

Hawai'i Department of Education

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

School Year 2016-17

Evaluation Report

August 31, 2018

Evaluation Team Members:

Linda Toms Barker, M. A., *Project Director*
Nada Rayyes, Ph. D., *Senior Research Associate*
Kay Magill, Ph.D., *Senior Research Associate*
Colleen McLelland, B. A., *Research Analyst*



Submitted to:

Community Engagement Office
Hawai'i Department of Education
4680 Kalaniana'ole Highway, TB1A
Honolulu, Hawai'i 96821

Submitted by:

IMPAQ International, LLC
10420 Little Patuxent Parkway, Suite 300
Columbia, MD 21044
www.impaqint.com

TABLE OF CONTENTS

Executive Summary	i
Overview of the Evaluation	i
Hawai'i 21 st CCLC Program	i
Performance on Hawai'i State Key Performance Indicators	ii
Recommendations	iii
Conclusions	vi
1. Introduction	1
2. Overview of the Evaluation Design	2
3. Hawai'i's 21st Century Community Learning Centers	3
3.1 Overview of Subgrantees	3
3.2 Students Served	3
3.3 Staffing	7
3.4 Summer Programs	9
4. Performance on Hawai'i State Key Performance Indicators	11
4.1 Objective 1: Educational/Social Benefits and Behavioral Changes	11
4.2 Objective 2: Range of High-Quality Services	13
4.3 Objective 3: Serving Those with Greatest Need	19
4.4 Objective 4: Academic Improvement	20
5. Subgrantee Goal Achievement	22
6. Subgrantee Evaluation and Data Quality Issues	30
7. Recommendations	31
7.1 Local Evaluator Recommendations for Program Improvement	31
7.2 Recommendations for Statewide Efforts to Support Program Improvement	33
7.3 Recommendations to Improve Future Evaluation Efforts	36
7.4 Actions Taken by HIDOE to Improve Future Evaluation Efforts	37
8. Conclusions	40

TABLE OF EXHIBITS

<u>Exhibit 1: IMPAQ Logic Model for Evaluating 21st CCLC Programs</u>	2
<u>Exhibit 2: Description of 2016-17 21st CCLC Subgrantees</u>	4
<u>Exhibit 3: The Number of Programs Has Increased</u>	5
<u>Exhibit 4: Student Enrollment Has Increased</u>	5
<u>Exhibit 5: Characteristics of Students Served (SY2016-17)</u>	6
<u>Exhibit 6: Regular Student Attendance (SY 2016-17)</u>	7
<u>Exhibit 7: Staffing Levels by Position (SY 2016-17)</u>	8
<u>Exhibit 8: Staffing Has Increased</u>	8
<u>Exhibit 9. The Majority of Centers Provided Summer Programming in 2016</u>	9
<u>Exhibit 10: Teacher-Reported Improvements in Behavior (2016-17)</u>	12
<u>Exhibit 11: Number of Centers Providing Different Types of 21st CCLC Activities (SY 2016-17)</u>	14
<u>Exhibit 12: Partnerships (SY 2016-17)</u>	15
<u>Exhibit 13: Number of Family Members Served Has Increased</u>	16
<u>Exhibit 14: Hours of Operation (SY 2016-17)</u>	18
<u>Exhibit 15: Hours of Operation over Time</u>	18
<u>Exhibit 16: Students at Participating Schools Qualifying for Free/Reduced Price Lunch</u>	19
<u>Exhibit 17: Percentage of Students with Academic Improvement (SY 2016-17)</u>	20
<u>Exhibit 18: Subgrantee Goals (SY 2016-17)</u>	23
<u>Exhibit 19: Local Evaluator Recommendations for Program Improvement (SY 2016-17)</u>	31

EXECUTIVE SUMMARY

Overview of the Evaluation

The SY 2016-17 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). This evaluation is intended to address three primary purposes:

- To describe the students served and the activities conducted 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 report 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 2016-17 subgrantee evaluation reports submitted to HIDOE. 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. This problem has been addressed and will not occur in the future because HIDOE has changed its reporting system to require all subgrantees to submit data directly to HIDOE instead of entering it into the APR system. 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. Although all but one of the subgrantees provided summer programs in at least one of their schools, information provided about the summer programs was very limited. For this reason, this evaluation report focuses primarily on programs provided during the school year.

