

Hawai'i Department of Education

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

School Year 2015-16

Evaluation Report

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EXECUTIVE SUMMARY

Overview of the Evaluation

The SY 2015-16 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 (KPI); 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 2015-16 subgrantee evaluation reports submitted to HIDOE and posted on the HI 21st CCLC website. A limitation of the APR data is that we were unable to access the data except through screen shots, which resulted in some data being obscured and therefore unusable.

The evaluation combines quantitative data taken from the APR data and from tables, charts, and numbers provided in subgrantee evaluation reports, with qualitative data from the evaluation report narratives. Most data are for the school year, as very little summer program information was available.¹

Hawai'i 21st CCLC Program

In the 2015-16 academic year, the Hawai'i 21st CCLC program included 20 subgrantees. These subgrantees provided 21st CCLC services through 50 centers to more than 4,300 students during the 2015-16 academic year. Fifteen of the 20 subgrantees were HIDOE schools or complex areas:

- Campbell
- Castle
- Hāna
- Kahuku
- Kaimuki
- Kapolei
- Kealekehe
- Kohala
- Lāna'i High and Elementary School
- McKinley
- Moloka'i
- Nanakuli
- Pearl City
- Waianae
- Waipahu

¹ 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.

Another five subgrantees were community-based organizations:

- Friends of the Future (FoF)
- Honolulu Community Action Program (HCAP)
- KALO (Kanu O Ka Aina Learning ‘Ohana)
- Maui Economic Development Board (MEDB) Women in Technology Project
- Parents and Children Together (PACT)

Due to late funding, four subgrantees were able to only partially implement Hawai‘i 21st CCLC during the reported period: Kahuku, Kohala, PACT, and Waianae. The data these four subgrantees were able to provide is included in this report.

Five subgrantees did not operate at all during the reporting period and are not included in the data tables: Campbell, Hāna, KALO, Kapolei, and Lāna‘i High and Elementary School.

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 specific targets. 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.** In 2015-16, seven subgrantee evaluation reports included data on changes in students’ turning homework in on time, although few subgrantees made a distinction here between all participants and those that who participated for more than 30 days. For these seven subgrantees, the data were very positive, with the majority of students improving in turning homework in on time. However, it should be noted that there was some inconsistency in the reporting between “homework completion” and “turning in homework on time.”
- **2.2 Classroom Participation.** Data related to classroom participation is very limited, and what data does exist is often incomplete or not specific to regular students. Based on the data that does exist, five of the seven reporting subgrantees indicated that the majority of students’ classroom participation improved, as reported on the teacher surveys.
- **1.3 Regular Class Attendance.** Of the six subgrantees reporting, Waianae reported the highest rate of improvement in regular classroom attendance, with 78% of students who needed to show improvement doing so. Nanakuli had the lowest percentage of students improving attendance (9%), with more students declining in attendance (14%).
- **1.4 Classroom Behavior.** Five subgrantees provided data on this measure. As shown in Exhibit 12, results ranged from a high of 62% of students improving behavior in Castle to a low of 23% in Nanakuli.

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.* With the exception of Kohala, all subgrantees provided some sort of activity in at least one academic area, including Literacy and STEM (Science, Technology, Engineering and Mathematics). However, it is not possible from the information provided, to determine whether all subgrantees provided academic services that were of “high quality.”
- **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.* Thirteen of 15 reporting subgrantees offered arts and music activities, and 11 subgrantees offered sports, often a variety of different sports. With the exception of Kohala, all of the subgrantees offered either arts and music or physical activities or both.
- **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.* Twelve of the 15 reporting subgrantees (including the community-based centers of Maui Economic Development Board, HCAP, Friends of the Future and PACT), representing 80% of the subgrantees, reported that they had partnerships with community agencies during the 2015-16 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
- **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.* Waianae and Nanakuli in particular were able to attract many family members to support the students in their programs; Waianae recorded 944 parents and family members who participated in family events, and Nanakuli drew 807 family members. However, parent and family involvement continues to be a challenging area for some subgrantees.
- **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.* Forty-nine percent of the total schools reporting across all 15 reporting subgrantees met the benchmark of providing 12 or more hours of services per week. 28% of centers provided services during summer and intersessions.

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. For the 2015-16 school year, all public school students on the island qualified for Free and Reduced Lunch status as part of a Hawai'i Department of Education and Department of Agriculture pilot program for economically disadvantaged areas. Based on this, 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 16% to 73% of those who needing to improve) and Math (ranging from 24% to 78% those needing to improve). Eight subgrantees with students attending 60 days or more also reported improvements in Language Arts, and six subgrantees with students attending 60 days or more reported improvements in Math.

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 2015-16, some subgrantees 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.

Recommendations

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

- Academic achievement:
 - Closely monitor students with low academic achievement and/or whose grades decreased, and focus interventions to address areas of need.
 - Implement reading and math enrichment designed to engage student interest.
 - Develop stronger linkages to the school day.
 - Provide opportunities for students to self-assess in order to monitor their learning progress, identify areas of learning difficulties, and focus on learning goals.
- Program administration:
 - Increase communication between site coordinators, teachers and administrators, and hold regular meetings to facilitate the sharing of ideas, problems, and solutions, address concerns, and ensure that everyone is informed about program goals and priorities, and on the same page.
 - Provide ongoing training for new and continuing coordinators.
 - Monitor program implementation, instruction, and student learning and progress.
 - Establish program policy and procedures, operation and implementation responsibilities, and maintain written instruction manuals of policy and procedures for reference.

- Program attendance:
 - Offer classes over a longer timeframe to increase the number of students who participate 30+ days.
 - Improve recruitment methods to ensure awareness of program offerings and increase participation. Solicit feedback and insights from youth who consistently participate in activities to inform recruitment and engagement of other youth.
 - Strengthen procedures so that all participating students are officially enrolled and attendance is consistently documented.
 - Build on the activities that report high participation and engagement.
- Data collection and reporting:
 - Continue standardizing and refining data collection procedures across all sites to better track and assess programs/activities. Ensure that data are being consistently collected, including academic assessment data for regular attendees, teacher surveys for regular attendees, and parent and student surveys.
 - Continue to inform all program sites about the external evaluation and federal reporting requirements to ensure consistency in data and accuracy across sites.
 - Provide intensive training for 21st CCLC staff in data collection and grant requirements.
- Family involvement and services to adults:
 - Encourage all program sites to offer family engagement activities and to document participation.
 - Develop/implement an ongoing Family/Parent Involvement Program to build the 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.
 - Improve communication between the 21st CCLC and parents.
- Funding and sustainability:
 - Allocate funds in a timely manner.
 - Leverage partner resources to support and maintain/sustain the 21st CCLC grant program and enrich curriculum and instruction.
- Linkages to the school day:
 - Communicate/coordinate with the regular day school teacher to monitor and assess student performance and to coordinate instructional efforts to ensure student improvement in academic performance.
- Partnerships:
 - Maintain community awareness efforts through Advisory Councils and through use of newspaper and Internet communication channels.
 - Sustain existing partnerships and establish new partnerships with community agencies that can provide the necessary resources to support and enrich the program.
- Program improvement:

- 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.
- Include evidence-based interventions in all program activities.

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; and 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 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 School Year (SY) 2011-12 statewide evaluation of Hawai'i's 21st Century Community Learning Centers (Hawai'i 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 the 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.

A number of factors have changed the landscape since then, including the phasing out of the national PPICS database, the implementation of the national Annual Performance Reporting (APR) data system, and the transition to a new reporting system for future years. Thus, the SY 2015-16 evaluation faced 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. Once the new reporting system is fully in place, we expect that it will be possible to revisit implementing a quasi-experimental design in future years.

