can go beyond the 17 hour-per-week maximum established by the state.

The reduction in funding amounts in the later years of the grants was also raised as a concern for a few subgrantees. On the other hand, even with an overall decrease in funding from the previous school year, Leilehua Complex was able to keep its staffing consistent in order to serve and support the number of students in its programs.

3.4 Summer Programs

Except for KKP, which due to staffing and other delays did not serve students during 2012-13, all subgrantees provided summer programs in at least one of their schools. However, data about the summer programs was either very limited or difficult to distinguish from school year data for most of the subgrantees. For this reason, this evaluation report focuses on afterschool programs provided during the school year.

4. PERFORMANCE ON HAWAIʻI STATE KEY PERFORMANCE INDICATORS

The Hawaiʻi 21st CCLC key performance indicators (KPI) include four objectives and eight related outcome indicators.

Objective 1: Educational/Social Benefits and Behavioral Changes

The first of the four state objectives focuses primarily on behavioral changes as measured by teacher surveys. This objective is operationalized to include one overall indicator with four specific measures as follows:

Objective 1 of Hawaii's 21st CCLC program states: ***"****Participants will demonstrate educational and social benefits and exhibit positive behavioral changes."*

Indicator 1.1: Behavioral Outcomes – Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes).

This indicator is operationalized using four performance measures, including:

1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time.

1.1b Percentage of regular program participants with teacher-reported improvement in classroom participation.

1.1c Percentage of regular program participants with teacher-reported improvement in attending class regularly.

1. 1d Percentage of regular program participants with teacher-reported improvement in student classroom behavior.

The results gathered to address these measures are taken primarily from the 21st CCLC Teacher Survey data. Teachers fill out a survey for each program participant and indicate, from the teacher's perspective, whether the student has improved on particular measures. In 2012-13, only a small amount of teacher survey data was included in the subgrantee reports.

1.1a: Turning Homework in on Time

In 2012-13, eight subgrantees submitted information on changes in turning homework in on time. For these subgrantees, the data were very positive, with the vast majority of students improving in turning homework in on time. Homework improvement ranged from a high of 79% of students in Waipahu to a low of 40% in Baldwin. As shown in Exhibit 5, one subgrantee reported the percent of students who *maintained or improved* timely homework completion. Moloka'i reported that 97.3% maintained or improved in timely homework submission. In addition, Moloka'i reported, "the teacher ratings for Significant, Moderate or Slight Improvement in behavior ranged from Most of the others were rated No Change. The range of

project objectives listed below rated Significant, Moderate or Slight Improvement was 89.2% to 83.8%."

Exhibit 5: Change in Timely Homework Submission Rates

Subgrantee	Maintained or Improved (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
AMR	*	69.3%	22.7%	8.0%	75
Baldwin	*	40.0%	*	*	*
Campbell	*	*	*	*	*
Castle	*	45.0%	14.0%	8.0%	341
Central Kaua'i	*	*	*	*	*
Hilo	*	*	*	*	*
Kaimuki	*	63.2%	*	*	*
Kalihi	*	*	*	*	*
Kealakehe	*	*	*	*	*
KKP	*	*	*	*	*
Kohala	*	*	*	*	*
Leilehua	*	74.0%	*	*	*
McKinley	*	53.0%	*	*	*
Moloka'i	97.3%	67.6%	29.7%	2.7%	185
Waianae	*	*	*	*	*
Waipahu	*	79.0%	*	*	*

** Information not provided in subgrantee report.*

Several of the subgrantees that did not report teacher survey results for turning homework in on time did report results for homework completion.

1.1b: Classroom Participation

Eight subgrantees provided information on changes in classroom participation. For this indicator, results show that a majority of students' classroom participation improved, as reported on the teacher surveys. Results ranged from a high of 80% in Waipahu and Leilehua of students improving classroom participation to a low of 49% in Castle (see Exhibit 6). Two subgrantees reported figures for students who maintained or improved classroom participation. At AMR, 97.6% maintained or improved classroom participation, and at Moloka'i, that figure was 98.9%.