Hawai'i 21st CCLC Program

In the 2016-17 academic year, the Hawai'i 21st CCLC program included **20 subgrantees**. These subgrantees provided 21st CCLC services through **77 centers** to more than **9,500 students** during the 2016-17 academic year. Fourteen of the 20 subgrantees were HIDOE schools or complex areas:

- Campbell
- Castle
- Hāna
- Kahuku
- Kaimuki
- Kapolei
- Kealakehe
- Kohala
- McKinley
- Moloka'i
- Nanakuli
- Pearl City
- Waianae
- Waipahu

Another six subgrantees were community-based organizations:

- Friends of the Future (FoF)
- Honolulu Community Action Program (HCAP)
- KALO (Kanu O Ka Aina Learning 'Ohana)
- Lāna'i High & Elementary School Foundation (LHES)

- Maui Economic Development Board (MEDB) Women in Technology Project
- Parents and Children Together (PACT)

Performance on Hawai'i State Key Performance Indicators

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

- **1.1 Homework completion and classroom participation.** Sixteen subgrantees provided data on homework completion and classroom participation for students who attended 30 days or more (three reported that none of their students attended 30 days or more; one did not provide the information). Ten of these 16 subgrantees reported improvement for the majority of their students participating 30 days or more, with MEDB at the high end of the range, reporting improvement for 93% of students participating 30 days or more. Fifteen subgrantees provided data on homework completion and classroom participation for students who attended 60 days or more; of these, six showed improvement in homework submission and class participation for a greater percentage of students with 60 or more days of participation than of students who participated for 30-59 days.
- **1.2 Classroom Behavior.** Sixteen subgrantees provided data on this measure for students who attended 30 days or more. Ten of these 16 subgrantees reported improved student behavior for the majority of students participating in the program 30 days or more, with MEDB again at the high end of the range, reporting improvement for 91% of students participating 30 days or more. Of the fifteen subgrantees reporting improvement for students participating 60 days or more, eight showed improvement in behavior for a greater percentage of students with 60 or more days of participation than of students who participated for 30-59 days.

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.** *Subgrantees will offer services in at least one core academic area.* All subgrantees provided STEM and literacy programming in at least one of their centers, thus meeting the objective of offering services in at least one core academic area.
- **2.2 Enrichment and Support Activities.** *Subgrantees are required to offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.* The subgrantees offered a range of enrichment and support activities. HCAP and Waianae provided the widest range of activities, including activities in all eight categories included in the U.S. Department of Education’s Annual Performance Reporting (APR) system, including science, technology, engineering and math (STEM), literacy, English Language Learner (ELL) support, arts and music, physical activity, community, leadership and tutoring/homework help.
- **2.3 Community Involvement.** *Subgrantees will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.* All of the subgrantees reporting on community involvement reported that they had partnerships with community agencies during the 2016-17 year. Community partners include local high schools, local universities and colleges, local companies and businesses, non-profit organizations, individuals, and larger

corporations (such as Costco and Wal-Mart), farms and local parks, and county recreation departments.

- **2.4 Services to Parents and Other Family Members.** *Subgrantees will offer services to parents and other family members of students enrolled in the program.* As it was not required in the APR data this year, not all subgrantees reported services to family members. Among the subgrantees reporting this information, they reported serving a total of almost 5,000 family members.
- **2.5 Extended Hours.** *Subgrantees 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.* Although not required as part of the APR data this year, most subgrantees did provide information on hours of service in their subgrantee evaluation reports. Among the 11 subgrantees reporting, all subgrantees provided at least 12 per hours per week of programming at some of their centers, about 77% of the centers offered at least 12 hours per week of programming during the school year, and about 55% during summer and holidays.

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 centers are located in high-need communities. Four subgrantees, Hāna, Molokaʻi, Nanakuli, and Waianae served the neediest schools, with 100% of their student population eligible for F/R lunch. Even the subgrantees serving schools with the lowest percentages had over 40% of students qualifying for F/R lunch. These findings suggest that the 21st CCLC program effectively targeted schools and communities with the greatest need for the program’s services.