The design for the SY 2015-16 statewide evaluation of 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:

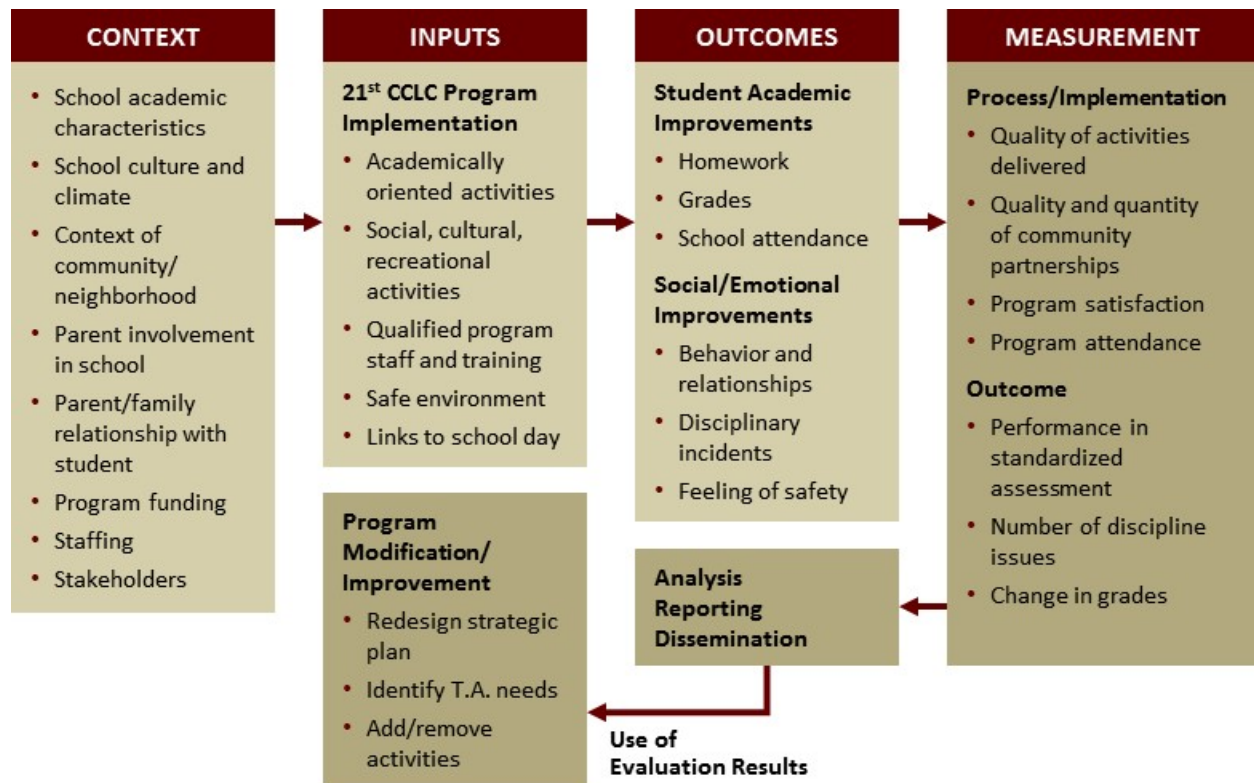
- To describe the students served and the activities conducted statewide through 21st CCLC funding;
- To assess the success of the program statewide and at the individual subgrantee level in achieving the Hawai'i 21st CCLC Key Performance Indicators (KPI); and
- To provide recommendations for program 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, the subgrantees' performance on Hawai'i state KPI, the achievement of subgrantees' own goals, challenges in data collection, and recommendations.

2. OVERVIEW OF THE EVALUATION DESIGN

Exhibit 1 below offers the logic model developed by IMPAQ 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 2015-16 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: IMPAQ Logic Model for Evaluating 21st CCLC Programs



The 2015-16 evaluation of Hawai’i 21st CCLC is based on data from two different data sources: 1) data extracted from the national Annual Performance Reporting (APR) system reported by the subgrantees; and 2) a review of the 2015-16 subgrantee evaluation reports submitted to HIDOE and posted on the HI 21st CCLC website. A limitation of the APR data is that we were unable to access the data except through screen shots, which resulted in some data being obscured and therefore unusable.

The evaluation combines quantitative data taken from the APR data, along with tables, charts, and numbers provided in subgrantee evaluation reports, with qualitative data from the evaluation report narratives. Quantitative data are presented primarily by subgrantee. Review of the subgrantee evaluation reports reveals that, although HIDOE had distributed an evaluation

template in an effort to standardize the reports across subgrantees, many of the subgrantee reports are incomplete, with missing data for many of the performance measures for some of the sites. For this reason, it was not feasible to provide statewide totals, averages, or percentages for most measures.

Most data are for the school year, as very little summer program information was available. Five subgrantees did not operate at all during the reporting period and are not included in the data tables: Campbell, Hāna, KALO, Kapolei, and Lānaʻi High and Elementary School. Four subgrantees partially implemented Hawaiʻi 21st CCLC during the reported period: Kahuku, Kohala, PACT, and Waianae. The data these four subgrantees were able to provide is included in this report.

Qualitative data was analyzed using NVivo qualitative analysis software using a coding structure based on the evaluation objectives and KPI, 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 2015-16 academic year, the Hawai'i 21st CCLC program included 20 subgrantees. These subgrantees provided 21st CCLC services through 50 centers to more than 4,300 students during the 2015-16 academic year. Fifteen of the 20 subgrantees were HIDOE schools or complex areas:

- Campbell
- Castle
- Hāna
- Kahuku
- Kaimuki
- Kapolei
- Kealekehe
- Kohala
- Lāna'i High and Elementary School
- McKinley
- Moloka'i
- Nanakuli
- Pearl City
- Waianae
- Waipahu

Another five subgrantees were community-based organizations:

- Friends of the Future (FoF)
- Honolulu Community Action Program (HCAP)
- KALO (Kanu O Ka Aina Learning 'Ohana)
- Maui Economic Development Board (MEDB) Women in Technology Project
- Parents and Children Together (PACT)

Due to late funding, four subgrantees were only able to partially implement their programs, and five subgrantees did not operate during the reporting period (June 5, 2015 through May 26, 2016). This report focuses on the evaluation of the 15 subgrantees with full or partial implementation as indicated in Exhibit 2 below.

Exhibit 2: Fifteen subgrantees fully or partially implemented the 21st CCLC program in SY2015-16

Full Implementation	Partial Implementation	Non-Operational (not included)
Castle	Kahuku	Campbell
Friends of the Future (FoF)	Kohala	Hāna
Honolulu Community Action Program (HCAP)	PACT (Parents and Children Together)	KALO (Kanu O Ka Aina Learning 'Ohana)
Kealakehe	Waianae	Kapolei
Kaimuki		Lāna'i High & Elementary School (LHES)
McKinley		
MEDB (Maui Economic Development Board)		
Moloka'i		
Nanakuli		
Pearl City		
Waipahu		

Source: Subgrantee evaluation reports

3.1 Overview of Subgrantees

Exhibit 3 provides a quick overview of the subgrantees. It is important to note that Campbell, Hāna, KALO, Kapolei, and Lānaʻi High and Elementary School had not yet begun to report data in SY 2015-16. For this reason, the data included in this report are for only 15 of the 20 subgrantees.

As the table shows, the number of schools for each complex area ranged from a low of one school in the Waianae complex to a high of six schools in the Castle Complex. Total enrollment across the state for the 2015-16 school year is more than 4,300 students.

3.2 Students Served

Exhibit 4 summarizes the characteristics of students served in the 21st CCLC program during the 2015-16 school year. As the table shows, the majority of students served (56%-100%) in nine of the 15 complex areas reporting were eligible for free or reduced (F/R) lunch. In five other complex areas, between 15% and 46% of participating students were eligible for F/R lunch. PACT had not yet finalized data sharing agreements with its feeder schools and did not provide English Learner, F/R lunch, or Special Needs data on HI 21st CCLC participants.

The percentage of students with special needs ranged from 2% in Kealakehe and Waipahu to 45% in the Waianae complex; Kahuku reported no students with special needs. In three of the complex areas, the majority of students were identified as Native Hawaiian/Pacific Islander (65%-100%). The Pearl City complex reported 0% of Native Hawaiian/Pacific Islander students, with the majority of their students (59%) identifying as Asian.

Exhibit 3: Description of 2015-16 21st CCLC Subgrantees

Subgrantee	Grant Year	No. of Schools/Sites	Total 2015-16 Enrollment	30 -59 Days	60+ Days	Grade Levels			Family Members
						Elementary	Middle	High	
Castle	2	6	552	216	123	349	47	156	220
FOF	2	5	324	47	11	189	82	53	40
HCAP	1	5	259	78	0	216	43	0	0
Kahuku	1	2	68	0	0	22	36	10	0
Kaimuki	1	2	379	64	156	0	379	0	555
Kealakehe	4	3	685	171	0	685	0	0	0
Kohala	1	4	57	0	0	0	0	57	0
McKinley	2	2	164	7	154	0	164	0	299
MEDB	2	4	289	71	89	39	248	2	140
Moloka'i	2	3	336	21	28	0	127	209	155
Nanakuli	2	3	262	65	56	73	189	0	807
PACT	2	3	57	45	0	0	41	16	0
Pearl City	1	3	135	0	0	135	0	0	0
Waianae	1	1	394	88	91	1	393	0	944
Waipahu	1	4	393	0	0	380	10	3	0
Total		50	4,354	873	708	2,089	1,759	506	3,160

Source: APR data

Exhibit 4: Characteristics of Students Served (SY2015-16)