Exhibit 6: Change in Classroom Participation Rates

Sub-grantee	Maintained or improved (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
AMR	97.6%	59.1%	38.6%	2.4%	127
Baldwin		54.0%			
Campbell					
Castle		49.0%			
Central Kaua'i					
Hilo					
Kaimuki		66.7%			
Kalihi					
Kealakehe					
Kau					
Kohala					
Leilehua		80.0%			
McKinley		51.0%			
Moloka'i	98.9%	65.4%	33.5%	0.5%	185
Waianae					
Waipahu		80.0%			

* *Information not provided in subgrantee report.*

1.1c: Regular Class Attendance

Teachers also reported data on changes in attending class regularly for students. Improvements in classroom attendance varied across subgrantees. As shown in Exhibit 7, out of the eight subgrantees reporting, Waipahu had the highest improvement in regular classroom attendance, with 73% of students improving. Castle had the lowest percentage of students improving attendance (13%). Two subgrantees reported results for students that maintained or improved attendance. At AMR, 96.1% maintained or improved regular classroom attendance, and at Moloka'i, that figure was 99.5%.

1.1d: Classroom Behavior

The final indicator for Objective 1 is teacher-reported improvement in classroom behavior. Seven subgrantees provided data on this measure. As shown in Exhibit 8, a range of results were observed, from a high of 78% of students improving behavior at Waipahu to a low of 33% who improved at Baldwin. AMR reported that 95.8% of their students maintained or improved behaviors, and 96.8% of Moloka'i students maintained or improved behaviors. In addition, the Baldwin subgrantee evaluation reported that "the *Literacy for All* Project was successful in improving student learning behaviors." This subgrantee also reports that "a significant percentage of students improved in learning behaviors. The Teacher Survey results showed overall 61% of the students improved in student learning behaviors; 48% improved in being attentive in class; and 45% improved in coming to school motivated to learn."

Exhibit 7: Change in Classroom Attendance Rates

Sub-grantee	Maintained or improved (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
AMR	96.1%	15.7%	80.3%	3.9%	127
Baldwin		17.0%			
Campbell					
Castle		13.0%	19.0%	4.0%	341
Central Kaua'i					
Hilo					
Kaimuki		35.8%			
Kalihi					
Kealakehe					
KKP					
Kohala					
Leilehua		62.0%			
McKinley		23.0%			
Moloka'i	99.5%	40.5%	58.9%	0.5%	185
Waianae					
Waipahu		73.0%			

* *Information not provided in subgrantee report.*

Exhibit 8: Change in Classroom Behavior

Subgrantee	Maintained or improved (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
AMR	95.8%	36.6%	59.2%	4.2%	127
Baldwin	*	33.0%	*	*	*
Campbell	*	*	*	*	*
Castle	*	37.0%	18.0%	5.0%	341
Central Kaua'i	*	*	*	*	*
Hilo	*	*	*	*	*
Kaimuki	*	61.7%	*	*	*
Kalihi	*	*	*	*	*
Kealakehe	*	*	*	*	*
KKP	*	*	*	*	*
Kohala	*	*	*	*	*
Leilehua	*	70.0%	*	*	*
McKinley	*	*	*	*	*
Moloka'i	96.8%	52.4%	44.3%	3.2%	185
Waianae	*	*	*	*	*
Waipahu	*	78.0%	*	*	

* *Information not provided in subgrantee report.*

Objective 2: Range of High-Quality Services

Objective 2 states**:** ***"21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services."*** This objective includes five outcome indicators. Indicators and related performance measures are listed below:

Indicator 2. 1: Core Educational Services – 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.

Measure: Percentage of centers that offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science.

Given the data available, it is not possible to determine whether this objective was met across the state. All subgrantees reportedly provided some sort of activities in at least one academic area (reading/literacy; math; and/or science). However, for the most part, details and specifics about the programs are lacking; and indicators of quality are not available in the data we reviewed. Some subgrantees provided more detailed data than others. For example, Waipahu reports that during the school year program, "73% of activities prioritized Reading, 71% activities prioritized Math, and 44% prioritized Science." Most findings were stated in extremely general and vague terms. A typical finding presented as evidence of meeting this objective includes (from the Campbell report): "Staff at nine centers provided activities in the core academic area of mathematics. The staff at eight centers…provided activities in the core area of science. There were nine centers that provided activities in at least two of the three core academic areas." Exhibit 9 presents a summary of the types of activities provided across the Hawai'i subgrantees, based on the data available for this report.

