

Hawai'i Department of Education

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

School Year 2014-2015

Evaluation Report

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EXECUTIVE SUMMARY

Overview of the Evaluation

The SY 2014-15 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 on data reported by the subgrantees through two different data sources: 1) data extracted from the national Annual Performance Reporting (APR) system, and 2) a review of the 2014-15 subgrantee evaluation reports submitted to HIDOE and posted on the HI 21st CCLC website, and includes information from the previous statewide reports for comparison.

The evaluation combines quantitative data taken from tables of APR data and 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. Wherever feasible, data are reported in comparison with SY 2012-13 and SY 2013-14. Most data are for the school year, as very little summer program information was available. Four new subgrantees had not yet begun to report data at the time of this report. Where qualitative information is available about their programs, it is included in the report, but these four subgrantees are not included in the data tables: Nanakuli, Friends of the Future, Parents and Children Together, and Maui Economic Development Board (MEDB).

HI 21st CCLC Program

In the 2014-15 academic year, the Hawai'i 21st CCLC program included 12 subgrantees, of which nine were HIDOE complex areas, and three were community based organizations. The 12 subgrantees included the following complex areas:

- Castle
- Hilo
- Kealakehe
- Ka'u-Kea'au-Pāhoa (KKP)
- McKinley
- Nanakuli
- Waianae, and
- Waipahu.

The community based organizations included:

- Friends of the Future,
- Parents and Children Together (O’ahu)
- Maui Economic Development Board (MEDB) Women in Technology Project.

These subgrantees provided 21st CCLC services through more than 38 centers centers to more than 5,000 students during the 2014-15 academic year.

All subgrantees provided summer programs in at least one of their schools. However, data about the summer programs was very limited. For this reason, this evaluation report focuses on afterschool programs provided during the school year.

Performance on Hawai’i State Key Performance Indicators

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

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

- **1.1 Turning in Homework on Time.** With four subgrantees reporting, most students were assessed by teachers as having improved in turning homework in on time, ranging from a high of 83% in Waipahu to a low of 33% in Hilo. The APR data confirms that a majority of students who participated in the program 30 days or more were rated by their teachers as having improved in homework submission and classroom participation.
- **1.2 Classroom Participation.** With four subgrantees reporting, most students were assessed by teachers as having increased their classroom participation, ranging from a high of 83% in Waipahu to a low of 48% in Waianae. The percentage of students improving in classroom participation decreased slightly from SY 2013-14 while still increasing from SY 2012-13.
- **1.3 Regular Class Attendance.** Out of the four subgrantees reporting, Waipahu had the highest teacher-reported improvement in classroom attendance (85%) and Hilo had the lowest (13%). The percentage of students improving in classroom attendance decreased slightly from SY 2013-14 while still increasing from SY 2012-13.
- **1.4 Classroom Behavior.** Of the four subgrantees reporting this measure in their evaluation reports, Waipahu had the highest teacher-reported improvement in classroom behavior (84%) and Castle had the lowest (37%). Of the six subgrantees reporting APR data on student behavior, half reported that a majority of students who participated in the program 30 days or more were rated by their teachers as having improved in student behavior.

Objective 2: Range of High-Quality Services. 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.” Five key indicators measure achievement of this objective.

- **2.1 Core Educational Services.** *100% of centers will offer high-quality services in at least one core academic area.* Seven subgrantees provided activities in at least two academic areas (reading/literacy, math, and/or science). However, for the most part, details and specifics about the programs are lacking, and indicators of quality were not available, so there is insufficient data to determine whether this indicator was met.
- **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.* All of the eight subgrantees reporting provided tutoring or homework help and all of the provided either arts and music or physical activities or both. Therefore, this indicator was met.
- **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.* Ten of out of twelve subgrantees reported partnerships, representing 83% of subgrantees. However, since partnerships were reported in subgrantee evaluation reports at the subgrantee rather than individual school or center level, it is not possible to determine the percentage of centers which established and maintained community partnerships.
- **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.* Parent and family involvement continues to be a challenging area for some subgrantees, but was provided and encouraged for most of the programs during the 2014-15 school year. Only the Waipahu complex reported no family activities outside of parent orientation nights, as reduced funding resulted in a concentration on student programming. Seven out of the eight grantees represent over 85% of subgrantees. Unfortunately, data were not consistently available at the individual center level.
- **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.* Among the eight subgrantees reporting hours of services provided, six achieved the objective of 75% of their schools offering 12 or more hours of services per week. Waipahu achieved 71%, and Kealakehe did not offer 12 or more hours of services per week at any of their centers. Overall, for the eight subgrantees reporting, 83% (very close to the target of 85% of centers) met the benchmark of providing 12 or more hours of services per week.

Objective 3: Serving Those with Greatest Need. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities. 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 84% of their student population eligible for F/R lunch. Even McKinley, the complex serving the lowest percentage reported 47% of students qualifying for F/R lunch. Therefore, we can conclude that programs took place in high-poverty schools and Objective 3 was met.

Objective 4: Academic Improvement. Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year. All of the eight subgrantees reporting indicated that students attending 30-59 days improved in language arts (ranging from 9% to 100% of those who needing to improve) and math (ranging from 42% to 100% those needing to improve). Two subgrantees with students attending 60 days or more also reported improvements in language arts (ranging from 8% to 100% of those who needing to improve) and math (ranging from 28% to 100% of those needing to improve).

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. In 2014-15 some subgrantees have expanded their goals to include developing students' social and emotional learning (SEL) skills.

In addition to these overall goals, subgrantees also defined specific objectives. There was significant variation across subgrantees in their stated objectives. There was also variation in the extent to which objectives were met. None of the subgrantees met all of their stated objectives, although the majority met or partially met most or all of them.

Recommendations

Local evaluators made a range of different kinds of recommendations for program improvements based on subgrantee evaluation results. For example:

- Academic achievement:
 - Implement reading and math enrichment designed to engage student interest, particularly at the intermediate and high school.
 - Target students with low academic achievement and focus interventions to address areas of need.
 - Develop stronger linkages to the school day.
- Program administration:
 - Increase communication between site coordinators, teachers and administrators.
 - Provide ongoing training for new and continuing coordinators.
 - Monitor program implementation, instruction and student learning and progress and provide observation feedback.
- Program attendance:
 - Offer classes over a longer timeframe to increase the number of students who participate 30+ days.
 - Increase recruitment methods to ensure awareness of program offerings and increase participation.

- Strengthen procedures so that all participating students are officially enrolled and attendance is consistently documented.
- Family involvement and services to adults:
 - Develop/implement an ongoing Family/Parent Involvement Program to build capacity of parents to 1) supervise and support their child’s learning in doing homework; and 2) encourage positive learning both at home and at school.
 - Allocate resources for staffing Family/Parent Involvement Program. Consider parent learning opportunities for furthering education or career skills development.
- Funding and sustainability:
 - Allocate funds in a timely manner.
 - Establish/maintain/expand partnerships to support and maintain/sustain the 21stCCLC grant program and enrich curriculum and instruction.

We recommend that HIDOE continue to invest in improving subgrantee evaluation efforts:

1. Provide training and technical assistance to subgrantee and center staff on recruiting qualified evaluators; data collection and reporting procedures; producing evaluation reports that meet the state’s requirements;
2. Review subgrantee evaluation reports and provide timely feedback to subgrantees to support improving their evaluation reports in subsequent years;
3. Encourage subgrantees to invest sufficient resources in program evaluation to ensure that evaluation efforts produce results that are useful for program improvement;
4. Develop more detailed specifications for subgrantee evaluation reports that include templates for data reporting; and
5. Foster exchange of evaluation expertise and experiences among subgrantees and their evaluators.

Conclusions

Subgrantees are providing valuable afterschool services to many students throughout the state and have accomplished many of the state’s program objectives. However, while some subgrantees have improved their evaluation efforts, there are still significant data quality issues that need to be addressed in order for the subgrantee evaluation reports to be of consistent high quality and usefulness. 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 findings that can more effectively be used at both the local and state levels to 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 2014-15 evaluation would have been designed as phase four of the five-year plan. However, a number of factors have changed the landscape since then, including 1) the time elapsed since the completion of the 2014-15 school year, and 2) the phasing out of the national PPICS database. Thus, the SY 2014-15 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 full implementation of the new national Annual Performance Reporting (APR) data system, we expect that it will be possible to revisit implementing a quasi-experimental design in future years.

The design for the SY 2014-15 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 2014-2015 evaluation:

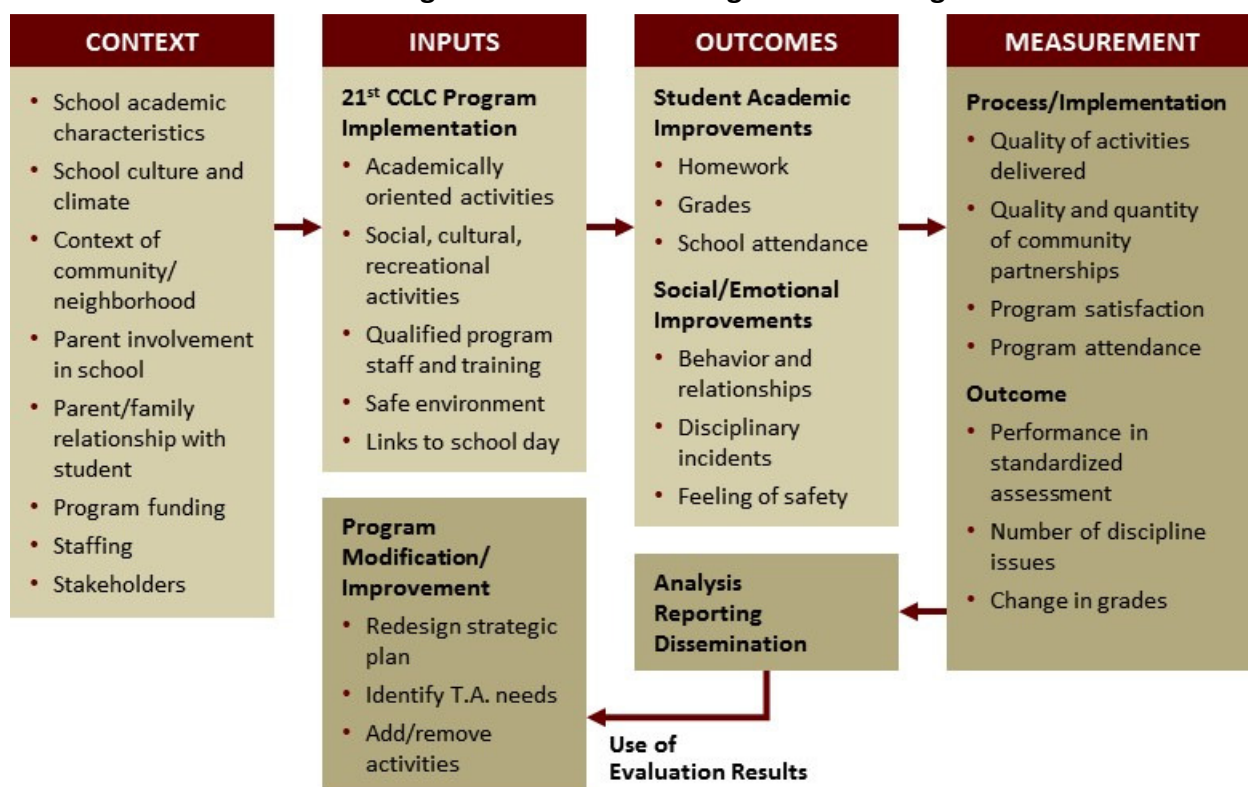
- To describe the students served and the activities conducted statewide through 21st CCLC funding;
- To assess the success of the program statewide and at the individual subgrantee level in achieving the Hawai'i 21st CCLC key performance indicators; and
- To provide recommendations for program improvement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

The following chapters provide an overview of the evaluation approach, an overview of the subgrantees and the students they served, performance on Hawai'i state key performance indicators, the achievement of subgrantees' own goals, challenges in data collection, and recommendations.