Subgrantee	Spring 2015 Enrollment	% F/R Lunch	% Special Needs	% ELP	% AI/AN	% Asian	% NH/ PI	% Black	% Latino	% White	% Female
Castle*	552	37%	5%	3%	0%	17%	35%	1%	2%	8%	51%
FOF	324	46%	3%	5%	1%	27%	34%	0%	1%	21%	53%
HCAP	259	43%	3%	16%	0%	8%	39%	2%	2%	1%	40%
Kahuku	68	15%**	0%	0%	0%	4%	10%	1%	3%	63%	62%
Kaimuki	379	70%	9%	32%	0%	58%	2%	1%	2%	3%	46%
Kealahou	685	63%	2%	8%	0%	8%	47%	1%	7%	11%	51%
Kohala	57	67%	19%	4%	2%	18%	65%	0%	7%	9%	49%
McKinley	164	72%	10%	8%	0%	55%	1%	0%	2%	2%	44%
MEDB	289	28%	6%	2%	1%	57%	1%	1%	2%	12%	45%
Moloka'i	336	100%	13%	2%	1%	15%	81%	0%	0%	3%	50%
Nanakuli	262	70%	12%	3%	0%	30%	8%	0%	0%	1%	45%
PACT	57	-	-	-	0%	0%	100%	0%	0%	0%	30%
Pearl City	135	56%	6%	10%	0%	59%	0%	4%	2%	6%	64%
Waianae	394	82%	45%	2%	0%	17%	4%	1%	4%	4%	50%
Waipahu	393	68%	2%	25%	0%	85%	3%	1%	2%	2%	54%

Source: APR data

* Reported for only 2 of 6 sites

** Reported for only 1 of 2 sites

There was a total of 1,581 regular student participants this reporting period, or 35% of total program enrollment. As shown in Exhibit 5, three subgrantees – Kahuku, Kohala, and Waipahu – had no regular students for the reporting period. Kealakehe and McKinley had substantial student participation for 90 days or more.

Exhibit 5: Regular Student Attendance (SY 2015-16)

Subgrantee	30-59 Days Attendance	60-89 Days Attendance	90+ Days Attendance
Castle	216	97	26
FOF	47	10	1
HCAP	78	0	0
Kahuku	0	0	0
Kaimuki	64	38	118
Kealakehe	171	0	0
Kohala	0	0	0
McKinley	7	20	134
MEDB	71	29	60
Moloka'i	21	18	10
Nanakuli	65	27	29
PACT	45	0	0
Pearl City	0	0	0
Waianae	88	60	31
Waipahu	0	0	0
Total	873	299	409

Source: APR data

3.3 Staffing

Information about staffing was more completely reported in the APR data for SY 2015-16 than it was in previous years. As shown on Exhibit 6, the number of teaching staff varied widely across subgrantees, with Kealakehe reporting the highest number of teaching staff (42) and Kaimuki having no school day teachers in their program. Two non-HIDOE subgrantees, HCAP and PACT, also did not utilize school day teachers. With the exception of these three subgrantees, 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.

The Exhibit also shows the majority of staff were reported as being paid staff, with most subgrantees reporting only a few volunteers, if any. However, two subgrantees, Kahuku and Pearl City, used volunteer administrators for their afterschool program. Kaimuki, Nanakuli, and Waianae in particular, leveraged the expertise of community, high school, and parent volunteers to support their programs.

Exhibit 6: Staffing Levels by Position (SY 2015-16)

Subgrantee	Adminis- trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non- Teaching School Staff		Sub- contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Castle	4		4		1	3					30		3	1	7		3	
FOF	5				7	1					5		1					
HCAP	5					9							3				5	
Kahuku		1				1			1		4							
Kaimuki	3		14	3	12	34		23										
Kealakehe	4									13	42		3	2	8			
Kohala											2							
McKinley	1		5		34	0		5			2		4					
MEDB	8			1	2			2		3	12				2			
Moloka'i					2	1			1		8		3					
Nanakuli	3		2		8	16		6			5							
PACT													3					
Pearl City		3						3			13		2					
Waianae	2				7	19		20			3		1					
Waipahu	1	1				3		2		1	38		6		1			4
Total	36	5	25	4	73	87	0	61	2	17	164	0	26	6	18	0	8	4

Source: APR data

Non-HIDOE subgrantees experienced some challenges with obtaining data sharing agreements from the Hawai'i Department of Education, and several subgrantees got off to a rocky start due a lack of cooperation between school and non-school staff. MEDB had to replace one site when all of the facilitators and administrators at the school who had supported implementation of the program transferred to other schools, leaving the original site without administrative support or commitment.

The hiring and retention of qualified personnel for program needs and development remains a challenge in rural areas.

3.4 Summer Programs

Data about summer programs was limited or difficult to distinguish from school year data for most of the subgrantees. Seven subgrantees offered no summer programming during the reporting period, citing funding delays and challenges in hiring staff. Exhibit 7 below summarizes the information on summer programming available from the subgrantee reports. While illustrative of the summer programs offered in 2016, the data is insufficient for reporting on

summer programs in detail. For this reason, this evaluation report focuses on afterschool programs provided during the school year.

Exhibit 7. Limited information is available on 2016 Summer Programming

Subgrantee	Summer Programming
Castle	Summer programming offered at three of six participating schools.
FoF	Two of four school offered a three-week summer school program focused on science and math.
HCAP	HCAP’s evaluation reporting period was five months long and didn’t include summer months.
Kahuku	Kahuku did not provide summer programming.
Kaimuki	Kaimuki did not provide summer programming.
Kealakehe	Two of three sites conducted summer programs.
Kohala	Kohala did not provide summer programming.
McKinley	Two of three schools offered summer programming.
MEDB	MEDB provided summer programming at two of four schools.
Moloka’i	Partnered with Freedom School’s Moloka’i CORAL summer program to provide literacy skill building to secondary students.
Nanakuli	Nanakuli did not offer summer programming.
PACT	Summer activities typically revolved around recruiting students for the upcoming school year.
Pearl City	Pearl City did not provide summer programming.
Waianae	Waianae did not offer summer programming.
Waipahu	Waiaphu did not provide summer programming.

Source: Subgrantee evaluation reports

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

Objective 1 of Hawai'i's 21st CCLC program states: *"Participants will demonstrate educational and social benefits and exhibit positive behavioral changes."* This objective focuses primarily on behavioral changes as measured by teacher surveys and is operationalized to include one overall indicator with four specific measures as follows:

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 is reported in the APR and 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. It should be noted that the four performance measures that operationalize the Hawai'i KPI 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. We supplement the APR data with data extracted from the subgrantees' evaluation reports.

Exhibit 8 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, seven subgrantees reported improvement for students participating 60 days or more. Of those subgrantees, over half (five) showed greater improvement than the students who participated for 30-59 days. Of the nine subgrantees

reporting improvement for students participating 30-59 days, four reported that a majority of these students were rated as having improved in homework submission and class participation.

Exhibit 8: Teacher-Reported Student Improvement (SY 2015-16)

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	50	96	62%	51%	64%	40%
FOF	47	10	-	-	-	-
HCAP	58	N/A	43%	N/A	43%	N/A
Kahuku	N/A	N/A	-	-	-	-
Kaimuki	15	121	53%	88%	53%	83%
Kealakehe	20	N/A	-	-	-	-
Kohala	N/A	N/A	-	-	-	-
McKinley	2	120	0%	58%	0%	50%
MEDB	51	83	61%	58%	39%	16%
Moloka'i	21	28	29%	54%	29%	54%
Nanakuli	13	53	23%	32%	15%	25%
PACT	10	N/A	40%	-	70%	-
Pearl City	N/A	N/A	-	-	-	-
Waianae	88	91	82%	85%	55%	55%
Waipahu	N/A	N/A	-	-	-	-

Source: APR data

-- Information not provided

“N/A” = Not applicable (Subgrantee reported zero students attending more than 30 days or 60 days or more.)

Exhibit 8 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. Of the nine subgrantees reporting improvement for students participating 30-59 days, four reported that a majority of these students were rated as having improved in student behavior. Three of the subgrantees reporting students who participated for 60+ days reported that the majority of those student improved in student behavior.

1.1a: Turning Homework in on Time. In 2015-16, seven subgrantee evaluation reports included data on changes in turning homework in on time, although few subgrantees made the distinction between all participants and those who participated for more than 30 days. As shown in Exhibit 9, for these subgrantees the results were very positive, with the majority of students improving in turning homework in on time.

There was some inconsistency in reporting between “homework completion” and “turning in homework on time.” Four subgrantees made the distinction and provided data on both. Two

subgrantees used “homework completion” only (data not included), and eight subgrantees used “turning in homework on time” only as their key performance measure. Only one grantee provided data on the percentage of students who did not need to improve, and just two subgrantees provided data for the percentages of students who stayed the same or declined, as indicated in Exhibit 9 below. Several subgrantees started their programs late and/or had no regular participants (participating 30 days or more) on which to report.