Indicator 2.2: Enrichment and Support Activities – 100% of centers are required to offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.

Measure: Percentage of centers that offer enrichment and support activities such as academic assistance, remediation and enrichment nutrition and health, art, music, technology, and recreation

Subgrantee evaluations provided slightly more detail about enrichment and support activities than they did about academic activities. Hawai'i's 21st CCLC programs offered a range of activities including tutoring, health programs, gardening, creative project-based learning, music, technology, and sports (see Exhibit 9 for an overview). Regarding tutoring, several programs provided intensive one-on-one support and homework help. Some used Compass Learning software to provide tutoring to students.

Exhibit 9: Range of Activities Provided by HI 21st CCLC Programs

Subgrantee	Academic Activities			Enrichment and Support							Community Partnerships	Family/ Parent Involvement	Extended Hours
	Math	Reading /ELA	Science	Tutoring	Health/ Healthy Living	Technology/ Robotics/	Sports/ Recreation	Music/Art/ Theater	Cultural Activities	Other[a]			
AMR				✓								✓	
Baldwin		✓			✓					✓		✓	
Campbell	✓	✓	✓		✓	✓	✓	✓			✓	✓	
Castle	✓	✓		✓	✓	✓	✓				✓	✓	
Central Kaua'i	✓	✓	✓		✓	✓	✓	✓	✓	✓			
Hilo	✓	✓	✓		✓	✓			✓				
Kaimuki												✓	
Kalihi					✓		✓			✓	✓		
Kealakehe				✓	✓	✓					✓		
KKP	*	*	*	*	*	*	*	*	*	*	*	*	*
Kohala											✓		
Leilehua	*	*	*	*	*	*	*	*	*	*	*	*	*
McKinley											✓	✓	
Moloka'i	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Waianae									✓				
Waipahu	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

* *Information not provided in subgrantee report.*

[a] *"Other" may include: job training, drug and violence prevention, mentoring, community service/service learning, positive youth development (appropriate and positive behaviors); entrepreneurial education; sewing and design; project based learning.*

Many sub grantees reported providing activities related to health, fitness, gardening, wellness, and positive youth/child development. Baldwin had a gardening project and Central Kauai offered activities that include discussions of "appropriate and positive behavior activities" (Central Kauai). Their programs offered dance, yoga, physical fitness, and activities focused on healthy eating habits.

Some subgrantees faced challenges in providing sports and recreation programs. According to the Kohala report:

> *"A large gap in youth services exists because not all youth are interested in sports; therefore, many students were left without options to engage and participate in afterschool activities. The option to engage in ongoing activities that are offered in the larger communities of Hilo and Kona are not feasible because of the distances involved (35 to 100 miles) and the dearth of transportation services. Offering programs that are community based and relevant to youth interests fulfills an urgent need in this population. Cross-complex van transportation addresses the lack of public bus service."*

While the details are vague, this quote suggests that the 21st CCLC program addressed a need in the community while also providing necessary supports, specifically transportation.

Technology was a popular area of programming for 21st CCLC centers. Technology projects included "how to excel in an increasingly technology-based global society" (Hilo). At least one program (Kaimuki) provided a robotics program, and another (Molokai) had a "STEM mind-building" program that taught students to "explore and apply complex and critical-thinking skills within the context of robotics and CAD". Other activities included multi-media projects, which incorporated audio and video components.

Many subgrantees provided activities related to music, art, culture, and dance. For example, Moloka'i offered "The Instrumental Music Program" which provided an opportunity for students of all ages to learn to play a musical instrument. Students could choose from the violin or the brass family of instruments (trumpet, trombone). They learned how to read music and produce a sound on their chosen instrument. This subgrantee also offered Tahitian dance, which provided physical fitness and cultural appreciation. According to the Molokai evaluation report, "the class covered the basic fundamentals of Tahitian dance, as well as the skills that improve muscle control, flexibility and tone in two levels, beginner and advanced. "

A range of other enrichment and support activities were also implemented throughout the state, but details and specific descriptions of programs and quality are scarce. Examples of other types of programming include: hands on learning and garden projects, creative project based learning, job training for youth, drug and violence prevention, mentoring, and community service or service learning.

Indicator 2.3: 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, implementing, and sustaining programs.