2. OVERVIEW OF THE SY 2013-14 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 2014-15 program year, given the limited 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 on data reported by the subgrantees through two different data sources: 1) data extracted from the national Annual Performance Reporting (APR) system; and 2) a review of the 2014-15 subgrantee evaluation reports submitted to HDOE and posted on the HI 21st CCLC website. The evaluation also includes information from the previous statewide reports for comparison.

The evaluation combines quantitative data taken from APR data, along with tables, charts and numbers in the text of the evaluation reports, with qualitative data from the evaluation report narratives. Quantitative data are presented primarily by subgrantee. Review of the evaluation reports reveals that even though HDOE distributed an 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. Wherever feasible, data are reported in comparison with SY 2012-13 and SY 2013-14.

Most data are for the school year, as very little summer program information was available. Four new subgrantees had not yet begun to report data at the time of this report. Where qualitative information is available about their programs, it is included in the report, but these four subgrantees are not included in the data tables: Nanakuli, Friends of the Future, Parents and Children Together, and Maui Economic Development Board.

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. HAWAII'S 21ST CENTURY COMMUNITY LEARNING CENTERS

In the 2014-15 academic year, the Hawai'i 21st CCLC program included 12 subgrantees – nine HIDOE complex areas and three community based organizations. For the eight subgrantees reporting, after-school services were provided at a total of 38 school sites.

3.1 Overview of Subgrantees

Exhibit 2 provides a quick overview of the subgrantees. It is important to note that Nanakuli, Friends of the Future, the Maui Economic Development Board, and PACT had not yet begun to report data in SY2014-15. For this reason, the data included in this report are for only 8 of the 12 subgrantees.

As the table shows, the number of schools for each complex area ranged from a low of one school in the Moloka'i complex to a high of nine schools in the Ka'u-Keaau-Pahoa complex. Total enrollment across the state for the 2014-15 school year is almost 5,000 students (with one school not reporting the number of students served). The table reflects APR data. Where the APR information differs from that provided in the evaluation reports, the evaluation report number is provided in parentheses.

Exhibit 2: Description of 2013-14 21st CCLC Subgrantees

Subgrantee	Grant Year	Number of Schools	Total 2014-15 Enrollment	30 -59 Days	60 + Days	Grade Levels			Family Members
						Elementary	Middle	High	
Castle	1	5	548	57	0	307	0	491	189
Hilo	5	5	262 (481)	77	44	238 (390)	24 (91)	0	0 (10)
Kealakehe	3	3	724	321	0	724	0	0	0
KKP	5	9	--	--	--	--	--	--	--
McKinley	1	3	178 (181)	47	70	0	178	0	15
Moloka'i	1	1	245	7	0	0	95	150	30
Waianae	5	2	783 (785)	260	304	0	345	438	43
Waipahu	5	7	2,206	556	66	1809	205	192	337
Total		38	4946 (5170)	1325	484	3078 (3230)	847 (914)	1271	614 (624)

"--" = Not reported

3.2 Students Served

Exhibit 3 summarizes the characteristics of students served in the 21st CCLC program during the 2014-15 school year. As the table shows, the majority of students served (53-81%) in five of the seven of complex areas reporting were eligible for free or reduced (F/R) lunch. In two other complex areas, 19-49% of participating students were eligible for F/R lunch. The KKP complex did not provide data on HI 21st CCLC participants. The percentage of students with disabilities ranged from 3% in McKinley to 11% in Moloka'i complex area. In five of the complex areas, the majority of students were identified as Native Hawaiian/Pacific Islander (56-78%). For the two complex

areas that identified none of their students as being Native Hawaiian/Pacific Islander, it appears that this is due to data reporting error, given that staff were learning how to use the new APR system for the first time.

Exhibit 3: Characteristics of Students Served

Subgrantee	Spring 2015 Enrollment	% F/R Lunch	% Special Needs	% ELP	% AI/AN	% Asian	% PI	% Black	% Latino	% White	% Female
Castle	548	19%	7% (5%)	1% (2%)	0%	89%	64%	1%	2% (9%)	9% (2%)	49%
Hilo	262 (481)	53%	6%	5%	0%	20%	41%	1%	5%	16%	57%
Kealakehe	724	60%	4%	16%	1%	0%	0%	1%	8%	27%	52%
KKP	--	--	--	--	--	--	--	--	--	--	--
McKinley	178 (181)	81%	3% (9%)	19% (18%)	0%	11%	78%	4%	2% (4%)	5% (4%)	42% (44%)
Moloka'i	245	49%	11%	5%	1%	7%	56%	0%	0%	4%	51%
Waianae	783 (785)	74%	8%	4%	1%	11%	76%	2%	2%	8%	47% (48%)
Waipahu	2,206	55%	6%	17%	--	91%	0%	1%	2%	5%	46%

"--" = Not reported in subgrantee report.

APR data. Data in parentheses is from Evaluation Report.

Exhibits 4-8 compare the student enrollment and characteristics of program participants to enrollments during the 2012-13 and 2013-14 school years. Comparative data over time were available for four complex areas. As Exhibit 4 shows, Waianae more than doubled its enrollment from 2013-14 to 2014-15. On the other hand, the Hilo complex lost one site, resulting in a 45% drop in enrollment, and Waipahu saw an 18% drop in enrollment from 2013-14.

Exhibit 5 shows that Waianae more than doubled the number of students participating 30 or more days, while Waipahu saw a significant decrease. The evaluation reports did provide any explanations for what might have contributed to these changes.

Exhibit 4: Change in School Year Participation Enrollment over Time (APR Data)

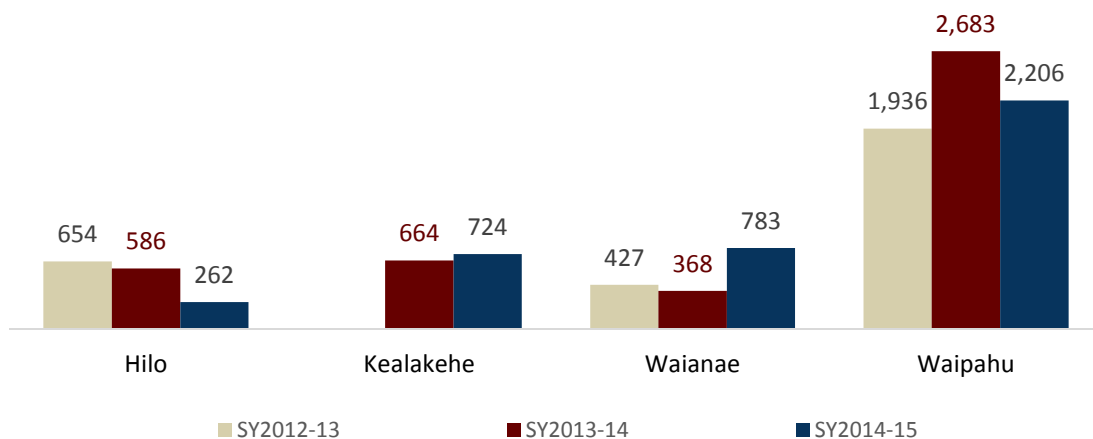


Exhibit 5: Change in Regular (30+ Days) Enrollment over Time (SY2014-15 APR data)

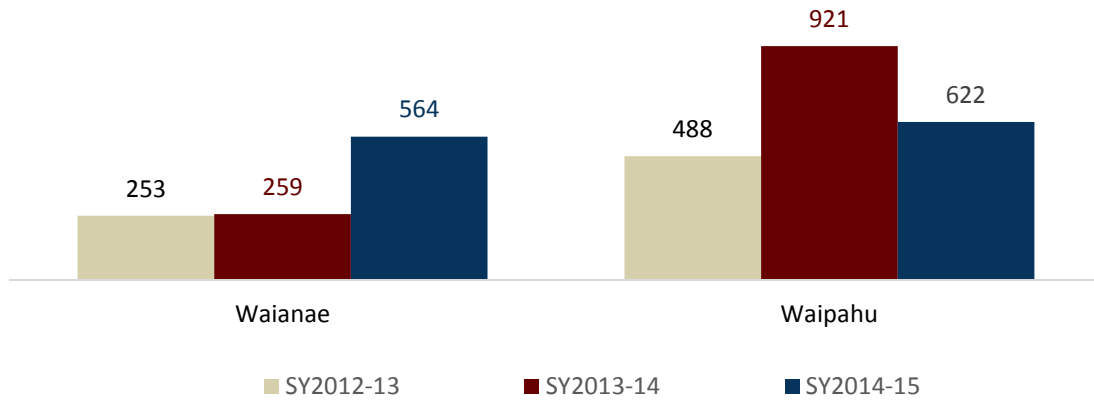


Exhibit 6 shows that McKinley and Waianae had an increase in the percentage of students served who were eligible for free/reduced lunch over the previous years, while the percentage at Waipahu dropped slightly. The percentage of students served with disabilities decreased for Castle and stayed the roughly the same at Waipahu compared to the previous two years, as shown in Exhibit 7. Exhibit 8 shows that the percentage of students who were English Language Learners also declined from the previous year at Waianae, and remained steady at Waipahu.