Exhibit 9: Change in Timely Homework Submission Rates (SY 2015-16)

Subgrantee	Did Not Need to Improve (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
Castle	–	68%	28%	4%	322
FOF	–	–	–	–	–
HCAP	–	39%*	–	–	259
Kahuku	–	–	–	–	–
Kaimuki	–	73%*	–	–	220
Kealakehe	–	–	–	–	–
Kohala	–	–	–	–	–
McKinley	–	57%*	–	–	164
MEDB	–	64%	–	–	14
Molokaʻi	–	--	–	–	--
Nanakuli	34%	29%	12%	24%	66
PACT	–	–	–	–	–
Pearl City	–	–	–	–	–
Waianae	–	76%	–	–	179
Waipahu	–	–	–	–	–

Source: Subgrantee evaluation reports

-- Information not provided

* Where the number of teacher surveys wasn't provided, percentages were calculated based on total participants.

1.1b: Classroom Participation. Data related to classroom participation is very limited, and what data does exist is often incomplete or not specific to regular students. Based on the data that does exist, five of the seven reporting subgrantees indicated that the majority of students' classroom participation improved, as reported on the teacher surveys (Exhibit 10).

Exhibit 10: Change in Classroom Participation Rates (SY 2015-16)

Subgrantee	Did Not Need to Improve (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
Castle*	—	69%	28%	4%	322
FOF	—	—	—	—	—
HCAP	—	41%**	—	—	259
Kahuku*	—	—	—	—	—
Kaimuki*	—	73%**	—	—	220
Kealakehe	—	—	—	—	—
Kohala	—	—	—	—	—
McKinley	—	57%**	—	—	164
MEDB*	—	64%	—	—	14
Moloka'i*	—	—	—	—	49
Nanakuli	33%	30%	—	—	66
PACT	—	—	—	—	—
Pearl City	—	—	—	—	—
Waianae*	—	84%	—	—	179
Waipahu	—	—	—	—	—

Source: APR data

-- Information not provided

* Subgrantee provided data combined with Class Participation rates as is done in the APR reports.

** Where the number of teacher surveys wasn't provided, percentages were calculated based on total participants.

1.1c: Regular Class Attendance. Teachers also reported data on changes in attending school-day classes regularly for students. As shown in Exhibit 11, out of the six subgrantees reporting, Waianae reported the highest rate of improvement in regular classroom attendance, with 78% of students who needed to show improvement. Nanakuli had the lowest percentage of students improving attendance (9%), with more students declining in attendance (14%).

Exhibit 11: Classroom Attendance Rates (SY 2015-16)

Subgrantee	Did Not Need to Improve (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
Castle	—	58%	38%	4%	322
FOF	—	—	—	—	—
HCAP	—	29%*	—	—	259*
Kahuku	—	—	—	—	—
Kaimuki	—	67%*	—	—	220*
Kealakehe	—	—	—	—	—
Kohala	—	—	—	—	—
McKinley	—	12%*	—	—	164*
MEDB**	—	—	—	—	—
Moloka'i	—	—	—	—	—
Nanakuli	49%	9%	28%	14%	66
PACT	—	—	—	—	—
Pearl City	—	—	—	—	—
Waianae	24%	78%	—	—	179
Waipahu	—	—	—	—	—

Source: Subgrantee evaluation reports

-- Information not provided

* Where the number of teacher surveys wasn't provided, percentages were calculated based on total participants.

** Percentages provided by school with no Ns, so it is impossible to compute the percentage for the subgrantee.

1.1d: Classroom Behavior. The final indicator for Objective 1 is teacher-reported improvement in classroom behavior. Five subgrantees provided data on this measure. As shown in Exhibit 12, results ranged from a high of 62% of students improving behavior in Castle to a low of 23% in Nanakuli.

Exhibit 12: Classroom Behavior (SY 2015-16)

Subgrantee	Did Not Need to Improve (%)	Improved (%)	Stayed same (%)	Declined (%)	Total N
Castle	—	62%	33%	4%	322
FOF	—	—	—	—	—
HCAP	—	41%*	—	—	259
Kahuku	—	—	—	—	—
Kaimuki**	—	—	—	—	—
Kealakehe	—	—	—	—	—
Kohala	—	—	—	—	—
McKinley	—	49%*	—	—	164
MEDB**	—	—	—	—	—
Moloka'i	—	—	—	—	—
Nanakuli	37%	23%	—	—	66
PACT	—	—	—	—	—
Pearl City	—	—	—	—	—
Waianae	—	55%	—	—	179
Waipahu	—	—	—	—	—

Source: APR data

-- Information not provided

* Where the number of teacher surveys wasn't provided, percentages were calculated based on total participants.

** Percentages were provided for each center with no Ns, so it is not possible to compute the percentage for the subgrantee as a whole.

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 13, with the exception of Kohala, all subgrantees provided some sort of activity in at least one academic area, including Literacy and STEM (Science, Technology, Engineering and Mathematics). Kohala had a limited program in 2015-16, but it did implement a tutoring program, which would presumably cover literacy and STEM classes. Given that 14 out of 15 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."

Exhibit 13: Range of Activities Provided by HI 21st CCLC Programs (SY 2015-16)

Subgrantee	STEM	Literacy	ELL Support	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other	Community Partnerships	Extended Learning Time
Castle	6	4		1				7		6	2
FOF	4			2	3			3	2	4	0
HCAP	5	5	2	4	5	2	3	10	11	5	0
Kahuku	2	1		2		1	1			2	0
Kaimuki	2	2		2	2		1	3	2	2	0
Kealakehe	2	2	1	3	3	2	1	6	6	2	1
Kohala								1		0	0
McKinley	1	1			1			2	1	0	0
MEDB	4	4		2	1	4	3	8	5	4	0
Moloka'i	1			1	1			2		1	0
Nanakuli	3	2		2	1			2	1	1	0
PACT	1			1	1			1	1	1	0
Pearl City	1			1				2		0	0
Waianae	1	1		1	1		1	2	2	1	0
Waipahu	3	1		2	3			4	1	1	0
Total	36	23	3	24	22	9	10	53	32	30	3

Source: APR data

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 13 above, with the exception of Kohala, all of the subgrantees offered a range of activities. Hawai'i's 21st CCLC programs offered a range of activities including tutoring, health programs, gardening, creative project-based learning, music, technology, and sports. HCAP and Kealakehe provided the widest range of activities. Regarding tutoring, all subgrantees provided one-on-tutoring support and homework help.

Thirteen of 15 reporting subgrantees offered arts and music activities, and 11 subgrantees offered sports, often a variety of different sports. With the exception of Kohala, 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.

Twelve of the 15 reporting subgrantees (including the community-based centers, Maui Economic Development Board, HCAP, Friends of the Future and PACT), reported that they had partnerships with community agencies during the 2015-16 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.

Kohala did not report any current partners, but they are lining up partnerships with a number of community partners including the University of Hawai'i, agricultural organizations, as well as a local theater and radio station. Likewise, McKinley did not get partners involved in the first year of the grant, but they are also planning to integrate community partners in the coming year. Pearl City also did not explore partnerships during Year 1 due to the funding allocation coming at the end of the school year.

For 11 subgrantees, there was a discrepancy between the number of partners reported on the APR reports, and the number of partners listed in the evaluation reports. We are unable to determine if this is a data quality issue or if it reflects differences in the definition of partnership among data collection staff, or perhaps, changes in the number of partners at the point in time of data collection. Exhibit 14 below indicates the numbers of partners listed in APR reports and the number of partners listed in the evaluation reports.

Exhibit 14: Partnerships (SY 2105-16)

Subgrantee	APR Partners	Evaluation Report Partners
Castle	6	10
FOF	4	4
HCAP	5	12
Kahuku	2	4
Kaimuki	2	14
Kealakehe	2	2
Kohala	0	0
McKinley	0	2
MEDB	4	11
Moloka'i	1	11
Nanakuli	1	18
PACT	1	13
Pearl City	0	0
Waianae	1	5
Waipahu	1	0

Sources: Subgrantee evaluation reports and APR data

Community partners served in a range of roles. HCAP formed new partnerships with Queen Lili'uokalani Children Centers and Ko'olau Poko offices to promote the program and enroll students into the program. They have also partnered with the Senior Community Service Employment Program to provide staff at their centers. McKinley partnered with Special Olympics Hawai'i, which provided a unified sports program in which students with and without disabilities learned, trained, supported and competed together, along with the Police Activities League, which offers a range of youth supports opportunities.

The 12 of out of 15 subgrantees reporting partnerships, representing 80% of subgrantees. However, since partnerships were generally 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. While programs are able to attract parental involvement through family nights and athletic events, some subgrantees struggle with the development of ongoing adult programming. In other cases, parent programs were offered but services were not taken up by parents. Subgrantees have improved in collecting and reporting on family participation.