Measure: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs

Seven subgrantees reported that they had partnerships with community agencies during the 2012-13 year (see Exhibit 9 above). Others either did not describe any partnerships or indicated that this was a growing area for their program.

Of those indicating partnerships, a range of community partners were mentioned. These included local high schools, local companies and businesses, individuals, boy scouts, churches, 4H clubs, larger corporations (such as Kaiser Permanente and Wal-Mart), as well as farms and local parks and recreation departments.

Community partners served a range of purposes. At Campbell, centers sub-contracted with community partners that provided instructional materials, which supported their science and

technology enrichment activities. Other partners, such as PAL, provided coaches for the 21st CCLC's athletic program. At Kohala, one of their partners donated equipment for a garden restoration project.

Indicator 2.4: Services to Parents and Other Family Members – More than 85% of centers will offer services to parents and other family members of students enrolled in the program.

Measure: Percentage of centers that offer services to parents and other family members enrolled in the program

Parent and family involvement appears to be a challenging area for programs. Several subgrantee reports described parent involvement increasing from the previous year. Some reported that they were not able to engage parents this year or that no data was available as evidence of parent involvement. In several cases, the reporting is vague, e.g., "two (22%) of the nine centers implemented activities to involve parents and adult family members." And in other cases, parent programs were offered but services were not taken up by parents.

At Baldwin, the program learned from previous years the reasons for low parent involvement, and sought to address these challenges. As students progressed through school, parents found it more difficult to support them academically. The report states that "many of the parents of the students served had language barriers and a significant number never completed high school. The [21st CCLC] grant was amended to provide parenting skills and information on resources available to help parents become advocates for their children." The Kohala program supports this finding in their report, citing research (Stahl, 2004) explaining that middle and high school parents become less involved in their children's education because of the increasing difficulty of the academic work. The Kohala report also indicated that increasingly, students are being raised by grandparents. It appears that programs may need to address engaging grandparents in the students' educations, and that subgrantee reports indicate a need for more support and resources in this area.

The Kaimuki report presents anecdotal evidence that parents attended informational meetings, celebrations, and health and cooking classes, however there is no documentation or concrete evidence of parent participation. Waipahu indicated that 100% of their centers provided orientation sessions for parents. One of their goals was to provide literacy programs to support parents English language acquisition, but this goal was not met. They also sought to "provide parenting classes, encouraging positive behavior, practical approaches to positive parenting, and dealing with dynamic changes of child/teen development." The report indicated that the program made progress toward these objectives.

Indicator 2.5 Extended Hours – More than 75% of centers will offer services at least 12-16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.

Measure: Percentage of centers that offer services at least 12-16 hours per week on average and provide services when school is not in session, such as during the summer and holidays

Ten of the sixteen subgrantees reported the number of hours per week of programming at each school for the 2012-13 school year. As shown in Exhibit 10, among those ten subgrantees, only two achieved the objective of 75% of their schools offering 12 or more hours of programming per week. These incuded Kaimuki, which offered 12 or more hours of after-school services at eight of their ten schools and Waipahu, which offered 12 or more hours per week of after-school services at both of their schools. The other eight subgrantees did not achieve this objective. Overall, for the ten subgrantees reporting, only about 37% of the centers offered 12 or more hours of services per week during the school year. Leilehua reported an average of six hours per week of programming during the school year, but did not break out hours by school. The report stated, *"There were small increases in the days per week open during the summer and weekday hours per week during the summer with a significant decrease in the weekday hours before school."*

Exhibit 10 also shows the number of schools providing summer and holiday sessions among the ten subgrantees that reported this information. As the exhibit shows, about 70% of the schools offered services during summers and holidays.