Exhibit 6: Change in % Free-Reduced Lunch over Time (APR Data)

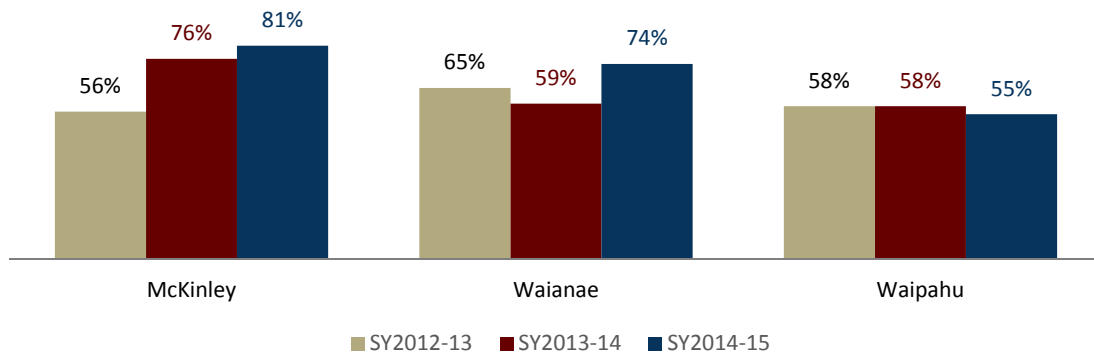


Exhibit 7: Change in % Students with Disabilities over Time (APR Data)

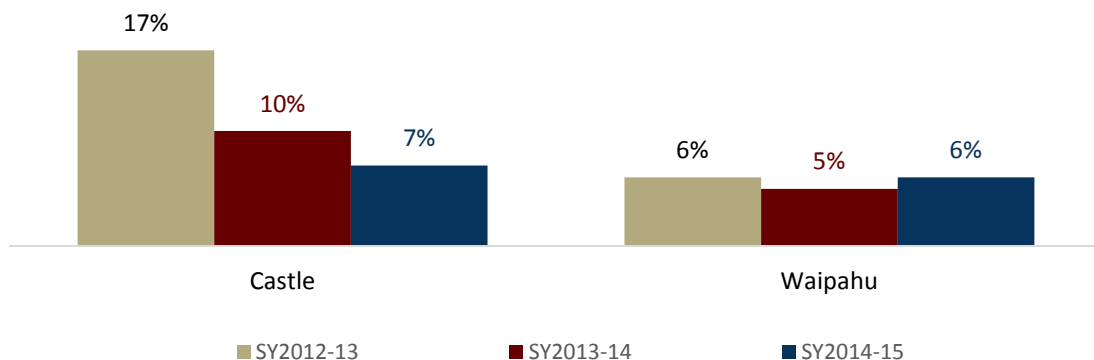
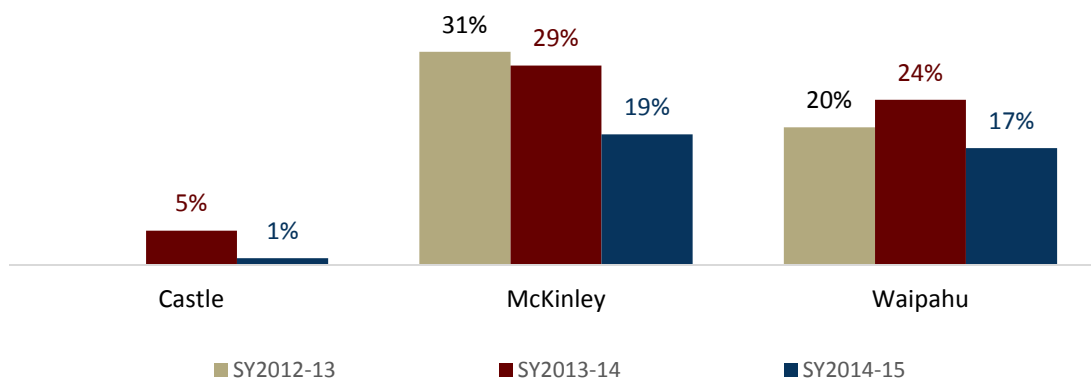


Exhibit 8: Change in % English Language Learners over Time (APR Data)



3.3 Staffing

As Exhibit 9 shows, information about staffing was only sparsely reported in the APR data. The number of teaching staff varied widely across subgrantees, with Waipahu reporting the highest number (118 teaching staff) and McKinley reporting the fewest (2 staff). KKP did not report either the number of school year or summer teachers.

Exhibit 9: Staffing Levels by Position (APR Data)*

Subgrantee	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Castle	5				5						23		5			
Hilo	(6)										22					
Kealakehe	3	4				2		2		5	65	10	2	5	4	27
KKP	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
McKinley	1										2	8	10	6		
Moloka'i								1	1		9	1	6		2	1
Waianae	3										18		7	2		
Waipahu	1(9)	(1)	(4)	(10)		(5)					118 (131)	(20)	1(39)	(15)	(3)	(7)
Total	13	4			5	2		3	1	5	257	19	31	13	6	28

* Numbers from subgrantee reports that differ from APR data are included in parentheses.

"--" = Not reported

As the exhibit shows, all reporting subgrantees specified that at least part of their staff for the afterschool program were regular school-day teachers. This approach has the advantage of supporting strong linkages between the afterschool programming and the regular school day curriculum. None of the subgrantees reported using college students or subcontracted staff for their afterschool program.

Another issue that was raised by several subgrantees was the challenge of recruiting and retaining qualified administrative staff. Moloka'i experienced delays in establishing and filling the program's three administrative positions of Project Director, Account Clerk, and Outreach Counselor. These delays caused inadequate support to the program development and implementation resulting in inconsistent monitoring, data collection, and communication within the program and schools. The Kealakehe program director retired with little notice or direction to the site coordinators.

Several subgrantees also raised a concern about the reduction in funding amounts in the later years of the grants affecting their ability to support sufficient program staff.

3.4 Summer Programs

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 example, two subgrantees reported only the number of summer staff, and provided no information about attendees or programs. Exhibit 10 below summarizes the information on summer programming available from the subgrantee reports.

Exhibit 10. Summer Programming

Subgrantee	Summer Programming
Castle	<ul style="list-style-type: none"> Grant funds were not received from the state until January 30, 2015, so there was no summer programming in this first year of the grant.
Hilo	<ul style="list-style-type: none"> Hilo's summer 2014 data was combined with SY 2014-15 data and not kept separate.
Kealakehe	<ul style="list-style-type: none"> In summer 2014, activities were held at all three of Kealakehe centers During the summer, small group intensive tutoring was available. Programs included Jump Start, Kindergarten Readiness, Drama, Japanese, Lego Robotics, sports and music
KKP	<ul style="list-style-type: none"> KKP alluded to summer programming but did not indicate which schools were involved. College and high school students assisted in staffing the summer programs.
McKinley	<ul style="list-style-type: none"> Only one site provided summer programming, with 7 paid and 16 volunteer staff.
Moloka'i	<ul style="list-style-type: none"> The evaluation report alluded to two summer classes, but not data was provided.
Waianae	<ul style="list-style-type: none"> The evaluation report mentioned a summer course but provided not data.
Waipahu	<ul style="list-style-type: none"> Waipahu offered summer programming at four sites (Ahrens Elementary, Honowai Elementary, Waikele Elementary, and Waipahu Intermediate) with total summer enrollment of 332 students. 43% of summer programming was categorized as Academic Enrichment, and 14% as recreational. During the summer, 71% of activities targeted Reading, 63% targeted Math, 17% targeted Cultural or Social Studies, and 13% targeted Science. Of the four sites providing summer programs, 58% of the activities also integrated Arts and Music, 42% integrated Health or Nutrition, 33% of activities included a Technology component, and 4% of activities additionally included an Entrepreneurial focus.

While this information is illustrative of Hawai'i's 21st CCLC 2014 summer programs, it is insufficient for reporting on the full range of topics covered in the evaluation. For this reason, this evaluation report focuses on afterschool programs provided during the school year.

4. PERFORMANCE ON HAWAI'I STATE KEY PERFORMANCE INDICATORS

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

4.1 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 data for these measures comes from administration of the 21st CCLC Teacher Survey. Teachers fill out a survey for each program participant and indicate, from the teacher's perspective, whether the student has improved on particular measures. Unfortunately, in 2014-15, only a small amount of teacher survey data was included in the subgrantee reports. The APR data is more complete. However, the four performance measures listed above for operationalizing the Hawai'i Key Performance Indicator do not align precisely with the APR data, in that the APR data combines improvement in timely homework completion and classroom participation into a single measure, and does not include attending class regularly. Here we first summarize the APR data and then address each of these performance measures with data extracted from the subgrantees' evaluation reports.

Exhibit 11 summarizes teacher-reported student improvements in timely homework submission and classroom participation, for regular students (those who attended 30 days or more). The results are displayed separately for students attending 30-59 days, and students attending 60

days or more. As the exhibit shows, only three subgrantees reported students participating 60 days or more. Of the six subgrantees reporting this APR data, four reported that a majority of students who participated in the program 30 days or more were rated by their teachers as having improved in homework submission and classroom participation. All three of the subgrantees reporting students who participated 60+ days reported that the majority of those students improved in homework submission and classroom participation. It is interesting to note that in the Waianae complex, a greater proportion of students who participated 60 days or more showed improved in homework submission and classroom participation than among those participating 30-59 days (51% compared to 33%). On the other hand, in Hilo and Waipahu, slightly fewer of students participating 60+ days showed improvement in homework submission and class participation than those participating 30-59 days.

Exhibit 11: Teacher-Reported Student Improvement (APR Data)

Subgrantee	Teacher Surveys		% Improved HW Submission & Class Participation		% Improved Student Behavior	
	30-59 days	60+ days	30-59 days	60+ days	30-59 days	60+ days
Castle	57		65%	N/A	67%	N/A
Hilo	68	28	100%	96%	79%	89%
Kealakehe	268		42%	N/A	42%	N/A
KKP	--	--	--	--	--	--
McKinley	--	--	--	--	--	--
Moloka'i	7		57%	N/A	43%	N/A
Waianae	260	381	33%	51%	38%	53%
Waipahu	556	66	83%	79%	85%	85%

"--" = Not reported

"N/A" = Not applicable (Subgrantee reported zero students attending 60 days or more.)

Exhibit 11 also summarizes teacher-reported improvements in student behavior for regular students (those who attended 30 days or more). Again, the results are displayed separately for students attending 30-59 days, and students attending 60 days or more. As the exhibit shows, of the six subgrantees reporting this APR data, half reported that a majority of students who participated in the program 30 days or more were rated by their teachers as having improved in student behavior. All three of the subgrantees reporting students who participated 60+ days, reported that the majority of those students improved in student behavior.

1.1a: Turning Homework in on Time. In 2014-15, four subgrantee evaluation reports included data on changes in turning homework in on time. For these subgrantees, the data were very positive, with the majority of students improving in turning homework in on time. As shown in Exhibit 12, Homework improvement ranged from a high of 83% of students in Waipahu to a low of 33% in Hilo. Exhibit 13 compares homework improvement between SY 2012-13, SY 2013-14 and SY 2014-15 for the two subgrantees for which all three years of data are available.