Castle partnered with the Parent Leadership Training Institute to provide a 20-week Parent Leadership Training program that integrates child development leadership and democracy skills into a parent curriculum to bolster parental involvement while promoting the lifelong health, safety, and learning of children. Moloka'i continued to offer many services to family members of students enrolled in their program, extending their hours into the evening for Family Learning Time. This subgrantee also offered College Bound Families workshops to help students and families prepare for college entry, as well classes in band, sewing, graphic arts.

Waianae and Nanakuli in particular were able to attract many family members to support the students in their programs; Waianae recorded 944 parents and family members who participated in family events, and Nanakuli drew 807 family members. Waianae credits this success in part to hosting many student award events, which parents and families are happy to attend.

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.

Through APR data, 100% of subgrantees provided data on hours per week of services, and nine of these reported at least one site that was able to achieve 12+ hours per week of services. Five subgrantees reported at least one site that provided summer programming.

Castle had excellent results, reporting that 100% of its centers offered 12+ hours of services per week on average, and they provided summer school services for half of their sites. Kealakehe, Kaimuki, Moloka'i, and Waianae were also successful in offering 12+ hours of services per week at 100% of their school sites.

As shown in Exhibit 15, 49% of the total centers reporting across all 15 reporting subgrantees met the benchmark of providing 12 or more hours of services per week. 28% of centers provided services during summer and intersessions.

Exhibit 15: Hours of Operation (SY 2015-16)

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	6	6	3	6
FoF	0	4	3	4
HCAP	0	5	0	5
Kahuku	0	2	0	2
Kaimuki	2	2	0	2
Kealakehe	3	3	2	3
Kohala	0	1	0	1
McKinley	1	3	1	3
MEDB	3	4	0	3
Moloka'i	3	3	3	3
Nanakuli	1	3	0	3
PACT	0	1	0	0
Pearl City	0	3	0	3
Waianae	1	1	0	1
Waipahu	2	4	0	4
TOTAL	22	45	12	43
PERCENTAGE OF CENTERS REPORTING	49%		28%	

Source: APR 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.

Thirteen subgrantees receiving 21st CCLC funds included schools that are eligible for Title I funds (at least 40% of students qualify for F/R lunch). As non-profit organizations not affiliated with the Hawai'i Department of Education, HCAP and PACT did not have ready access to student information, so they are not included in the table below.

Exhibit 16 shows the percentage of students served through each subgrantee who were eligible for F/R lunch. As the table indicates, Moloka'i served the neediest schools, with 100% of their student population eligible for F/R lunch. For the 2015-16 school year, all public school students on the island qualified for Free and Reduced Lunch status as part of a Hawai'i Department of Education and Department of Agriculture pilot program for economically disadvantaged areas. Even Kahuku, the complex serving the lowest percentage, has 48% 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 16: Students at Participating Schools Qualifying for Free/Reduced Price Lunch (SY 2015-16)

Subgrantee	# F/R Lunch	Total Enrollment	% F/R Lunch
Castle	1,752	3,439	51%
FoF	1,089	1,689	65%
Kahuku	718	1,507	48%
Kaimuki	684	1,091	63%
Kealakehe	1,394	2,193	64%
Kohala	542	787	69%
McKinley	950	1,127	84%
MEDB	1,699	3,292	52%
Moloka'i*	519	519	100%
Nanakuli	1,931	2,340	83%
Pearl City	629	1,197	54%
Waianae	739	942	78%
Waipahu	1,771	2,668	66%

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 teacher-reported grades. Eleven subgrantees provided teacher-reported grades in the APR system. Of those subgrantees who provided no teacher-reported grades, HCAP didn't have access to school data, and Kahuku, Pearl City, and Waianae did not have any students who participated in their programs for 30 days or more. Kohala's program started late in the school year and did not run long enough to collect this information. In addition, most subgrantees also reported academic improvement in their evaluation reports,² but it was not always clear if the data represented "regular" students or the entire population of student participants.

Teacher-Reported Data on Academic Improvement. Exhibits 17 and 18 summarize teacher-reported data (i.e., student grades) reported by the subgrantees on academic improvement. As Exhibit 17 shows, seven subgrantees reported that students attending 30-59 days improved in language arts, ranging from 16% of those needing to improve in the Castle complex to 73% of those needing to improve at Friends of the Future. Subgrantees with students attending 60 days or more also reported improvements in language arts, ranging from 27% of those needing to improve in Waianae to 83% at Friends of the Future.

Exhibit 17: Improvement in Teacher-Reported English Language Arts Grades (SY 2015-16)

Subgrantee	Teacher Surveys		% Needed to Improve		% Improved	
	30-59 days	60+ days	30-59 days	60+ days	30-59 days	60+ days
Castle	45	90	*	67%	16%	33%
FOF	47	10	64%	60%	73%	83%
HCAP	58	0	-	-	-	-
Kahuku	0	0	-	-	-	-
Kaimuki	15	121	*	93%	36%	37%
Kealakehe	20	0	95%	-	-	68%
Kohala	0	0	-	-	-	-
McKinley	2	120	*	84%	50%	62%
MEDB	51	83	*	*	56%	60%
Moloka'i	21	28	-	-	-	-
Nanakuli	13	53	*	36%	41%	32%
PACT	10	0	-	-	-	-
Pearl City	0	0	-	-	-	-
Waianae	88	91	57%	56%	28%	27%
Waipahu	0	0	-	-	-	-

Source: APR data

-- Information not provided

* Percentage not computed because number reported was larger than the number of returned surveys.

² Four subgrantees (Kaimuki, Kohala, McKinley, and Waianae) reported Smarter Balanced Assessment scores, and one subgrantee (Castle) used the STAR assessment as a method of measuring gains in student achievement. Moloka'i used the Children's Defense Fund (CDF) Freedom Schools National Assessment for measuring academic progress.

Exhibit 18 shows that subgrantees reported even greater gains in math for students attending 30-59 days, ranging from 24% of those who needing to improve in the Castle complex to 78% at Friends of the Future (FOF). Gains were reported by six subgrantees with students participating 60 days or more, ranging from 6% of those needing to improve in Nanakuli to 83% at FOF.

Exhibit 18: Improvement in Teacher-Reported Math Grades (SY 2015-16)

Subgrantee	Teacher Surveys		% Needed to Improve		% Improved	
	30-59 days	60+ days	30-59 days	60+ days	30-59 days	60+ days
Castle*	45	90	*	76%	24%	29%
FOF	47	10	68%	60%	78%	83%
HCAP	58	0	-	-	-	-
Kahuku	0	0	-	-	-	-
Kaimuki	15	121	*	21%	44%	*
Kealakehe	20	0	90%	-	61%	-
Kohala	0	0	-	-	-	-
McKinley	2	120	57%	85%	75%	47%
MEDB	51	83	*	86%	46%	69%
Moloka'i	21	28	-	-	-	-
Nanakuli	13	20	54%	85%	51%	6%
PACT	10	0	-	-	-	-
Pearl City	0	0	-	-	-	-
Waianae	88	91	69%	41%	28%	46%
Waipahu	0	0	-	-	-	-

Source: APR data

-- Information not provided

* Percentage not computed because number reported was larger than the number of returned surveys.

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.** Seven subgrantee evaluation reports included data on changes in students' turning homework in on time, although few made a distinction between all participants and those that who participated for more than 30 days. For these seven subgrantees, the data were very positive, with the majority of students improving in turning homework in on time. However, it should be noted that there was some inconsistency in the reporting between "homework completion" and "turning in homework on time."

- **2.2 Classroom Participation.** With nine subgrantees reporting, teachers assessed most students as having increased their classroom participation, ranging from a high of 82% in Waianae to a low of 0% in McKinley.³
- **1.3 Regular Class Attendance.** Out of the six subgrantees reporting, Waianae had the highest teacher-reported improvement in classroom attendance (78%) and Nanakuli had the lowest (9%).
- **1.4 Classroom Behavior.** Of the five subgrantees reporting this measure in their evaluation reports, Castle had the highest teacher-reported improvement in classroom behavior (62%) and Nanakuli had the lowest (23%). Two subgrantees (Castle and Waianae) 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.* Fourteen 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.* Thirteen of the 15 subgrantees reporting provided either arts and music or physical activities or both.
- **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.* Twelve of out of 15 subgrantees, representing 80% of subgrantees, reported partnerships. However, since partnerships were often 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.* Waianae and Nanakuli in particular were able to attract many family members to support the students in their programs; Waianae recorded 944 parents and family members who participated in family events, and Nanakuli drew 807 family members. However, parent and family involvement continues to be a challenging area for some subgrantees. Only eight out

³ This data point is combined with the turning homework in on time data point on the APR reports, so the results are identical.

of the 15 grantees, representing 53% of subgrantees, reported success in services to parents and other family members of students.