Exhibit 10: Hours of Operation

Sub-grantee	Hours/Week During School Year		Services Provided During Summer/Holidays	
	# Schools 12+ Hrs/Wk	# Schools Reporting	# Schools with Summer/ Holiday Sessions	# Schools Reporting
AMR	0	3	3	3
Baldwin	1	4	4	4
Campbell	2	10	8	10
Castle	2	10	2	10
Central Kaua'i	1	5	5	5
Hilo	*	*	*	*
Kaimuki	8	10	7	10
Kalihi	4	7	4	7
Kealakehe	*	*	*	*
KKP	*	*	*	*
Kohala	3	3	3	3
Leilehua	*	*	*	*
McKinley	0	8	6	8
Moloka'i	*	*	4	4
Waianae	2	2	1	2
Waipahu	*	*	4	7
Total	23	62	51	73
Percentage	37.1%		69.9%	

Objective 3: Serving Those with Greatest Need

Objective 3 states: *21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.*

Indicator 3.1 – *100% of centers are located in high-poverty communities*

Measure: Title I schoolwide eligible and percentage of students eligible for free or reduced lunch

To address this objective, we examined demographic data of students served by the 21st CCLC schools and programs, specifically the percentages of students who qualify for free or reduced (F/R) priced lunches. F/R lunch is a commonly used proxy for students living in low-income households. For the year 2012-13, these data were available for 10 subgrantees. Programs served a range of students from 45.2% eligible for F/R lunch in the Central Kaua'i program to 99.2% eligible in Kalihi. [See Exhibit 3 above.]

All complexes included schools that are eligible for Title I funds (at least 40% of students qualify for F/R lunch). As shown in Exhibit 10 Ka'u-Kea'au-Pāhoa (KKP) serves, on average, the neediest schools, with 83.7% of their student population eligible for F/R lunch. Campbell has the lowest,

on average, percentage of students qualifying for F/R lunch (46.6%). These data are at the school-level rather than the program level. Therefore, we know that programs took place in high-poverty schools.

Some subgrantees provided other information that indicates the needs of their schools and communities. For example, several subgrantees reported the percentage of students in their programs and schools who are English language learners and receive special education services (see Exhibit 3). These factors are also indicators of high needs student populations. In addition, the percentage of Asian/Pacific Islander (A/PI) students is high in several programs. This population in Hawai‘i is a high-needs group. According to the Central Kaua’i report, A/PI is “a sub-population group that did not meet the reading and mathematics proficiency objectives in 2011–12.” Furthermore, subgrantees report on other challenges that make their schools and communities “high needs.” At KKP, at the time of 21st CCLC programming, *“seven of our nine schools were in restructuring, one was in corrective action and all failed to make adequate yearly progress.”* Kohala reported on a recent Hawai’i Drug Survey which *“indicated that 59% of the Kohala community’s 10th graders reported having used an illicit drug compared to the average of 33% of 10th graders statewide. Drug abuse has contributed to broken families, and has resulted in many children being raised by their grandparents.”* This indicator also points to a great need for community resources for these families and students. Finally, McKinley reports that on their School Quality Surveys, *“there were concerns about safety, family involvement and academic achievement.”*

Exhibit 11: Students at Participating Schools Qualifying for Free/Reduced Price Lunch[a]

Subgrantee	# F/R Lunch	% F/R Lunch	Enrollment
AMR	792	61.4%	1289
Baldwin	2027	48.1%	4215
Campbell	4881	46.4%	10527
Castle	2390	49.9%	4794
Central Kaua'i	1865	47.1%	3956
Hilo	1466	77.4%	1895
Kaimuki	2744	60.5%	4534
Kalihi	2968	80.5%	3689
Kealakehe	1439	66.2%	2173
KKP	4535	83.7%	5415
Kohala	583	68.7%	849
Leilehua	4437	53.3%	8322
McKinley	3275	70.8%	4625
Moloka'i	690	73.0%	945
Waianae	1939	73.4%	2640
Waipahu	5237	60.5%	8658

[a] *Source: State of Hawai'i Department of Education Accountability Resource Center Hawai'i, "School Accountability: School Status & Improvement Report," 2013/Windward District. Accessed May 13, 2015. http://arch.k12.hi.us/school/ssir/2013/windward.html*

These findings show that based on the data available Objective 3 was met. The 21st CCLC program specifically targeted schools and communities with the greatest need for the program's services.

Objective 4: Academic Improvement

Objective 4 states**:** *Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.*

Indicator 4. 1 Academic Improvement – Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.

This indicator is operationalized using teacher survey data using two measures:

- *Percentage of regular program participants with teacher-reported improvement in reading/language arts*
- *Percentage of regular program participants with teacher-reported improvement in math*

Teachers reported data from student report cards. We also compiled some information on academic improvement using the Hawaii State Assessment (HSA) scores, the state's standardized summative annual assessment.