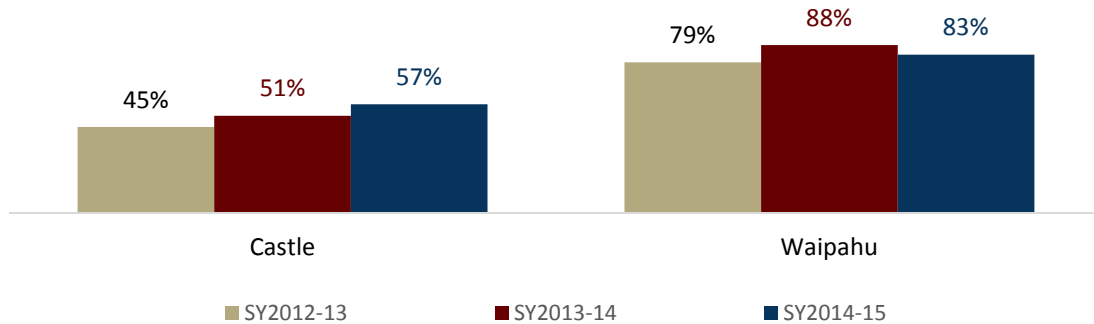
Exhibit 12: Change in Timely Homework Submission Rates (Evaluation Reports)

Subgrantee	Did Not Need to Improve (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
Castle	35.2%	57.4%	3.7%	3.7%	54
Hilo ^a	49.3%	32.7%	14.7%	3.3%	150
Kealakehe	--	--	--	--	--
KKP	--	--	--	--	--
McKinley	--	--	--	--	--
Moloka'i	--	--	--	--	--
Waianae	31.2%	47.5%	18.1%	3.2%	712
Waipahu ^a	--	83.0%	--	--	--

-- Information not provided in subgrantee report.

^a Includes only those attending 30 days or more.

Exhibit 13: Improvement in Timely Homework Submission Rates over Time



1.1b: Classroom Participation. Four subgrantees reported that students' classroom participation improved significantly, as reported on the teacher surveys. As shown in Exhibit 14, results ranged from a high of 83% of Waipahu of students improving classroom participation to a low of 48% in Waianae. Exhibit 15 compares improvement in classroom participation between SY 2012-13, SY 2013-14 and SY 2014-15 for the two subgrantees for which both years of data are available. As the exhibit shows, the percentage of students improving in classroom participation decreased slightly from SY 2013-14 while still increasing from SY 2012-13.

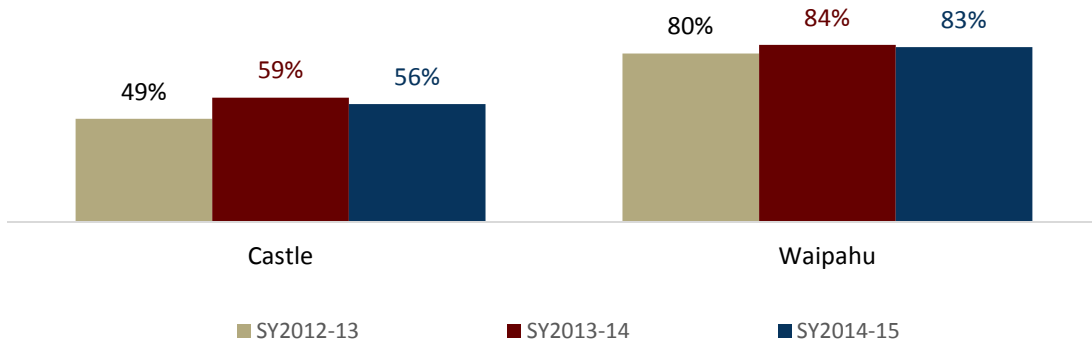
Exhibit 14: Change in Classroom Participation Rates (SY 2014-15)

Subgrantee	Did Not Need to Improve (%)	Improved (%)	Stayed Same (%)	Declined (%)	Total N
Castle	27.8%	55.6%	16.7%	0.0%	54
Hilo	32.1%	49.1%	15.7%	3.1%	159
Kealakehe	--	--	--	--	--
KKP	--	--	--	--	--
McKinley	--	--	--	--	--
Moloka'i	--	--	--	--	--
Waianae	26.0%	47.7%	23.2%	3.1%	711
Waipahu	--	83.0%	--	--	--

Source: Teacher Survey Data

-- Information not provided in subgrantee report.

Exhibit 15: Improvement in Classroom Participation Rates over Time



1.1c: Regular Class Attendance. Teachers also reported data on changes in attending school-day classes regularly for students. As shown in Exhibit 16, out of the four subgrantees reporting, Waipahu reported the highest rate of improvement in regular classroom attendance, with 85% of students improving. Hilo had the lowest percentage of students improving attendance (13%). As shown in Exhibit 17, the two subgrantees for which data are available for SY 2012-13, SY 2013-14, and SY 2014-15 showed the percentage of students improving in classroom attendance decreased slightly from SY 2013-14 while still increasing from SY 2012-13.

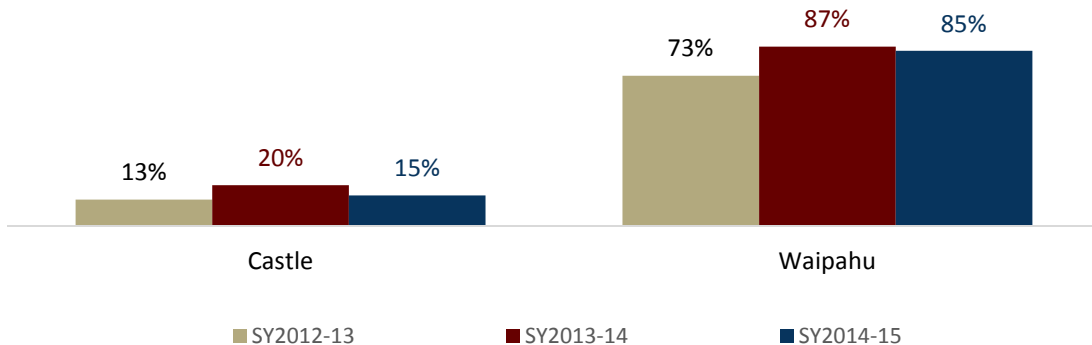
Exhibit 16: Classroom Attendance Rates (SY 2014-15)

Subgrantee	Did Not Need to Improve (%)	Improved (%)	Stayed Same (%)	Declined (%)	Total N
Castle	75.9%	14.8%	7.4%	1.9%	54
Hilo ^a	77.2%	13.3%	8.2%	1.3%	158
Kealakehe	--	--	--	--	--
KKP	--	--	--	--	--
McKinley	--	--	--	--	--
Moloka'i	--	--	--	--	--
Waianae	41.3%	35.0%	19.2%	4.5%	712
Waipahu ^a	--	85.0%	--	--	--

* Information not provided in subgrantee report.

^a Includes only those attending 30 days or more.

Exhibit 17: Improvement in Classroom Attendance Rates over Time



1.1d: Classroom Behavior. The final indicator for Objective 1 is teacher-reported improvement in classroom behavior. Four subgrantees provided data on this measure. As shown in Exhibit 18, results ranged from a high of 84% of students improving behavior in Waipahu to a low of 37% in Castle. As shown in Exhibit 19, the two subgrantees for which data are available for SY 2012-13, SY 2013-14, and SY 2014-15 showed the percentage of students improving in classroom behavior decreased slightly from SY 2013-14 while still remaining the same or increasing from SY 2012-13.

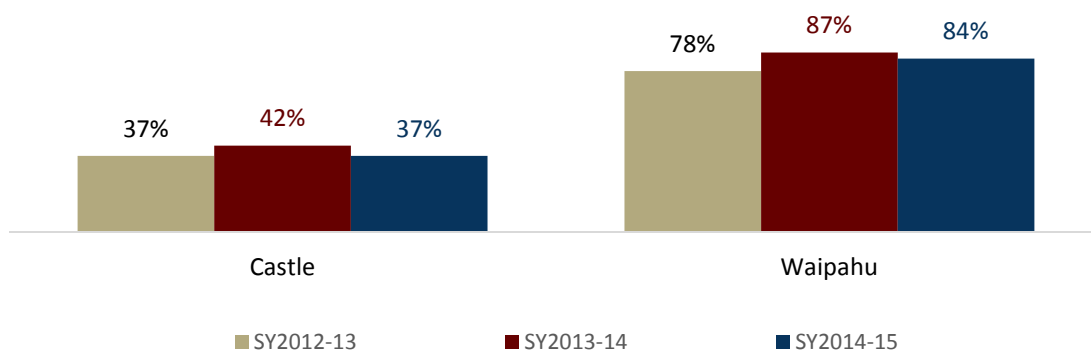
Exhibit 18: SY2014-15 Classroom Behavior

Subgrantee	Did Not Need to Improve (%)	Improved (%)	Stayed Same (%)	Declined (%)	Total N
Castle	44.4%	37.0%	14.8%	3.7%	54
Hilo	36.9%	45.0%	16.3%	1.9%	160
Kealakehe	--	--	--	--	--
KKP	--	--	--	--	--
McKinley	--	--	--	--	--
Moloka'i	--	--	--	--	--
Waianae	35.4%	42.4%	18.0%	4.2%	712
Waipahu	--	84.0%	--	--	--

Source: Teacher Survey Data

-- Information not provided in subgrantee report.

Exhibit 19: Improvement in Classroom Behavior over Time



4.2 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.

As shown in Exhibit 20, with the exception of Moloka'i all subgrantees provided some sort of activity in at least one academic area, including Reading/Literacy, Math, and/or Science. (In their subgrantee evaluation Moloka'i reported providing Academic Support including tutoring, homework help, and support to school day instruction/projects, as well as VEX Robotics, which could have been reported as a STEM activity.) 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. As Exhibit 20 shows, the most common activities were tutoring and homework help, followed by STEM and literacy activities.

Exhibit 20: Range of Activities Provided by HI 21st CCLC Programs (APR)

Subgrantee	STEM	Literacy	ELL Support	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other	Community Partnerships	Extended Learning Time
Castle	5	4	0	2	0	1	1	4	0	5	2
Hilo	2	1	0	2	2	0	0	2	0	1	0
Kealakehe	3	3	2	3	3	1	3	6	0	1	0
KKP	--	--	--	--	--	--	--	--	--	--	--
McKinley	1	1	0	0	1	0	0	1	0	0	0
Moloka'i	0*	0	0	1	0	0	0	0	1	0	0
Waianae	1	1	0	1	1	0	0	3	1	0	0
Waipahu	5	7	4	4	4	1	2	7	2	7	0
Total	17	17	6	13	11	3	6	22	4	14	2

"--" = Not reported

*Subgrantee report lists VEX Robotics as one of the afterschool classes, which could have been included as STEM in the APR data.