- **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.* 100% of subgrantees reported hours of services, and six achieved the objective of 75% of their schools offering 12 or more hours of services per week. Castle, Kealakehe, Moloka'i, and Wananae achieved 100%, and six subgrantees did not offer 12 or more hours of services per week at any of their centers. Overall, only 49% of subgrantees 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 (with the exception of HCAP and PACT whose centers are not based at schools and so did not provide this data), we find that Moloka'i served, on average, the neediest schools, with 100% of their student population eligible for F/R lunch. Even Kahuku, the complex serving the lowest percentage, reported 48% 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 16% to 73% of those who needing to improve) and Math (ranging from 24% to 78% those needing to improve). Eight subgrantees with students attending 60 days or more also reported improvements in Language Arts and six subgrantees with students attending 60 days or more reported improvements in Math.

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 2015-16, some subgrantees expanded their goals to include developing students' social and emotional learning (SEL) skills. Other examples of program goals included:

- Implement a value-added program that will enrich the lives of youth through year-long mentorships that provide students with the ability to develop skill sets with both depth and breadth alongside a community role model. (Kohala)
- Develop a comprehensive after school program framework that encourages collaboration and continuity among after school options. (Castle)
- Provide services to students from Prekindergarten through 12th grade to align a continuum of efforts, beginning with infants and their families working towards school readiness and including after school and summer programs for elementary, intermediate and high school students, with the ultimate goal of supporting college and career readiness. (FoF)
- Provide out of school academic, enrichment, and athletic opportunities to help close the achievement gap, engage families, and prepare students for college and careers. (Kaimuki)
- 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)
- Help participants achieve measurable improvement in self-efficacy, social skills, and ethical responsibility. (MEDB)
- Assist youth in improving their non-cognitive skills by offering a broad array of high quality youth services and programs. (PACT)
- Support college and career readiness of students with out of school opportunities that are appropriate for each stage of their educational journey: elementary, intermediate and high school. (Waianae)

In addition to these overall goals, subgrantees also defined specific objectives. These are summarized in Exhibit 19 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 19: Subgrantee Academic Achievement Objectives (SY 2015-16)

Subgrantee	Objective	Measure	Results	Met/Not
Castle	70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21 st CCLC teacher survey.	Teacher Survey	77% of K-5 students, and 55% of 6-12 students showed improvement in homework and class participation. Student behavior overall: K-5: 71%; 6-12: 62%	Progress 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 enrichment and support activities	100% of centers offered enrichment and support activities.	Met
	80% of centers in the complex will offer services to parents, senior citizens, and other adult community members.	Documentation of services	100% of centers offered/provided services to address family engagement.	Met
	100% of the centers will offer services at 12-15 hours per week on average	Documentation of hours and services	Centers were opened an average of 13.54 hours/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	Castle Complex CAFÉ 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 Reading and Math	86% showed improvement in reading, and 86% showed improvement in math.	Met
FoF	Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.	Database, teacher surveys		
	100% of centers offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Program calendars	Programs are being developed and implemented to supplement the school-day curriculum.	
	100% of centers offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Program calendars	100% of centers offered enrichment and support activities.	Met

Subgrantee	Objective	Measure	Results	Met/Not
	More than 85% of centers have partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	List of partnerships	Advisory Board established to increase the amount of financial/in-kind support from community partners.	
	More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Program calendars, class rosters	Adult programming is still in the developmental stage.	
	More than 75% of centers offer services at least 9-16 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.	Documentation of hours and services	Each site operated for at least 9 hours per site per week. 3 schools offered summer programming.	Met
	100% of centers are located in high-poverty communities.	Database, school records	100% of centers are located in high-poverty communities.	Met
	Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in reading/language arts or math.	Database		
HCAP	Students participating in the program will show improvements on measures such as school attendance, classroom performance, increased homework completion, and decreased adverse behaviors.	Teacher surveys	4 of 5 sites reporting indicated improvements in the stated measures.	Met
	100% of centers will offer high quality services in core academic areas of mathematics and science.	STEM Curriculum Outline	100% of centers offered high quality services in mathematics and science.	Met
	100% of centers will offer enrichment and support activities such as tutorial services, robotics and technology design, science experimentation and exploration, and STEM career topic introduction.	Attendance logs, teacher lesson plans, agendas	100% of centers offered high quality enrichment and support activities.	Met
	100% of centers will continue to maintain and build partnership within the community that continue to increase community collaboration.	Attendance logs, emails, meeting agendas	100% of centers maintain and build community partnerships.	Met
	100% of centers will offer services to parents and family members of students enrolled in the program.	Attendance logs	100% of centers host quarterly community and family events.	Met
	100% of centers will provide computer labs for participant and family members during regular operating hours.	Computer Lab log	100% of centers provided computer labs for participants and family members during regular operating hours.	Met

Subgrantee	Objective	Measure	Results	Met/Not
	4.2 100% of centers will provide instruction in keyboarding.	Assessments	50% of centers provided instruction in keyboarding.	Progress toward objective
	4.3 100% of centers will teach internet safety.	Lesson Plans	100% of centers taught internet safety.	Met
Kahuku	High quality services in at least one core academic area.	Program calendars	100% of the centers that were implemented (2 of 4) offered high quality services in at least one academic area.	Met
	Enrichment and support activities offered.	Program calendars	100% of centers that were implemented (2 of 4) offered enrichment and support activities.	Met
	Hours of service per week.	Documentation of hours and services	The two centers that were implemented averaged 7.75 hours per week.	Not met.
	Partnerships	List of partnerships	Partnerships were established with project site schools, and with Kualoa Ranch and the Ko'olauloa Education Alliance Corporation.	Progress toward objective
Kaimuki	1.1 Students in participating in the program will show improvements in measures such as school attendance and classroom performance.	Teacher surveys	100% of sites report improvement in regular program participants.	Met
	2.1 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Documentation of hours and services	100% of centers offered activities including tutoring and homework help in the areas of STEM and literacy.	Met
	2.2 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Documentation of hours and services	100% of centers offered enrichment activities.	Met
	2.3 More than 85% of centers will establish and maintain partnership within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	List of partnerships	100% of sites established and maintained community partnerships	Met
	2.4 More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Attendance logs	Parents and family members were engaged at each site with family nights, attendance at athletic events, and activities designed by the students.	Met

Subgrantee	Objective	Measure	Results	Met/Not
	2.5 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.	Documentation of hours and services	Each site provided services during the school year for 15 hours per week.	Progress toward objective
	3.1 100% of centers are located in high-poverty communities.	Title 1 schoolwide eligibility, f/r lunch data	100% of sites are located in high-poverty communities. 72% of Jarret students and 60% of Washington students receive F/R lunch.	Met
Kealakehe	Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.	Teacher surveys, database	Of 179 teacher surveys returned, 51% of students showed improvement in classroom behavior, and 56% showed improvement in completing homework.	Met
	100% of centers offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Program calendars	Programs were developed and implemented at each site to supplement the school-day curriculum.	
	100% of centers offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Program calendars	100% of sites offered academic and enrichment activities.	Met
	More than 85% of centers have partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	List of partnerships	One center out of three involved partners.	Not met
	More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Program calendars	Adult programming remains an issue with this complex.	Not met
	More than 75% of centers offer services at least 9-16 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.	Documentation of hours and services	All centers offer after school programs 5 days per week, 2-3 hours per day. Two of the three sites provided summer programs.	Met
	100% of centers are located in high-poverty communities.	F/R lunch, Title I records	100% of centers are Title 1 schools.	Met
	Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	Database, grades	Kealakehe: 55% of those who needed to improve their math grade, and 68% of those who needed to improve their reading did. Kahakai: 100% of those who needed to improve their math and	Met

Subgrantee	Objective	Measure	Results	Met/Not
			reading grades did. Holualoa: 46% of those who needed to improve their math grade did, and 32% of those who needed to improve their reading grade did.	
Kohala	Participants will demonstrate academic improvement in reading and/or math		No data collected	
	Participants will show improvement on measures such as attendance and decreased behavior referrals.		No data collected.	
	School relationship with parents will show improvement on measures of parent attendance at activities and the response rate of mail and email correspondence.	Attendance logs, response rates	No data collected.	
McKinley	Students participating in the program will show improvements on measures such as school attendance, classroom performance.	Teacher survey	57% of students were reported as having improved in homework submission and classroom participation. 12% improved in attending class regularly, and 49% were reported as having improved in classroom behavior.	Met
	100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Documentation of hours and services	The two operational schools offered STEM and literacy activities.	Met
	100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Documentation of hours and services	The two operational schools provided enrichment and support in tutoring, homework help, STEM activities, physical activity, entrepreneurship, community service, and more.	Met
	More than 85% of centers will establish and maintain partnerships within the community that continue to increase community collaboration in planning, implementing, and sustaining programs	List of partnerships	Two of three schools are working to establish partnerships, and one school has established several partnerships.	Progress toward objective
	More than 85% of centers offer services to parents and other family members of students enrolled in the program.	Documentation of hours and services	One of three schools provided family nights.	Not met
	More than 75% of centers 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.	Documentation of hours and services	One school of three provided summer programming, and one of two operational schools provided programming for 15 hours/week.	Progress toward objective