As shown in Exhibit 11 teacher-reported data on grades was available for ten subgrantees. For reading or English language arts grades, improvements ranged from 31% of students improving reading/ELA grades at Baldwin to 76.8% of students showing improvement at Moloka'i. Three subgrantees reported on students that maintained or improved reading/ELA grades. At the low range was Leilehua with 39% of students maintaining or improving. At Moloka'i, 97.8% of students maintained or improved reading/ELA grades.

For math grades, there was also a wide range in outcomes (see Exhibit 12). At Baldwin, 27% of program participants improved their grades, and at Moloka'i 81.1% did. Furthermore, at Moloka'i, it appears that none of the students saw a decrease in math grades; all (100%) maintained or improved their grades. At Leilehua 39% of students maintained or improved math grades and at Campbell, this figure was 86.1%.

Four subgrantees reported HSA data to reflect academic achievement among program participants (see Exhibit 13). In all of these cases, at least half of the program students met the math or reading/ ELA standards. However, these data only provide a snapshot in time rather than an indicator of change from one year to the next.

Some subgrantees did report change scores. For example, Kaimuki reported that 60.7% of program students showed improvement in their HSA reading scores and 53% showed improvement in their math scores between 8th and 10th grades. At Campbell, "five centers reported 60% or more regular attendees improving their scores between the pre- and post-assessment in reading/language arts." In addition, "two Campbell subgrantee centers reported pre-post mathematics scores. Neither center reported meeting the target of 60% or more regular attendees increasing mathematics scores between pre- and post-assessment administrations." Other assessments are also used to evaluate student progress. The McKinley evaluation report states that their program met the objective of "the average score on Compass Learning quizzes will be a minimum of 67% at each school." However it is unclear whether this objective was met for the schools as a whole or for the 21st CCLC program participants within those schools.

Exhibit 12: Change in Reading/ELA Grades

Subgrantee	Maintained or improved (%)	Improved (%)	Did not need to improve	Stayed same (%)	Declined (%)	Total N
AMR	86.3%[a]	*	*	*	*	*
Baldwin	*	31.0%	9.0%	49.0%	11.0%	467
Campbell[b]	86.6%	37.8%	7.8%	39.9%	9.8%	577
Castle	*	44.0%	*	46.0%	11.0%	395
Central Kaua'i	*	*	*	*	*	*
Hilo	*	*	*	*	*	*
Kaimuki[b]	*	35.3%	*	*	*	*
Kalihi	*	*	*	*	*	*
Kealakehe	*	*	*	*	*	*
KKP	*	*	*	*	*	*
Kohala	*	*	*	*	*	*
Leilehua	39.0%	*	*	*	*	*
McKinley[b]	*	55.8%	*	*	*	*
Moloka'i [b]	97.8%	76.8%	21.6%	20.5%	2.2%	185
Waianae	*	32.0%	*	*	*	*
Waipahu[b]	*	40.0%	*	54.0%	4.0%	436

Exhibit 13: Change in Math Grades

Subgrantee	Maintained or improved (%)	Improved (%)	Did not need to improve	Stayed same (%)	Declined (%)	Total N
AMR	86.3%[a]	*	*	*	*	*
Baldwin	*	27.0%	12.0%	50.0%	11.0%	477
Campbell[b]	86.1%	35.0%	9.1%	49.1%	8.5%	566
Castle	*	37.0%	*	52.0%	12.0%	391
Central Kaua'i	*	*	*	*	*	*
Hilo	*	*	*	*	*	*
Kaimuki[b]	*	30.7%	*	*	*	*
Kalihi	*	*	*	*	*	*
Kealakehe	*	*	*	*	*	*
KKP	*	*	*	*	*	*
Kohala	*	*	*	*	*	*
Leilehua	39.0%	*	*	*	*	*
McKinley[b]	*	44.7%	*	*	*	*
Moloka'i [b]	100.0%	81.1%	22.7%	15.1%	0.0%	185
Waianae	*	51.0%	*	*	*	*
Waipahu[b]	*	44.0%	*	50.0%	5.0%	488