Given that seven subgrantees provided services in at least one academic area, it appears this objective was largely met. However, it is not possible from the information provided, to determine whether all subgrantees provided academic services that were of "high quality."

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. As shown in Exhibit 20 above, 100% of the subgrantees offered a range of activities, although this information was generally reported for the subgrantee as a whole, rather than for each center (school campus). Hawai'i's 21st CCLC programs offered a range of activities including tutoring, health programs, gardening, creative project-based learning, music, technology, and sports. Regarding tutoring, several programs provided intensive one-on-one support and homework help. Some used CompassLearning software to provide tutoring to students.

Six subgrantees specified that they provided a variety of enrichment activities. Six subgrantees explicitly mentioned tutoring and homework help activities in their report. Six subgrantees offered STEM activities, six subgrantees offered arts and music activities, and five subgrantees offered sports, often a variety. All of the subgrantees offered either arts and music or physical activities or both.

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.

Ten of the twelve subgrantees (including Maui Economic Development Board and PACT), reported that they had partnerships with community agencies during the 2014-15 year. Of those indicating partnerships, a range of community partners was mentioned. These included local high schools, local universities and colleges, local companies and businesses, non-profit organizations, individuals, and larger corporations (such as Costco and Wal-Mart), as well as farms and local parks and recreation departments. KKP did not report any community partners, stating “the nine Ka’u-Kea’au-Pahoa Complex Area site schools have provided support for the planning, implementation and sustaining of the program.” They cited only Title 1 programs as partners. Unfortunately, subgrantees did not report partnership data at the individual center level, so it is not possible to determine whether 85% have established and maintained community partnerships.

In Hilo, a few partnerships named in the application were not realized based on alignment with appropriate activities implemented at each site. Trainings from the YWCA and the Kohala Center were not needed, as the majority of program instructors were already teachers or staff at each site who had knowledge and skills to implement proposed classes. Other classes did not require involvement from the police department.

Community partners served in a range of roles. In Moloka’i, partnership with MMS After School Program allowed ongoing access of library resources and use of technology for 13 “at risk” Reach Out Study Hall students and 64 UPLINK Study Hall students. Waipahu enjoyed strong community support from the City & County of Honolulu, Department of Parks and Recreation, ‘Olelo Community Media, the YMCA, and the schools where the centers were housed. The support came as staff, use of facilities, coordination of equipment/space, and communication. Kealakehe’s eighteen partners have been very supportive in fund raising.

The ten of out of twelve subgrantees reporting partnerships represent 83% of subgrantees. One subgrantee, Waipahu, reported that 100% of their centers established a partnership with the City and County of Honolulu. However, since partnerships were reported in subgrantee evaluation reports at the subgrantee rather than individual school or center level, it is not possible to determine percentage of centers which establish and maintain community partnerships.

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 some subgrantees. Several reported that they were not able to engage parents this year or that limited, inconsistent data was available as evidence of parent involvement. In the case of Waipahu, the decrease in funding resulted in giving student activities the greatest priority (and that efforts to direct adults to community programs for adult literacy [Waipahu School for Adults] were unsuccessful.) In several cases, the reporting is vague, e.g., “two of the schools implemented activities to involve parents and adult family members.” In other cases, parent programs were offered but services were not taken up by parents.

Castle reported that 100% of centers offered/provided services to address Family Engagement. Newer subgrantees such as MEDB mentioned experimental efforts to secure parent participation (such as program kick-off nights, family science activity evenings, and STEM career guest speakers). On the other hand Moloka’i had very robust family programming, including Early College High School ‘Ohana Nights; First Moloka’i Family Fair; Library Improvement ‘Ohana Night; National Board Support Sessions; Senior Project ‘Ohana Night; Hokulea Worldwide Voyage Assembly.

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.

Eight subgrantees provided data on hours per week of services, and seven of these reported at least one site that was able to achieve 12-16 hours per week of services. Four subgrantees reported at least one site that provided summer programming.

KKP had excellent results, reporting that 100% of centers offered 12-16 hours of services per week on average, and indicated generally that they provided services during summer and intersessions, but they provided no data. KKP also reported a plan to increase to 19 hours per week in the future. Moloka’i provided 17.5 hours a week of program services Monday through Friday, including extended hours two nights a week for Family Learning.

As shown in Exhibit 21, 83% of the total schools reporting across all eight reporting subgrantees met the benchmark of providing 12 or more hours of services per week. This is a substantial improvement over the 37% reported in the 2013-14 evaluation report. Across the eight reporting

subgrantees, 56% of the total schools reporting provided summer/holiday sessions. This percentage has declined since the 69.9% reported in the 2012-13 statewide report and the 59% reported in the 2013-14 statewide report. This difference may be more reflective of the extent of missing data than an actual decline in providing services, given that seven subgrantees reported providing summer programs in at least some of their school sites, but didn't necessarily report how many.

Exhibit 21: Hours of Operation (Evaluation Reports)

Subgrantee	Hours/Weeks During School Year		Service Provided During Summer/Holidays	
	# Schools 12+ Hours/Week	# Schools Reporting	# Schools with Summer/Holiday Sessions	# Schools Reporting
Castle	5	5	--	--
Hilo*	4	5	--	--
Kealakehe	0	3	3	3
KKP	9	9	--	--
McKinley	1	1	1	1
Moloka'i	3	3	0	3
Waianae	2	2	1	2
Waipahu	5	7	4	7
TOTAL	29	35	9	16
PERCENTAGE	83%		56%	

-- Information not provided in subgrantee report.

* School year data combined with summer data.

4.3 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 High Needs Communities

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.

All subgrantees receiving 21st CCLC funds included schools that are eligible for Title I funds (at least 40% of students qualify for F/R lunch). Exhibit 22 shows the percentage of students served through each subgrantee who were eligible for F/R lunch. As the exhibit shows, we find that KKP serves, on average, the neediest schools, with 84% of their student population eligible for F/R lunch. Even McKinley, the complex serving the lowest percentage, has 47% of students qualifying

for F/R lunch. Therefore, we know that programs took place in high-poverty schools. 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.

Exhibit 22: Students at Participating Schools Qualifying for Free/Reduced Price Lunch

Subgrantee	# F/R Lunch	Total Enrollment	% F/R Lunch
Castle	1405	2794	50.3%
Hilo	1213	1681	72.2%
Kealakehe	1422	2173	65.4%
KKP	4547	5442	83.6%
McKinley	982	1114	47.4%
MEBD	1675	2974	56.3%
Moloka’i*	399	550	72.5%
Waianae	1922	2673	71.9%
Waipahu	5024	8413	59.7%

Source: State of Hawai’i Department of Education Accountability Resource Center Hawai’i, “School Accountability: School Status & Improvement Report,” 2013. Accessed Sep 23, 2015. <http://arch.k12.hi.us/school/ssir/2013/windward.html>

*Does not include statistics for Aka’ula, a private school.

4.4 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.*

Evaluation of academic improvement was based on two different types of data. All subgrantees provided teacher-reported grades in the Annual Performance Reporting (APR) system. In addition, most subgrantees also reported academic improvement in their evaluation reports.

Teacher-Reported Data on Academic Improvement. Exhibits 23 and 24 summarize teacher-reported data reported by the subgrantees on academic improvement. As Exhibit 23 shows, all subgrantees reported that students attending 30-59 days improved in language arts, ranging from 9% of those needing to improve in the McKinley complex to 100% of those needing to improve in Hilo. Subgrantees with students attending 60 days or more also reported improvements in language arts, ranging from 8% of those needing to improve in McKinley to 100% in Waipahu.

Exhibit 23: Improvement in Teacher-Reported English Language Arts Grades (APR Data)

Subgrantee	Students Participating 30-59 days			Students Participating 60+ Days		
	Total Attendance	% Needing to Improve	% Improved (of Those Needing to Improve)	Total Attendance	% Needing to Improve	% Improved (of Those Needing to Improve)
Castle	57	100%	65%	0	N/A	N/A
Hilo	77	56%	100%	44	0%	N/A
Kealakehe	321	74%	55%	0	N/A	N/A
KKP	--	--	--	--	--	--
McKinley	47	74%	9%	70	73%	8%
Moloka'i	7	100%	14%	0	N/A	N/A
Waianae	369	34%	24%	381	62%	19%
Waipahu	556	90%	53%	66	100%	100%

"--" = Not reported

"N/A" = Not applicable (Subgrantee reported zero students attending 60+ days, OR zero students who needed to improve.)

Exhibit 24 shows that subgrantees reported even greater gains in math for students attending 30-59 days, ranging from 42% of those who needing to improve in the McKinley complex to 100% in Hilo.) Similar gains were report by two subgrantees with students participating 60 days or more, ranging from 28% of those needing to improve in Waianae to 100% in McKinley.

Exhibit 24: Improvement in Teacher-Reported Math Grades (APR Data)

Subgrantee	Students Participating 30-59 days			Students Participating 60+ Days		
	Total Attendance	% Needing to Improve	% Improved (of Those Needing to Improve)	Total Attendance	% Needing to Improve	% Improved (of Those Needing to Improve)
Castle	57	100%	44%	0	N/A	N/A
Hilo	77	40%	100%	44	0%	N/A
Kealakehe	321	69%	64%	0	N/A	N/A
KKP	--	--	--	--	--	--
McKinley	47	70%	42%	70	71%	40%
Moloka'i	7	86%	50%	0	N/A	N/A
Waianae	369	45%	64%	381	74%	28%
Waipahu	556	98%	57%	66	100%	100%

"--" = Not reported

"N/A" = Not applicable (Subgrantee reported zero students attending 60+ days, OR zero students who needed to improve.)

Exhibits 25 and 26 compare improvements in student achievement from 2014-15 with the previous two years for the four subgrantees for which all three years of data are available. In order to display data that is comparable across the three years, the percentages shown in these charts all come from the subgrantees' evaluation reports. Note that the percentages reported below do not necessary match those shown in the APR data above. This may be partly because the APR data breaks down the numbers according to the total number of days of participation, and could also be due to the APR system being new to the sugrantees. It may also suggest an

area of data quality that needs to be addressed to ensure that subgrantees are reporting data consistently in the APR and to their evaluators.

As Exhibit 25 shows, Castle gains in language arts grades over the previous two years, and Waipahu maintained last year’s gains. It is unclear why McKinley and Waianae showed a lower percentage of students improving compared to prior years, as this was not addressed in their subgrantee reports.