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.* Due to a change in the APR data system, academic improvement was not collected as part of the APR data this year. In their evaluation reports, some subgrantees merely reported that academic achievement goals were met, without providing actual performance data. Among the subgrantees reporting academic improvement measures, some calculated percentage improved among all participating students, while others reported a percentage of only those students who needed to improve. HIDOE is addressing this issue of data inconsistency by putting into place a new data system for the 21st CCLC program that will use standardized test scores and course marks from HIDOE’s own databases rather than relying on subgrantees’ data submissions.

Recommendations

The subgrantees’ local evaluators made recommendations for program improvement that varied from general ideas about program operations to suggestions for specific service delivery changes. The IMPAQ evaluation team made statewide recommendations for program improvement and improvements to program evaluation. **Local evaluator recommendations** focused on nine different areas of improvement as follows:

1. **Academic Achievement.** Five subgrantee evaluation reports included recommendations for improving academic achievement. Local evaluators’ recommended strategies for improving

academic achievement included: 1) monitoring student in-class performance and assessment results, in order to identify students who needed additional help and the particular classes or areas for which help was needed, and 2) providing opportunities for students to monitor their own learning progress, identify areas of learning difficulties, and focus on learning goals.

2. **Administration.** Nine subgrantee evaluation reports included recommendations from local evaluators to the state coordinator and site coordinators for improving program administration. These included establishing formal policies and procedures, more effectively implementing program activities, maintaining instruction manuals, providing on-site training, securing transportation options to assure access to programs across 21st CCLC program sites, and holding 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.
3. **Program Attendance.** Eleven subgrantee evaluation reports included recommendations for strategies to increase attendance, including building on activities that report high participation and engagement, increasing awareness and accessibility of program offerings, and soliciting feedback and insights from youth who consistently participate in activities to inform recruitment and engagement of other youth. In addition, subgrantees were encouraged to strengthen their attendance-taking procedures so that all student attendance is properly documented.
4. **Data collection and reporting.** Eleven of the subgrantee evaluation reports included local evaluators' recommendations for ways to improve data collection and reporting that included continuing to standardize and refine data collection procedures across all sites to better track and assess programs/activities; continuing to inform all program sites about the external evaluation and federal reporting requirements to ensure consistency in data and accuracy across sites; and providing intensive training for 21st CCLC staff in data collection and grant requirements.
5. **Family involvement and services to adults.** Family involvement was the program area identified as needing improvement for the largest number of subgrantees, with 14 reports offering local evaluators' recommendations for increasing family involvement such as offering family engagement activities, improving communication between the 21st CCLC program and parents, and developing and implementing an ongoing program to build parents' capacity to supervise and support their child's learning and promote positive learning behaviors both at home and at school.
6. **Funding and sustainability.** Only two subgrantee evaluation reports included local evaluator recommendations related to funding and sustainability. These recommendations focused on leveraging partner resources to support and maintain/sustain the 21st CCLC grant program and enrich curriculum and instruction. Recommendations were also made to state-level staff including providing advance notice to subgrantees about funding changes and differences in allotments from previous years, as well as timely allocation of funds.
7. **Linkages to the school day.** Nine subgrantee evaluation reports included recommendations from local evaluators about improving linkages to the school day. These included communicating and coordinating with regular day school teachers to monitor and assess student performance and to coordinate instructional efforts to ensure student improvement in academic performance.

8. **Partnerships.** Six subgrantee evaluation reports included recommendations from local evaluators about strengthening partnerships. These included sustaining existing partnerships and establishing new ones with community agencies that can provide the necessary resources to support and enrich the program, and maintaining community awareness efforts through Advisory Councils and through use of newspaper and Internet communication channels.
9. **Overall Program improvement.** Eight subgrantee evaluation reports included local evaluators' recommendations for overall program improvement. These included soliciting feedback from students, parents, teachers, and the community regarding the value and effectiveness of current offerings and desired new programs, recruiting new program providers, and focusing on evidence-based interventions for improving program activities.