** Information not provided in subgrantee report.*

[a] *Combined math and reading*

[b] *Includes only those attending 30 days or more*

Exhibit 14: State Assessments

Subgrantee	% Met Reading Standards	% Met Math Standards
AMR	69.2%	50.6%
Baldwin	*	*
Campbell	*	*
Castle	*	*
Central Kaua'i	*	*
Hilo	*	*
Kaimuki	67.9%	60.0%
Kalihi	*	*
Kealakehe	*	*
KKP	*	*
Kohala	*	*
Leilehua	73.0%	56.0%
McKinley	60.1%	62.9%
Moloka'i	*	*
Waianae	*	*
Waipahu	*	*

* *Information not provided in subgrantee report.*

5. SUBGRANTEE GOAL ACHIEVEMENT

Subgrantees were encouraged to establish their own goals and objectives relevant to the programs serving their local areas. Those that specified program goals in their evaluation reports tended to focus on increasing academic achievement in reading and math and improving students' learning behaviors, particularly in homework completion and student attitudes toward school. Other examples of program goals included:

- Improving kindergarten school readiness (Baldwin complex)
- Providing opportunities that support student interest and competence in STEM fields (Hilo)
- Improving family literacy skills (Baldwin, Campbell, Central Kaua'i, Kealakehe)
- Creating at least one self-sustainable program per year (Kohala)
- Increasing school attendance rates (Moloka'i)

In addition to these overall goals, subgrantees also defined specific objectives. These are summarized in Exhibit 14 below. As the table shows, among the ten subgrantees reporting, there was variation across subgrantees in their stated objectives. There was also variation in the extent to which objectives were met. Only one subgrantee, AMR, met all of their academic and behavioral objectives.

Exhibit 15: Subgrantee Academic Achievement Objectives

Academic Achievement				
Subgrantee	**Objective**	**Measure**	**Results**	**Met/Not**
AMR	80% maintain or improve achievement	Grades	86%	Met
	Increase # of students meeting state reading and math standards at each school	HSA scores	Not specified	Met
Baldwin	More than 30% will increase in math and reading grades by half grade or more	Grades	36% math; 38% reading	Met
Campbell	60% improve achievement in reading and math	Teacher survey	Not specified	Not Met
	Increase the number of students meeting Reading and Math Standards	HSA scores	Not specified	Not Met
Castle	60% increase math and reading assessment scores from fall to spring.	HSA, Achieve 3000, Kid Biz, Teen Biz, STAR Reading scores	82% math; 71% reading	Met
Kaimuku	At least 50% improve achievement	HSA scores	Met by 6 of 8 schools	Not Met
	Average score on Compass Learning quizzes of 67% at each school	Compass Learning quizzes	Not specified	Met
	85% of the participants have learned new skills	Student survey	Not specified	Met
Kalihi	60% of regular program participants improve in reading/language arts and mathematics	Teacher survey; grades	Not specified	Not specified

Academic Achievement				
Subgrantee	**Objective**	**Measure**	**Results**	**Met/Not**
Leilehua	5% increase in HSA scores in Reading and Math	HSA scores	Not specified	Not Met
	5% increase in student proficiency, by grade levels, in reading and math	HSA scores	Not specified	Not Met
	5% increase in student proficiency, by subgroups, in reading and math	HSA scores	Not specified	Not Met
	10% of students tutored will show an increase in their math and reading	Grades	Not specified	Not Met
McKinley	A minimum of 50% of regular CCLC participants will make positive gains on the standards based assessment	HSA scores	Not specified	Not Met
	The average score on Compass Learning quizzes will be a minimum of 67% at each school.	Compass Learning quizzes	Not specified	Met
	85% of the participants learn new skills	Student survey	Not specified	Met
Moloka'i	Proficiency levels in science will reach or exceed HIDOE/NCLB expectations	Not specified	Not specified	Not Met
	Proficiency levels in reading and mathematics will reach or exceed AYP	HSA scores	Met by 4 of 5 schools	Not Met
Waianae	Gains in skill mastery on Compass Learning of 25%.	Compass Learning quizzes	Not specified	Not specified
Behavioral Outcomes				
Subgrantee	**Objective**	**Measure**	**Results**	**Met/Not**
AMR	80% maintain or improve homework completion rates	Teacher survey	94.9%	Met
Baldwin	More than 30% will increase homework completion levels	Teacher survey	55% completion 40% on time	Met
	More than 75% of students will exhibit Kindergarten readiness behaviors.	Not specified	Not specified	Not specified
Castle	70% will show improvement in student learning behavior – academic performance, completing homework, class participation, attentiveness	Teacher survey	40% overall	Not met
Kaimuki	25% of the regular attendees will show improvement in behavior	Teacher survey	Not specified	Met
Kalihi	75% of regular program participants would improve turning in homework on time, classroom participation, regular attendance, and classroom behavior	Teacher survey	Not specified	Not specified
McKinley	25% of the regular attendees will show improvement in behavior	Teacher survey	Not specified	Met
Moloka'i	80% of the participants will have increased self-assessment of GLOs	Not specified	Not specified	Not Met
	Homework completion rates will increase	Teacher survey	Not specified	Met
	School attendance will increase and days absent will decrease	Not specified	4 of 5 schools	Not Met
Waianae	Student achievement on state assessment will increase in reading and math by 2%	HSA scores	Not specified	Not specified