Exhibit 25: Improvement in Teacher-Reported Grades in English Language Arts (Evaluation Reports)

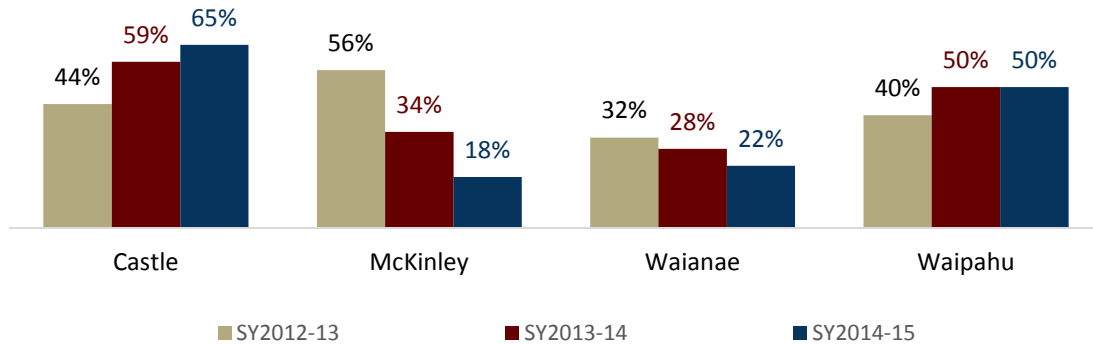
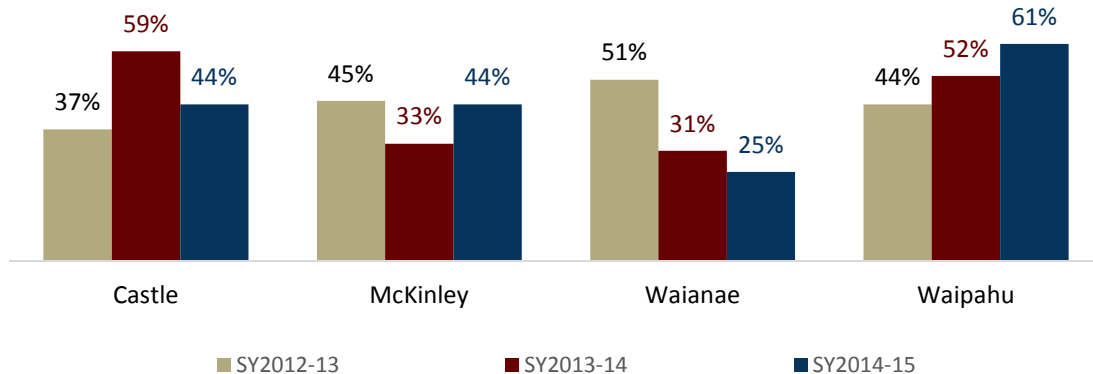


Exhibit 26 shows that both McKinley and Waipahu had a higher percentage of students with improved grades in math compared to the previous two years, reflecting the continuing emphasis on after-school tutoring and math enrichment programs.

Exhibit 26: Improvement in Teacher-Reported Grades in Math (Evaluation Reports)



Several subgrantees also reported standardized test scores as a method of measuring gains in student achievement. However, given the change in standardized tests from HSA to Smarter Balanced Assessment and the fact that the SBA was administered only once, these scores are difficult to interpret and do not describe improvement over time.

4.5 Summary of Key Performance Indicators

Due to the ways in which data were reported and the significant amount of missing data, for most objectives it is not possible to assess the total percentage of students and centers that met particular goals. The results reported here are based on partial data that were available at the time of this report.

Objective 1: Behavioral Outcomes

This objective includes four key indicators of classroom behavior.

- **1.1 Turning in Homework on Time.** With four subgrantees reporting, most students were assessed by teachers as having improved in turning homework in on time, ranging from a high of 83% in Waipahu to a low of 33% in Hilo. The APR data confirms that a majority of students who participated in the program 30 days or more were rated by their teachers as having improved in homework submission and classroom participation.
- **2.2 Classroom Participation.** With four subgrantees reporting, teachers assessed most students as having increased their classroom participation, ranging from a high of 83% in Waipahu to a low of 48% in Waianae. The percentage of students improving in classroom participation decreased slightly from SY 2013-14 while still increasing from SY 2012-13.
- **1.3 Regular Class Attendance.** Out of the four subgrantees reporting, Waipahu had the highest teacher-reported improvement in classroom attendance (85%) and Hilo had the lowest (13%). The percentage of students improving in classroom attendance decreased slightly from SY 2013-14 while still increasing from SY 2012-13.
- **1.4 Classroom Behavior.** Of the four subgrantees reporting this measure in their evaluation reports, Waipahu had the highest teacher-reported improvement in classroom behavior (84%) and Castle had the lowest (37%). Of the six subgrantees reporting APR data on student behavior, half reported that a majority of students who participated in the program 30 days or more were rated by their teachers as having improved in student behavior.

Objective 2: Range of High-Quality Services

21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services. Five key indicators measure achievement of this objective.

- **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.* Seven subgrantees provided activities in at least two academic areas (Reading/Literacy, Math, and/or Science). However, for the most part, details and specifics about the programs are lacking, and indicators of quality were not available, so there is insufficient data to determine whether this indicator was met.
- **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. All of the eight subgrantees reporting*

provided tutoring or homework help and all of the provided either arts and music or physical activities or both. Therefore, this indicator was met.

- **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.* Ten of out of twelve subgrantees reported partnerships, representing 83% of subgrantees. However, since partnerships were reported in subgrantee evaluation reports at the subgrantee rather than individual school or center level, it is not possible to determine percentage of centers establish and maintain community partnerships.
- **2.4 Services to Parents and Other Family Members Family.** *More than 85% of centers will offer services to parents and other family members of students enrolled in the program.* Parent and family involvement continues to be a challenging area for some subgrantees, but was provided and encouraged for most of the programs during the 2014-15 school year. Only the Waipahu complex reported no family activities outside of parent orientation nights, as reduced funding resulted in a concentration on student programming. Seven out of the eight grantees represent over 85% of subgrantees. Unfortunately, data were not consistently available at the individual center level.
- **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.* Among the eight subgrantees reporting hours of services provided, six achieved the objective of 75% of their schools offering 12 or more hours of services per week. Waipahu achieved 71%, and Kealakehe did not offer 12 or more hours of services per week at any of their centers. Overall, for the eight subgrantees reporting, 83% (very close to the target of 85% of centers) met the benchmark of providing 12 or more hours of services per week.

Objective 3: Serving Those with Greatest Need

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

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 84% of their student population eligible for F/R lunch. Even McKinley, the complex serving the lowest percentage reported 47% of students qualifying for F/R lunch. Therefore, we can conclude that programs took place in high-poverty schools and based on the data available, and Objective 3 was met.

Objective 4: Academic Improvement

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

All of the eight subgrantees reporting indicated that students attending 30-59 days improved in Language Arts (ranging from 9% to 100% of those who needing to improve) and Math (ranging

from 42% to 100% those needing to improve). Two subgrantees with students attending 60 days or more also reported improvements in Language Arts (ranging from 8% to 100% of those who needing to improve) and Math (ranging from 28% to 100% of those needing to improve).

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. In 2014-15, some subgrantees have expanded their goals to include developing students' social and emotional learning (SEL) skills. Other examples of program goals included:

- Expand the existing after school options to engage more students and families. (Castle)
- Provide opportunities that support student interest and competence in STEM fields. (Hilo)
- Offer learning activities to enhance academic achievement, improve self-esteem, and develop habits of the mind that positively affect participation, health, and personal motivation. (Kealakehe)
- Provide academic, artistic, and cultural enrichment opportunities for students. (McKinley)
- Help participants achieve measurable improvement in self-efficacy, social skills, and ethical responsibility. (MEDB)
- Develop student interest and aspirations through enriched learning and college and career readiness. (Moloka'i)
- Assist youth in improving their non-cognitive skills by offering a broad array of high quality youth services and programs. (PACT)
- To provide a variety of enrichment programs in collaboration with partners in a safe learning environment. (Waianae)
- Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity (Waipahu).

In addition to these overall goals, subgrantees also defined specific objectives. These are summarized in Exhibit 27 below. As the table shows, there was variation across subgrantees in their stated objectives. There was also variation in the extent to which objectives were met. None of the subgrantees met all of their stated objectives, although the majority met or partially met most or all of them.

Exhibit 27: Subgrantee Academic Achievement Objectives

Subgrantee	Objective	Measure	Results	Met/Not
Academic Achievement				
Castle	70% of the Castle Complex regular students will show improvement in academic performance	21CCLC teacher survey	59% made improvement.	Progressed toward Objective
	100% of centers will offer high quality services in at least one core academic area.	Documentation of services	100% of centers offered high quality services in at least one core academic area and improved student achievement.	Met
	100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Documentation of services	All sites offered high quality services in at least one arena	Met
	80% of centers in the complex will offer services to parents, senior citizens, and other adult community members.	Documentation of services	All sites offered at least one or more family involvement activity.	Met
	100% of the centers will offer services at 12-15 hours per week on average.	Documentation of hours and services	100% of centers offered services between 12-15 hours per week with an average of 12.7 hours per week.	Met
	Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	List of partnerships	Project established and maintained a core of 10 key partnerships	Met
60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring.	STAR	75% improved in math achievement, and 81% improved in reading.	Met	
Hilo	Provide intensive tutoring and homework assistance for students to effectively address the deficiencies within the Hilo Complex based on HSA scores.	List of programs	2 of 5 schools offered tutoring.	Partially Met
	Provide opportunities that support student interest and competence in STEM fields	List of programs	3 of 5 schools provided STEM activities.	Partially Met
	Offer enrichment programs to enhance and complement the academic program and expand educational opportunities for the larger school community.	List of programs	4 of 5 schools offered enrichment programs.	Partially Met
Kealakehe	Offer 21 st Century learning activities to enhance academic achievement, improve self-esteem, and develop habits of the mind that positively affect participation, health, and personal motivation.	List of programs	List of activities provided did not indicate if they addressed these “soft skills.”	Not reported