Subgrantee	Objective	Measure	Results	Met/Not
	100% of centers are located in high-poverty communities.	F/R lunch data	At all three schools, more than 80% of students were eligible for free/reduced lunch.	Met
	Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	Student grades	At least 46% of students that needed to improve in reading did, and at least 47% of those needing to improve in math did.	Met
	Students participating in the program will show improvements on measures such as school attendance, and classroom performance.	Teacher surveys	Of four participating schools, one reported 64% of regular program participants showed improvement in turning in homework on time and classroom participation, 2 schools with very small sample sizes reported 100% of those needing improvement improved, and one school reported 51% of students improving.	Met
MEDB	2.1 100% of sites offer high quality services in at least one core academic area.	Documentation of hours and services	The project based application of a variety of subject areas supported the high quality application of core subject areas.	Met
	2.2 100% of sites offer academic assistance and technology enrichment.	Documentation of hours and services	STEMworks AFTERSchool is a multi-faceted, hands-on program where students use the most current, high-end technologies in actual community service learning projects. All sites support academic tutoring on an individual basis.	Met
	2.3 Sites develop community partnerships to support to the program.	List of partnerships	Each site developed community partnerships which supported the program during the after school hours and into parent engagement evenings.	Met
	2.4 100% of centers offer services to parents and other family members of students enrolled in the program.	Documentation of hours and services	All sites provided family events.	Met
	2.5 100% of centers 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.	Documentation of hours and services	One school offered 12 hours per week, one offered 9 hours per week, another offered 16.75 hours per week, and one school offered 15.5 hours per week.	Progress made toward objective

Subgrantee	Objective	Measure	Results	Met/Not
	3.1 21 st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.	Title I records	100% of MEDB sites are located at Title 1 schools.	Met
	4.1 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.	Student grades	All participating sites show teacher-reported improvement in reading/ language arts between 29%-74%, and improvement in math between 25%-63%.	Met
Moloka'i	Participants will demonstrate educational and social benefits and positive behavioral changes.	Teacher survey	36% of students improved in homework completion and class participation, and 42% improved in classroom behavior, with percentages rising the longer students are in the program.	Met
	21 st CCLC offers a range of high-quality educational, developmental, and recreational services.	Class descriptions, attendance records	Moloka'i LIVE offered STEM, Tutoring, Homework Help, and College and Career Readiness academic activities. The program offered enrichment programs in art, music, physical activity, and meditation enrichment activities.	Met
	21 st CCLC serves children and community members with the greatest need for expanded learning opportunities.	Program schedule, class descriptions, attendance records	In addition to both of the public feeder schools being eligible for Title I, all area public school students qualified for free/reduced lunch status.	Met
	Participants demonstrate academic improvement based on formative and summative assessments given throughout the year.	Attendance data, feeder school demographics	The average increase shown by both 30-day and 60-day attendees was 71% in reading, and 47% in math.	Met
Nanakuli	50% of regular program students will improve in classroom participation, homework completion, and behavior.	Teacher surveys	30% of students improved in classroom participation and homework completion (33% did not need to improve); and 23% improved in classroom behavior (37% did not need to improve.)	Progress toward objective
	100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Documentation of hours and services	Each center provided services in more than one core academic area.	Met

Subgrantee	Objective	Measure	Results	Met/Not
	100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Documentation of hours and services	Each center offered enrichment and support in one or more area.	Met
	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.	List of partnerships	Each school has several partnerships that support CCLC.	Met
	More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Documentation of hours and services	Two of three schools (67%) offered family participation events.	Progress toward objective
	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.	Documentation of hours and services	Only one of three schools offered CLCC services for 5 days a week for 3 hours resulting in 15 hours a week.	Not met.
	100% of centers are located in high poverty communities.	F/R lunch records	The three participating schools have between 76%-90% of students who receive f/r lunch.	Met
	60% of regular program participants with teacher-reported improvement in reading/language arts.	Student grades	Average for all students who attended the program 30+ days who improved in reading/language arts was 37%.	Not met
	60% of regular program participants with teacher reported improvement in math.	Student grades	Average for all students who attended the program 30+ days who improved in math was 45%.	Not met
PACT	PACT has not yet implemented its program. In 2015-16 they worked on obtaining data sharing agreements with neighboring feeder school partners. They have not reported on KPI.			
Pearl City	Students participating in the program will show improvements on measures such as school attendance, classroom performance.	Teacher survey	No enrolled students participated for 30 days or more to be designated as "regular attendees."	Unable to evaluate
	100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Documentation of hours and services	33% of sites offered STEM classes to enrolled student participants.	Not met

Subgrantee	Objective	Measure	Results	Met/Not
	100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Documentation of hours and services	67% of sites offered enrichment and academic support	Progress toward objective
	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.	List of partnerships	No partnerships were established during this reporting period.	Not met
	More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Attendance lists	No family member services were offered during this reporting period.	Not met
	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.	Documentation of hours and services	Sites offered programming between 5-10 hours each week.	Not met
	100% of centers are located in high-poverty communities.	F/R lunch, Title I records	67% of sites were considered Title I Schools, and 53% of students receive f/r lunch.	Met
	Participants in 21 st Century Community learning centers will demonstrate academic improvement in reading/language arts and/or math.	Student grades	No enrolled students participated for 30 days or more to be designated as "regular attendees."	Unable to evaluate
Waianae	80% of regular program students will improve in classroom participation and homework completion.	Teacher survey	30-59 days: 82% 60-89 days: 88% 90+ days: 80%	Met
	80% of students will demonstrate improved behavior.	Teacher survey	30-59 days: 55% 60-89 days: 59% 90+ days: 50%	Not met
	80% of regular program students will submit homework on time.	Teacher survey	75% of students needing to improve did improve.	Progress toward objective
	80% of regular attendees will attend class regularly.	Teacher survey	78% of those that needed to improve did improve.	Progress toward objective
	80% of regular attendees will come to school motivated to learn	Teacher survey	78% of those that needed to improve did improve.	Progress toward objective

Subgrantee	Objective	Measure	Results	Met/Not
	80% of regular attendees will improve getting along with others.	Teacher survey	74% of those needing to improve did show improvement in getting along with others.	Progress toward objective
	80% of regular program participant students will demonstrate improvements in reading and literacy as reported by teacher.	Teacher survey	30-59 days: 71% of those needing to improve did 60-89 days: 21% of those needing to improve did 90+ days: 6% of those needing to improve did	Progress toward objective
	80% of regular program participants will demonstrate improvement in math as reported by teachers.	Teacher survey	30-59 days: 28% of those needing to improve did 60-89 days: 37% of those needing to improve did 90+ days: 35% of those needing to improve did	Not met
Waipahu	1.1 Students participating in the program will show improvements on measures such as school attendance, classroom performance.		No enrolled students participated for thirty days to be designated as "regular attendees."	Unable to evaluate
	2.1 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Documentation of hours and services	100% of sites providing programming during this reporting period provided activities related to core academic areas.	Met
	2.2 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Documentation of hours and services	100% of sites providing programming during this reporting period provided enrichment and support activities.	Met
	2.3 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.	List of partnerships	No partnerships were established during this reporting period.	Not met
	2.4 More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Documentation of hours and services	No family programming was offered during this reporting period.	Not met
	2.5 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.	Documentation of hours and services	50% of sites met this objective.	Progress toward objective

Subgrantee	Objective	Measure	Results	Met/Not
	3.1 100% of centers are located in high-poverty communities.	Title I records	100% of sites were considered Title I Schools.	Met
	4.1 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	Student grades	No enrolled students participated for thirty days to be designated as “regular attendees.”	Unable to evaluate

Source: Subgrantee evaluation reports

6. SUBGRANTEE EVALUATION AND DATA QUALITY ISSUES

SY 2015-16 was the second year of the new APR reporting system. Compared to SY 2014-15, much more data was captured in the APR reports. However, only a few of the subgrantee evaluation reports included all of the data requested in HIDOE's evaluation report template, resulting in large amounts of missing data from that data source. In some cases, the lack of data appeared to have been due to insufficient resources being devoted to evaluation or to staffing issues that affected collection of data for the report. In other cases, a given subgrantee evaluation report did not include all of the relevant data items.

Because Hawai'i DOE does not have its own data system in place for reporting APR data, and the APR data system does not have a feature that allows for downloading the data once it has been entered, the APR data reported here comes from screenshots of the data entered by subgrantees. In a number of cases, the first line of data in the screen shot of the APR data was obscured, which resulted in that data not being included in our evaluation. For example, for several schools in Exhibit 18, the number of 90+ day students who needed to improve in math was obscured on the APR report, so it was not possible to compute the percentages correctly and, although most of the surveys returned were for students with 90+ days, we were able to report only on students with 60-89 days.