6. SUBGRANTEE EVALUATION AND DATA QUALITY ISSUES

As illustrated by the large amounts of missing data in this report, only a few subgrantee evaluation reports included all of the data requested in HIDOE's evaluation report template. In some cases it appeared that the lack of data may have been due to insufficient resources being devoted to conducting subgrantee evaluations. In other cases, subgrantee reports were fairly extensive and detailed, but not all of the relevant data items were included. Without access to the PPICS data system, it is not possible to determine whether data missing from subgrantee reports was due to challenges with data collection, or whether subgrantees collected and reported the required data to the PPICS data collection system, but evaluators neglected to include these data in their evaluation reports.

The evaluators of the Campbell, Central Kaua'i, Kalihi Learning Center programs faced a major challenge to the collection of evaluation data. The Hawai'i Department of Education (HIDOE) Data Governance Office (DGO) informed the evaluators that a data sharing agreement was necessary to collect data from the HIDOE, in particular, Family Education Rights and Privacy Act (FERPA) or personally identifiable information (PII). Evaluators were unable to administer the on-line questionnaire and the 21st CCLC Teacher Survey. The data that could not be collected included center participants' first and last names, grade level, student HIDOE ID numbers, attendance, gender, ethnicity, free- and reduced-lunch status, SPED status, ELL status, and data based on attendance (teacher survey/academic behavior data, report card grades, and pre-post assessment).

Two of the subgrantee evaluation reports made specific mention of solutions to data collection challenges. The Kealakehe complex reported instituting a policy of releasing the bimonthly payment from the grant to the school after the evaluator confirmed data had been received. Similarly the evaluator received payment after the analyses, meetings, and reports were completed. The Kohala complex reported developing a systematic data collection system to ensure accurate and complete data for the APR and recommended it as a model for other programs.

7. RECOMMENDATIONS

7.1 Recommendations to Improve Program Effectiveness

Each of the subgrantee evaluation reports included recommendations for program improvement. These vary dramatically from general recommendations about program administration to very specific recommendations about service delivery. Exhibit 15 below summarizes the types of recommendations provided by program evaluators across the subgrantees. After thorough review of the subgrantee evaluations and the recommendations made by the evaluators for each subgrantee, we have identified a range of programmatic recommendations that might be valuable for improving program effectiveness in each of these areas across subgrantees.

Academic Achievement – Recommendations for improving academic achievement include:

- Using formative assessments to support reading and mathematics tutoring activities;
- If enrichment activities are implemented by community partners, selecting partners that implement activities with well-developed academic components; and
- Monitoring student's academic activities (especially those done online) to ensure that students are completing the lessons, retaking lessons, and taking tests with the appropriate diligence to master the skills.

Administration – Recommendations for improving program administration include:

- Confirming the commitment of principals, administrators, coordinators and support staff to provide high quality programs to students, families and the community;
- Establishing regular coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems, and solutions;
- Providing ongoing training for new and continuing coordinators and other staff;
- Supporting a program coordinator to facilitate communication between the site coordinators and the administrators, and provide leadership and focus;
- Conducting regular site coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems and solutions; and
- Maintaining site manuals with detailed program materials and procedures to ensure center staff share a common understanding of the program and to ease transition in the case of staff turnover.