In addition to the above listed recommendations by local evaluators for grantee-level program improvements, **IMPAQ's statewide evaluation team** identified several areas where HIDOE may be able to help support local programs in their improvement efforts, including the following:

1. **Provide support for recruiting and retaining well-qualified staff.** Many subgrantees report difficulty with various aspects of staffing their programs, from finding qualified staff, to high staff turnover. We recommend HIDOE identify strategies to identify individuals in the community with the desired skills and experience, market the value of afterschool programs to the community and provide subgrantees with guidance or technical assistance with recruiting and retaining both teaching staff and qualified site coordinators. We also recommend working with subgrantees on strategies for allocating sufficient funds to cover salaries at the level needed to attract and retain qualified staff.
2. **Allocate sufficient staff hours.** Several subgrantees raised concerns about the limited number of staff hours available for program implementation. There was a perceived need for increased hours for site coordinators, especially during the planning stages at the beginning of each year, so that program implementation could proceed smoothly and efficiently, as well as a need for preparation time for teachers so that afterschool programming can be of high quality, high interest to students, and effectively linked to the school day. We suggest that HIDOE consider examining more closely how subgrantees allocate funds across different aspects of the program and provide 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.
3. **Increase student attendance.** Only 34% of enrolled students participated 30 days or more during the 2-16-17 school year. HIDOE can encourage all subgrantees to adopt practices that promote increased student attendance including planning their program offerings in such a way that classes are offered long term (e.g. for a full quarter or semester) and multiple times per week, and building their programs around classes that are of the greatest interest to participating students. HIDOE should also review subgrantees' procedures for enrolling students and taking attendance to ensure that all days of participation are being consistently documented. HIDOE may also want to focus on attendance as a key issue for webinars or subgrantee convenings, including building on the recommendations of the local evaluators for increasing student attendance, such as improving outreach and recruitment methods and soliciting feedback and insights from participating students.
4. **Encourage adult and family participation.** Several subgrantees have developed useful methods of encouraging adult and family participation. HIDOE can encourage subgrantees

to share their good ideas and practices for encouraging programs that promote parent involvement and community participation. Subgrantees should also be encouraged, to the extent feasible, to assist parents and family members in dealing with the logistical barriers to participating in family engagement events, for example, by flexible scheduling of events at times when the members of their local community tend to be available, or by assisting with transportation and child care.

- 5. 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, subgrantees are able to take advantage of existing programs and work to develop new ones that utilize the financial, staff, and in-kind resources of partners to support 21st CCLC programming. Building on the experience of subgrantees who have been successful in developing good working relationships with community partners, 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. HIDOE could also provide technical assistance with how to approach potential partners and get them involved in 21st CCLC programming and operations.

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

- 1. Improve guidance for subgrantee evaluation reports.** Develop more detailed specifications for subgrantee evaluation reports that include templates for data reporting.
- 2. Provide feedback to subgrantees on their evaluation reports.** Review subgrantee evaluation reports, provide timely feedback to subgrantees and provide incentives or consequences to leverage improvements in evaluation practices.
- 3. Provide training and technical assistance to subgrantee and center staff on data collection and evaluation.** Use training, individual technical assistance and guidance materials to ensure that subgrantee and center staff and evaluators are fully familiar with data collection and reporting procedures, giving special emphasis to ensuring APR data is accurate. Provide an introduction to program evaluation for subgrantees that includes the purpose of program evaluation making effective use of evaluation results for program improvement
- 4. Support peer-to-peer learning among subgrantees.** Foster exchange of evaluation expertise and experiences among subgrantees and their evaluators through convenings, webinars, conference calls, and sharing examples of reports.

Conclusions

Subgrantees are providing valuable afterschool services to many students throughout the state. It is 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. For the 2017-18 subgrantee evaluation reports, IMPAQ has worked with HIDOE to develop an improved evaluation report template that should produce more complete and consistent reports across subgrantees in the coming year. We have also helped to develop an improved data collection and reporting system that subgrantees will use to submit APR data, which will allow HIDOE to both own the data and validate it before submitting it to the 21APR system, as well as ensure more complete and consistent quality APR

data to be submitted to the system. The combination of improved subgrantee evaluation reports and more accurate and consistent APR data will allow HIDOE to better document the effectiveness of its 21st CCLC program statewide. Improved subgrantee evaluation efforts will produce findings that can more effectively be used at both the local and state levels for program improvement.