Subgrantee	Objective	Measure	Results	Met/Not
Kealakehe <i>(continued)</i>	Offer 21st Century learning programs that promote parent involvement and community participation.	List of programs	No adult programs were offered at any of the three participating schools.	Not Met
	Extend opportunities to participate in 21 st Century activities to public and private school students in the area and students who are home schooled.	None provided	Most of the students were from their respective centers, with little crossover and few home school students or students from neighboring schools.	Not Met
	Incorporate professional development for teachers and staff.	None provided		Not reported
	Cultivate gate-keeping skills needed to generate direct instruction, academic-related enrichment, and family education initiatives.	None provided		Not reported
KKP	KKPCA students will increase their math and reading assessment scores from fall to spring. Centers will offer services at 12-15 hours per week on average.	HSA Scores None provided	HSA scores provided for complex as a whole, not CCCLC participants. None of the 3 schools provided services at 12-15 hours per week.	Not reported Not Met
	Complex will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	List of partnerships	7 partnerships were established/ maintained.	Met
McKinley	Create STEM programs.	List of programs	Activities included academic enrichment in math, technology and science	Met
	Provide homework assistance.	List of programs	Activities included homework help	Met
	Engage students in activities that improve STEM skills and knowledge.			Not reported
	Engage students in enrichment activities.			Not reported
	Refer students for tutoring and/or remediation that supports daily classroom instruction. Refer students for tutoring and/or remediation that supports daily classroom instruction.			Not reported Not reported
	Introduce families to post-secondary opportunities and engage families in activities.	None provided		Not reported
	Offer daily afterschool programming for 3 hours a day/5 days each week.	Documentation of hours	The program was provided for 3 hours a day, 5 days a week.	Met

Subgrantee	Objective	Measure	Results	Met/Not
Moloka'i	To support the education provided by the schools in meeting and further supporting student academic development.	None provided		Not reported
	To develop student interest and aspirations through enriched learning and college and career readiness.	None provided		Not reported
	To partner with parents, community, and educators to expand student learning opportunities and support.	List of partnerships	The complex established/maintained 15 partnerships and 5 collaborations with the community.	Met
Waianae	To increase student academic achievement by providing extended learning opportunities.	Smarter Balanced Assessment	A higher percentage of CCLC participants are meeting proficiency than the schools as a whole.	Met
	To increase school involvement by students and parents by offering extended hours programming.	Documentation of hours	Each school offered services for an average of 15 hours per week.	Met
	To provide a variety of enrichment programs in collaboration with partners in a safe learning environment.	List of programs		Met
	At least 300 students at each site would participate in HICCLC	Enrollment records	There were 345 participants at Waianae Intermediate, and 440 at Waianae High.	Met
Waipahu	Establish science instruction at all sites	List of programs	All sites provide integrated science instruction/activity through summer, school year, or intersession programs.	Met
	Provide math literacy tutoring at all sites	List of programs	All sites provide math tutoring through summer, school year, or intersession programs.	Met
	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	List of programs	Centers offered after school activities for failing students, grade 7-12. The high school provided Saturday tutoring.	Met
	Enlist community partnerships to provide fine arts, performance arts, recreational, and health and wellness programs	List of partnerships	An MOU with the City and County of Honolulu, Parks & Recreation to establish a community partnership was initiated. Additional partnerships provided volunteers to assist with site activities and curriculum resources.	Met
	Integrate the General Learner Outcomes and Core Values in programs to promote high expectations for student learning and behavior	None provided	All program sites trained staff on GLOs and Core Values.	Met

Subgrantee	Objective	Measure	Results	Met/Not
Waipahu <i>(continued)</i>	Sites will integrate literacy and technology to develop project-based learning	None provided	All sites integrate technology into program offerings.	Met
	Sites may provide homework assistance centers before school, and/or after school hours	None provided	Homework assistance centers were established at all sites.	Met
	Provide opportunities for adult literacy programs to support English language acquisition		Efforts to direct adults to community programs for adult literacy were unsuccessful.	Not Met
	Provide parenting classes, encouraging positive behavior, practical approaches to positive parenting, and dealing with dynamic changes of child/teen development		Efforts to direct adults to community programs were unsuccessful.	Not Met
	Conduct parent meetings for program orientation and student support	None provided	All sites/programs conducted parent orientation meetings at the start of their programs.	Met
	Increase and maintain complex-wide collaboration through networking and publicity of programs and achievements	None provided	Site Coordinators met quarterly to collaborate, share resources, and network.	Met
	Supplement and sustain identified program components to build capacity that will last beyond the funded grant period		Sites are sustaining some program activities through school-day budgets and smaller community grants and partnerships.	Progressed toward Objective
Behavioral Outcomes				
Subgrantee	Objective	Measure	Results	Met/Not
Castle	Improvement in student learning behaviors	Teacher Survey	44.8% of regular students improved in learning behaviors; 31.5% did not need to improve.	Met
Hilo	Not reported	Teacher Survey	Outcomes provided for turning in homework, completing homework to teacher's satisfaction, class participation, volunteering, attendance, attentiveness, behaving well, academic performance, motivation and getting along with others.	Unable to determine
Kealakehe	Not reported	Not reported	Not reported	Not reported
KKP	Not reported	Not reported	Not reported	Not reported
McKinley	No specific objective reported	Not reported	Not reported	Not reported

Subgrantee	Objective	Measure	Results	Met/Not
Moloka'i	No specific objective reported	Not reported	Teachers noticed slight to moderate overall improvements in behavior.	Unable to determine
Waianae	No specific objective reported	Teacher survey	Comprehensive results provided for academic performance, turning homework in on time, completing homework to teacher satisfaction, participating in class, volunteering, regular attendance, attentiveness and motivation to learn.	Unable to determine
Waipahu	No specific objective reported	Teacher survey	Results provided for turning homework in on time, completing homework to teacher satisfaction, academic performance, participating in class, volunteering, regular attendance, behaving well, getting along well with other students, attentiveness and motivation to learn.	Reported that objectives were not met

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, or staffing issues which impeded data collection. In other cases, subgrantee reports were fairly extensive and detailed, but not all of the relevant data items were included.

SY 2014-15 was the first year of the new APR reporting system. In some instances, we found that evaluation report data and APR data were inconsistent. This might stem from different definitions of measures, or from a lack of experience with the APR system. As subgrantees become more familiar with the reporting system, this systematic approach to collecting data should dramatically improve the consistency of reporting across subgrantees, at least for the data items included in the APR. There are some areas where HIDOE may need to provide additional guidance to subgrantees to improve the quality of data reporting. Several subgrantees identified a need for further guidance on federal reporting requirements and instruction to ensure appropriate and consistent data capture.

Without consistent and complete data across all subgrantees, it is not possible to accurately report the full efforts and outcomes of the program statewide. The data reported here reflect subgrantees' efforts and show promise for achieving the state's goals for the 21st CCLC program. However, more complete and consistent data is needed to fully assess the effectiveness of the program and track progress over time.

7. RECOMMENDATIONS

7.1 Recommendations to Improve Program Effectiveness

After a 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. These are presented below as local evaluator recommendations for program improvements that can be addressed at the local level, and as the statewide evaluator’s recommendations for state level efforts to support program improvement.

7.1.1 Local Evaluator Recommendations for Program Improvement

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 28 below summarizes the types of recommendations provided by program evaluators across the subgrantees.

Exhibit 28: Local Evaluator Recommendations for Program Improvement

Subgrantee	Academic Achievement	Administration	Attendance	Data Collection	Family Involvement	Funding & Sustainability	Linkages to School Day	Partnerships	Programming Improvement
Castle	✓	✓	✓	✓	✓	✓	✓		✓
Hilo		✓		✓		✓			✓
Kealakehe		✓		✓	✓			✓	✓
KKP	✓	✓		✓			✓	✓	✓
McKinley	✓	✓		✓	✓				
Moloka’i	✓	✓	✓	✓					✓
Waianae	✓		✓		✓	✓			✓
Waipahu			✓						✓

The following are examples of specific recommendations included in the subgrantee evaluation reports for each of the types of recommendations indicated in Exhibit 28:

Academic Achievement. Recommendations for improving academic achievement include:

- Implement enrichment programs that are designed/structured to promote student achievement in math and reading while addressing student interest, particularly at the intermediate and high school.
- Target students with low academic achievement and focus interventions to address areas of need.

- Ensure students whose grades decreased are receiving help to address areas of needs.
 - Continue efforts to communicate with the regular day school teacher to monitor, assess, and coordinate efforts to ensure student improvement in academic performance and student learning behavior.
 - Continue to provide on-site training support in the effective implementation of the technology based math and reading programs and training support in providing instructional support and monitoring of student learning to increase student achievement.
 - Adjust classes as needed to align them with the school-day curriculum.

Administration. Recommendations for improving program administration include:

- Confirm the commitment of principals, administrators, coordinators and support staff to provide high quality programs to students, families and the community.
- Educate the program director to facilitate communication between site coordinators, teachers and administrators, and provide leadership and focus.
- Hold regular site coordinator meetings so everyone is informed and on the same page as well as address concerns or facilitate consistent communication among all.
- Provide ongoing training for new and continuing coordinators.
- Continue to conduct on-site observation to monitor program implementation, instruction and student learning and progress. Provide observation feedback and discuss strategies using student performance data to increase student learning and achievement.
- Establish program policy and procedures, operation and implementation responsibilities.

Attendance. Recommendations for increasing program attendance include:

- Continue to encourage sites to offer classes for a period of 30+ days to ensure that the majority of participating students can be identified as “regular” attendees.
- Plan ways to increase student attendance to increase the number of reportable students and measure program impact on learning achievement.
- Increase recruitment methods to ensure awareness of program offerings, increase accessibility and participation, and alignment with academics.
- Strengthen procedures so that all participating students are officially enrolled and attendance is consistently documented.

Data collection and reporting. Recommendations for improving data collection and reporting include:

- Continue standardizing and refining data collection procedures across all sites to better track and assess programs/activities.

- Work with site administrators to document participants' demographic data to address KPI 3: 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.
- Reporting of pre-post (STAR) test data and showing achievement gain would add clarity and support regarding student learning progress and show impact of the program on student learning and achievement.
- Ensure that data are being consistently collected including academic assessment data for regular attendees, teacher surveys for regular attendees, parent and student surveys.
- Continue to inform all sites about the external evaluation and federal reporting requirements to ensure consistency in data and accuracy across sites.

Family involvement and services to adults. Recommendations about involving families include:

- Develop/implement an ongoing Family/Parent Involvement Program with sustained participation by the adult family to achieve the acquisition of knowledge or skill to build capacity of parents to 1) supervise and support their child's learning in doing homework at home; and 2) encourage positive learning behaviors both at home and at school.
- Seek resources to provide staffing to conduct the Family/Parent Involvement Program. Consider possibilities for parent learning opportunities for furthering education or career skills development.
- Communication between the CCLC and parents can still be improved. It might be helpful to set a schedule for sending information about their child's progress home.

Funding and sustainability. Recommendations about funding and sustainability include:

- Allocate funds in a timely manner.
- Provide advance notice to sites about funding changes and differences in allotment from previous years.
- Establish/maintain/expand partnerships to support and maintain/sustain the 21st CCLC grant program and enrich curriculum and instruction.

Linkages to the school day. Recommendations about linkages to the school day include:

- Communicate/coordinate with the regular day school teacher to monitor, assess, and coordinate efforts to ensure student improvement in academic performance.
- Strengthen communication between school-day staff and Learning Center staff.
- Continue efforts to communicate with the regular day school teacher to monitor student performance and coordinate instruction to increase student academic achievement and improvement in student learning behavior.