In addition, discrepancies in the data sometimes made it impossible for us to calculate percentages accurately, resulting in missing data. For example, in Exhibits 15 and 16, the number provided in the APR data for "number of students improving" was greater than the number of teacher surveys submitted. In some instances, the evaluation report data and APR data were inconsistent, for example, the number of community partners listed in the APR data was often far fewer than the reports listed in the evaluation reports,

Such inconsistencies in the data might stem from a lack of experience with the APR system, or perhaps from different individuals inputting the data into the APR system and the evaluation reports at different points in time. As subgrantees become more familiar with the reporting system, we expect that they will take a more systematic approach to collecting data, which 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. It would be helpful to provide further instruction to evaluators as well.

Without consistent and complete data across all subgrantees, it is not possible to accurately report the full efforts and outcomes of the program statewide. Although the data reported here show promise for the subgrantees' achievement of the state's goals for the 21st CCLC program, 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

With the exception of Pearl City and Waipahu, 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 20 below summarizes the types of recommendations provided by program evaluators across the subgrantees.

Exhibit 20: Local Evaluator Recommendations for Program Improvement (SY 2015-16)

Subgrantee	Academic Achievement	Administration	Attendance	Data Collection	Family Involvement	Funding and Sustainability	Linkages to School Day	Partnerships	Programming Improvement
Castle	✓	✓		✓	✓		✓		
FoF		✓			✓		✓		✓
HCAP		✓		✓			✓	✓	
Kahuku		✓		✓	✓		✓	✓	✓
Kaimuki	✓			✓	✓		✓	✓	
Kealakehe		✓							
Kohala		✓							✓
McKinley			✓	✓	✓		✓		
MEDB		✓	✓	✓			✓		✓
Moloka'i		✓	✓		✓		✓		✓
Nanakuli	✓		✓		✓		✓	✓	
PACT		✓		✓		✓		✓	✓
Pearl City	--	--	--	--	--	--	--	--	--
Waianae		✓	✓	✓	✓		✓		
Waipahu	--	--	--	--	--	--	--	--	--

Source: Subgrantee evaluation reports

-- Information not provided

The following are examples of specific recommendations included in the subgrantee evaluation reports for each of the types of recommendations indicated in Exhibit 20:

Academic Achievement. Recommendations for improving academic achievement include:

- Ensure students whose grades decreased are receiving help to address areas of needs.
 - Closely monitor student grades in order to target instruction to improve grades. Check in quarterly with the regular day school teacher to monitor, assess, and coordinate efforts to ensure student improvement in academic performance and student learning behavior.
 - Adjust classes as needed to align them with the school-day curriculum.
- Monitor/observe classroom instruction in coordination with student in-class performance and assessment results.
- Provide opportunities for students to self-assess (e.g., assess learning using reflection journals; annotate assignment log to identify learning difficulties for teacher instructional support; review assessment scores, grades, performance on assignments with teacher), in order to encourage students to monitor their learning progress, identify areas of learning difficulties and focus on learning goals.

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.
- Provide on-site training, particularly in the effective implementation of the technology based math and reading programs, classroom observation and feedback, and follow-up training to target and achieve student learning performance outcomes to maximize the impact of teaching on student learning.
- Secure transportation options to assure access to programs across 21st CCLC program sites.
- Hold regular staff meetings to facilitate the sharing of ideas, problems, and solutions, address concerns, and ensure that everyone is informed about program goals and priorities, and on the same page.
- Conduct on-site observation to monitor program implementation, instruction, and student learning and progress. Provide observation feedback to instructors on ways to increase student learning and achievement.
- Develop strategies for using student performance data to increase student learning and achievement.
- Establish program policy and procedures, operation and implementation responsibilities, and maintain written instruction manuals of policy and procedures for reference.

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.

- Strengthen procedures so that all participating students are officially enrolled and attendance is consistently documented.
- Build on the activities that report high participation and engagement.
- Improve recruitment methods to ensure awareness of program offerings, increase accessibility and participation, and alignment with academics. Solicit feedback and insights from youth who consistently participate in activities to inform recruitment and engagement of other youth.
- Collaborate with other community-based grantees to understand and replicate their recruitment strategies.

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.
- Provide intensive training for 21st CCLC staff in data collection and grant requirements.
- Report pre-post (STAR) test data showing achievement gain to add clarity and support regarding student learning progress and show the 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, and parent and student surveys.
- Consider using a parent survey that has a rating, in order to track progress over time.
- Regularly review student and parent surveys to consider any recommended revisions.
- Continue to inform all program 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:

- Increase efforts to develop adult programming
- Encourage all program sites to offer family engagement activities and document participation.
- 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 the 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.
- Improve communication between the 21st CCLC and parents. Consider setting 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.
- Leverage partner resources 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 and assess student performance and to coordinate instructional efforts to ensure student improvement in academic performance.
- Monitor/observe classroom instruction in coordination with student in-class performance and assessment results.

Partnerships. Recommendations about partnerships include:

- Maintain community awareness efforts through Advisory Councils and through use of newspaper and Internet communication channels.
- 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.
- Include evidence-based interventions in all program activities.

7.1.2 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 several areas where the HIDOE may be able to help support local programs in their improvement efforts. These represent common themes across multiple subgrantees, or areas that may be more challenging than local subgrantees can address on their own:

Recruiting and Retaining Well-Qualified Staff

As noted in last year’s evaluation report, 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.

- **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 potential staff 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. In addition, HIDOE may need to work with individual subgrantees and/or develop a working group to strategize ways to address this challenge, and provide subgrantees with guidance and/or technical assistance with recruiting and retaining qualified site coordinators.

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.

Encouraging Adult and Family Participation

As noted in Section 4.2, a number of the subgrantees developed useful methods of encouraging adult and family participation (quotations are from the relevant evaluation report):

- Castle implemented a Family/Parent Involvement Program in conjunction with the Parent Leadership Training Institute (PLTI) to provide a 20-week program that “integrates child development and leadership and democracy skills into a parent curriculum that bolsters parental involvement while promoting the lifelong health, safety and learning of children.”
- HCAP offers family members to participate in field trips as funds allow.
- At Kaimuki, “students plan and execute family nights to physically participate in the skills and activities that students do in the program. . . These events also help build rapport between 21CCLC staff members and family members, which makes it easier to address challenges when they arise.”
- “PACT C21 provides opportunities for parent and family engagement as another means to youth recruitment. From January to May 2016, activities such as Family Movie Night, Family Bingo Night, Family Volleyball and Dodgeball offered outreach to connect with parents and family members. Average participant rate for these activities was 9.”

For some subgrantees, however, adult programming remains an unsettled issue. Family attendance at some subgrantees’ meetings or events was, in some case, low. For example, Moloka’i’s evaluation report indicated that the subgrantee’s ELL families are not comfortable attending meetings or events due to language, cultural, and skill development barriers. In addition, although most schools offer quarterly “family nights,” ongoing programs for adult family members are not always offered.

Recommendation: HIDOE can encourage subgrantees to share their good ideas and practices for encouraging programs that promote parent involvement and community participation. In addition to activities such as movies or sports, the subgrantees should be encouraged to provide parent workshops and skill-building classes that prompt parents to acquire the vocabulary, math, technology, and other skills they need to support their children’s achievement and that build family engagement.

Leveraging Partner Resources

Also in Section 4.2, we noted ways in which the subgrantees were able to leverage partner resources. By collaborating with many and varied partners, including local high schools and colleges, non-profit organizations, city recreation departments, farms and local parks, and both local businesses and larger corporations (such as Costco and Wal-Mart), subgrantees were able to take advantage of existing programs and work to develop new ones that utilized the financial, staff, and in-kind resources of partners to support 21st CCLC programming.

Recommendation: Based on the experience of subgrantees who have been successful in identifying partners and developing good working relationships with them, HIDOE can provide subgrantees with suggestions regarding potential partners in their areas who are already involved in the kind of efforts that can serve to develop or increase students’ interest in reading, science, math, the arts, etc. Likely partners might include: scientific program providers, such as

Keck Observatory, university or local agricultural organizations, Native Hawaiian educational groups, and community outreach organizations involving the military and/or veterans. HIDOE could also provide technical assistance with how to approach potential partners and get them involved in 21st CCLC programming and operations.

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 KPIs 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. In addition, specific numbers (e.g., number of sites or number of participants) are sometimes inconsistent within a report.
- Some subgrantees reported progress toward their own goals but did not indicate progress toward the HIDOE KPIs.
- 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.
- Few subgrantees are reporting on teacher survey data, such as improvement in timely submission of homework, classroom participation, attendance, and behavior. This may indicate that subgrantees are encountering challenges in administering or collecting teacher surveys.
- 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. HIDOE may:

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.

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.