1. INTRODUCTION

The design for the SY 2016-17 statewide evaluation of Hawai'i 21st CCLC was developed by IMPAQ International, LLC (IMPAQ), under contract with the Hawai'i Department of Education (HIDOE). This report is intended to address three primary purposes:

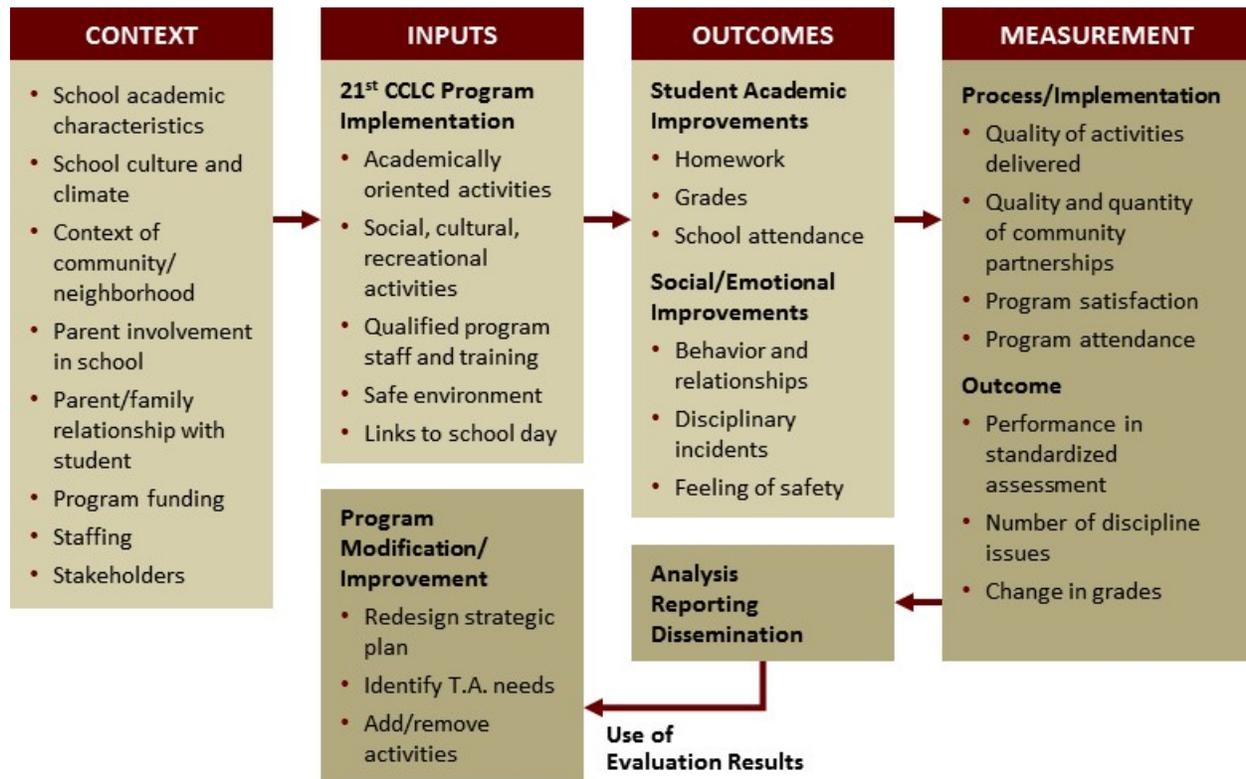
- To describe the students served and the activities conducted statewide through 21st CCLC funding;
- To assess the success of the program statewide and at the individual subgrantee level in achieving the Hawai'i 21st CCLC Key Performance Indicators (KPI); and
- To provide recommendations for program 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 Key Performance Indicators, 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 2016-17 program year, over time subsequent evaluations will be designed to be more comprehensive, based on improvements in the completeness and quality of the data and the lessons learned in each year’s evaluation effort.