Partnerships. Recommendations about partnerships include:

- Recruit new and maintain present community partnerships.

- Sustain existing partnerships and establish new partnerships with community agencies that can provide the necessary resources to support and enrich the program.

Program improvement. Recommendations about program improvement include:

- Recruit new program providers and work to retain well-attended programs.
- Solicit feedback from students, parents, teachers, and the community regarding value and effectiveness of current offerings, and desired new programs.
- Assess community needs for future programs and institute programs to address them.
- Ensure that all students know about and can access the ongoing services, after-school classes, and informational activities.
- All program activities must include evidence-based interventions.

7.1.1 Recommendations for Statewide efforts to Support Program Improvement. In assessing program performance at the subgrantee level, and after reviewing the recommendations made for local program improvements, we have identified a number of areas where the HDOE may be able to help support local programs in their improvement efforts. These represent common themes across multiple subgrantees, or areas that may be more challenging than local subgrantees can address on their own:

Recruiting and Retaining Well-Qualified Staff

- Many subgrantees report difficulty with various aspects of staffing their programs, from finding qualified staff, to high staff turnover. This is an area that may be need to be addressed systemically to ensure high quality and consistent programming.
- *Site Coordinators* – Several subgrantees reported difficulty finding strong site coordinators with the skills and experience needed to effectively manage their programs and their staff. This may be partly due to limitations in the number of hours available, which may discourage otherwise well qualified candidates from seeking site coordinator positions. Site coordinators also need a broad range of skills and experience in order to be effective, including knowledge of education and child development as well as managerial skills and familiarity working within the school system. The salaries offered for site coordinator positions may not be commensurate with the skills required, or the skillsets may be hard to find in rural areas, especially on neighbor islands.
- *Recommendation* – HDOE may need to work with individual subgrantees and/or develop a working group to strategize ways to address this challenge, and provide subgrantees with guidance and/or technical assistance with recruiting and retaining qualified site coordinators.
- **Teaching staff** – Subgrantees report difficulty identifying staff with the skills and experience needed to provide effective tutoring and other academic support services. The literature is clear that regular classroom teachers can be a major asset to afterschool programs. Not only do they bring their teaching expertise, but engaging regular classroom

teachers also helps strengthen linkages between the afterschool program and the regular school day. However, some subgrantees report difficulty attracting regular school day teachers to participate.

- *Recommendation* – HIDOE can identify strategies to market the value of afterschool programs to the education community or other ways to encourage teachers to participate. In schools where the pool of potentially available teachers is very small to draw from, other strategies might be needed to identify individuals in the community with the desired skills and experience. HIDOE may need to provide leadership in identifying solutions and provide guidance and technical assistance to subgrantees to support their efforts to recruit and retain staff.

Allocating Sufficient Staff Hours

Several subgrantees have raised concerns about the limited number of staff hours available for program implementation. This concern was raised in the context of two unmet needs:

1. A need for increased hours for site coordinators, especially during the planning stages at the beginning of each year, so that program implementation can hit the ground running at the beginning of the year, with well thought out plans in place that can be implemented smoothly and efficiently; and
 2. Preparation time for teachers so that afterschool programming can be of high quality, interesting and engaging for students, and effectively linked to the school day.
- *Recommendation* – HIDOE should consider examining more closely how subgrantees allocate funds across different aspects of the program. HIDOE may need to provide new guidance on the most effective use of program funds to ensure sufficient time is made available for staff to plan the overall program and the specific activities offered. HIDOE might also consider providing a forum for subgrantees to share experiences so that those struggling with this issue can learn from other subgrantees how they make sure the time needed is built into the program.

7.2 Recommendations to Improve Future Evaluation Efforts

In order for subgrantee evaluation efforts to be useful for program improvement, it is important for HIDOE to provide more guidance to subgrantees and formative feedback to support improvements in program evaluation over the course of the grant period. The HIDOE Key Performance Indicators and the subgrantee evaluation report template provide a framework for structuring subgrantee evaluations. However, the review of the subgrantee evaluation reports shows that this framework by itself is not sufficient to support effective program evaluation. Subgrantees have improved this year in organizing their evaluation reports according to the HIDOE's evaluation report template, but the findings are seldom organized in a way that clearly addresses the performance indicators.

Major weaknesses found in many of the reports include:

- Data in the evaluation reports do not always match APR data.

- Quantitative data in some of the evaluation reports is not totaled for the subgrantee as a whole or is totaled incorrectly, and sometimes specific numbers (e.g. number of sites or number of participants) are inconsistent within a report.
- Some subgrantees reported progress toward their own goals but not specifically toward the HIDOE Key Performance Indicators.
- Findings, conclusions and recommendations are sometimes vague and do not include the data that is in the report, for example using “a large number of students” or “a couple of sites” instead providing the number or naming the sites.
- Quantitative data are often not reported at the unit of analysis appropriate to the outcome being measured. For example, center-level measures should be reported at the center level, rather than at the subgrantee or student participant level.
- Student outcome data is generally reported without context or comparisons. A few subgrantees compared some data items to the prior year, but none did this systematically.
- It appears as if external evaluators may not have a clear scope of work clarifying expectations for the work that they are to do, or may not be receiving sufficient funds to conduct high quality, useful evaluations. One of the evaluators that has produced very incomplete reports for a previous subgrantee is now the evaluator for one of the new subgrantees, and may perpetuate some of the same weaknesses in future evaluation reports.

We recommend that HIDOE continue to invest in improving subgrantee evaluation efforts:

1. Provide a thorough introduction to program evaluation for subgrantees that includes the purpose of program evaluation, an overview of evaluation principles, an overview of recommended data collection and reporting procedures, 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, giving special emphasis to ensuring APR data is accurate;
3. Review subgrantee evaluation reports, provide timely feedback to subgrantees and provide incentives or consequences to leverage improvements in evaluation practices;
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;
6. Develop more detailed specifications for subgrantee evaluation reports that include templates for data reporting;
7. Provide technical assistance to evaluators on producing evaluation reports that meet the state’s requirements; and
8. Foster exchange of evaluation expertise and experiences among subgrantees and their evaluators.

7.3 Actions Taken by HIDOE to Improve Future Evaluation Efforts

As of the time of this report, HIDOE 21st CCLC Program Manager had already taken various actions to address the first four recommendations above in order to improve future evaluation efforts. These actions include the following:

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.

Actions taken:

- *The HIDOE has revised its review of the annual evaluations to include a list of requirements that ensure results are used to refine, improve and strengthen the program and refine performance measures.*
- *In addition, the HIDOE provides all subgrantees an updated evaluation template to use to complete their annual evaluation.*
- *For the SY 2013-14 evaluation, the HIDOE provided a technical assistance/professional development webinar on July 29, 2014 to review the evaluation expectations and template.*
- *In addition, the HIDOE has notified all subgrantees that it is available to provide further technical assistance/professional development regarding the evaluation.*

3. Review subgrantee evaluation reports and provide timely feedback to subgrantees to support improving their evaluation reports in subsequent years.

Action taken:

The HIDOE 21st CCLC Program Manager has conducted a comprehensive review of submitted evaluation reports using the Addressing the Evaluation Report Template and Key Performance Indicators template to ensure that evaluations have addressed the criteria of the evaluation template. This document has provided feedback to notify subgrantees if criteria were not included in their evaluation report and how to address the missing criteria.

4. Encourage subgrantees to invest sufficient resources in program evaluation to ensure that evaluation efforts produce results that are useful for program improvement.

Action taken:

All subgrantees must include their budget for program evaluation during the application process. The current amount established to be set aside for annual program evaluation is 5-8% of their annual award amount.

5. Provide technical assistance to subgrantees to recruit qualified evaluators;

Action taken:

The HIDEO Program Manager has provided opportunities for project directors and evaluators (via webinars and meetings) to dialogue with each other to get more information about evaluation and what an evaluator should provide.

With the assistance of the USED's technical assistance contractor, Global Evaluation & Applied Research Solutions (GEARS), Inc., the HIDEO Program Manager has provided sample roles and responsibilities for evaluation services.

The HIDEO has entered into a contractual agreement with IMPAQ International to assist programs, evaluators and state staff to improve state and local evaluations so the evaluations can more effectively be used to refine, improve, and strengthen the programs and to refine the performance measures.

6. Develop more detailed specifications for subgrantee evaluation reports that include templates for data reporting;

Action taken:

With the assistance of the USED's technical assistance contractor, GEARS Inc., the HIDEO Program Manager has updated and disseminated the revised state evaluation template. The evaluation template is more comprehensive and provides more opportunities for programs to demonstrate program improvement and to refine, improve, and strengthen their program and to meet the state's requirements.

The HIDEO has entered into a contractual agreement with IMPAQ International to assist programs, evaluators and state staff to improve state and local evaluations so the evaluations can more effectively be used to refine, improve, and strengthen the programs and to refine the performance measures.

Future report templates will have specific data reporting tables embedded in them to display data in a meaningful, uniform and consistent manner.

7. Provide technical assistance to evaluators on producing evaluation reports that meet the state's requirements

Action taken:

With the assistance of the USED's technical assistance contractor, GEARS Inc., the HIDEO Program Manager has updated and disseminated the revised state evaluation template. The evaluation template is more comprehensive and provided more opportunities for programs to demonstrate program improvement and refinement and meet the state's requirements.

The HIDEO has entered into a contractual agreement with IMPAQ International to assist programs, evaluators and state staff to improve state and local evaluations so the evaluations can more effectively be used to refine, improve, and strengthen the programs and to refine the performance measures.

8. Foster exchange of evaluation expertise and experiences among subgrantees and their evaluators.

Action taken:

The HIDOE Program Manager has provided opportunities (via semi-annual meetings, quarterly webinars and other on-going informal opportunities) for programs to exchange ideas and expertise regarding evaluation.

The HIDOE has entered into a contractual agreement with IMPAQ International to assist programs, evaluators and state staff to improve state and local evaluations so the evaluations can more effectively be used to refine, improve, and strengthen the program and to refine the performance measures.

Numerous meaningful professional development/technical assistance opportunities will be provided through the life of the contract for programs and evaluators to foster an exchange expertise and experience regarding evaluation.

8. CONCLUSION

It is evident from compiling data from subgrantees' reports that subgrantees are providing valuable afterschool services to many students throughout the state. It is also evident from the review of the subgrantees' evaluation reports that while some subgrantees have improved their evaluation efforts, there are still 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. An improved data collection and reporting system will allow HDOE to better document the effectiveness of its 21st CCLC program statewide. Improved subgrantee evaluation efforts will also better serve the program by producing findings that can more effectively be used at both the local and state levels to program improvement.