Exhibit 1: IMPAQ Logic Model for Evaluating 21st CCLC Programs



The 2016-17 evaluation of Hawai'i 21st CCLC program 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 Hawai'i 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. This problem has been addressed and will not occur in the future because HIDOE has changed its reporting system to require all subgrantees to submit data directly to HIDOE instead of entering it into the APR system.

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. 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.

3. HAWAII'S 21ST CENTURY COMMUNITY LEARNING CENTERS

In the 2016-17 academic year, the Hawai'i 21st CCLC program included 20 subgrantees. These subgrantees provided 21st CCLC services through 77 centers to more than 9,500 students during the 2016-17 academic year. Fourteen of the 20 subgrantees were HIDOE schools or complex areas:

- Campbell
- Castle
- Hāna
- Kahuku
- Kaimuki
- Kapolei
- Kealakehe
- Kohala
- McKinley
- Moloka'i
- Nanakuli
- Pearl City
- Waianae
- Waipahu

Another six subgrantees were community-based organizations:

- Friends of the Future (FoF)
- Honolulu Community Action Program (HCAP)
- KALO (Kanu O Ka Aina Learning 'Ohana)
- Lāna'i High & Elementary School Foundation (LHES)
- Maui Economic Development Board (MEDB) Women in Technology Project
- Parents and Children Together (PACT).

3.1 Overview of Subgrantees

Exhibit 2 provides a quick overview of the subgrantees. As the table shows that in 2016-17:

- 20 subgrantees operated 77 centers.
- The number of centers for each subgrantee ranged from one center at Hāna, LHES, and PACT, to eight centers (schools) in the Waipahu Complex.
- Total enrollment for the 2016-17 school year was more than 9,500 students.
- Over 2,000 students participated in 21st CCLC program for 30-59 days.
- Over 1,000 students participated for 60 or more days.

Exhibit 3 displays the number of subgrantees and centers funded through HIDOE's 21st CCLC program over the last three years. As the exhibit shows, the number of subgrantees and centers has increased substantially over time.

Exhibit 4 displays the number of students served. As the exhibit shows, the total enrollment, the number of regular students (those participating at least 30 days) and the number of students participating for 60 or more days have all increased over the last three years.

3.2 Students Served

Exhibit 5 summarizes the characteristics of students served in the 21st CCLC program during the 2016-17 school year. As the table shows, the majority of students served (56%-95%) by eight of

the subgrantees were eligible for free or reduced (F/R) lunch. For another six subgrantees, at least 40% of participating students were eligible for F/R lunch. For the remaining subgrantees at least 25% of participating students were eligible for F/R lunch. While the majority of students served were in elementary school (4,311), nearly as many of the students served were in middle school (4,034), and about one-eighth of the total number served were high school students (1,227).

Exhibit 2: Description of 2016-17 21st CCLC Subgrantees

Subgrantee	Grant Year	No. of Schools/Sites	Total 2016-17 Enrollment	# of Students Participating		# of Students Served by Grade Level			# of Family Members Served
				30 -59 Days	60+ Days	Elementary	Middle	High	
Campbell	2	6	513	157	88	180	181	152	0
Castle	3	6	856	330	186	431	261	164	164
FOF	3	4	511	101	24	297	137	77	0
Hāna	2	1	303	0	0	150	75	78	0
HCAP	2	5	251	38	64	194	55	2	0
Kahuku	2	4	846	119	43	326	235	285	111
Kaimuki	1	2	381	38	188	0	381	0	1261
KALO	2	5	254	17	11	194	36	24	179
Kapolei	2	5	466	16	1	249	217	0	0
Kealakehe	5	3	65	0	0	65	0	0	0
Kohala	2	3	195	7	0	142	0	53	0
LHES	1	1	196	47	107	144	24	28	0
McKinley	3	3	275	25	111	80	186	9	398
MEDB	3	5	685	113	70	259	417	9	152
Moloka'i	3	3	389	42	21	0	159	230	108
Nanakuli	3	3	281	64	75	95	185	1	661
PACT	1	1	153	26	16	0	113	40	0
Pearl City	2	3	512	215	34	431	81	0	122
Waianae	2	6	1,106	126	131	223	857	26	1654
Waipahu	2	8	1,328	558	69	851	428	49	203
Total		77	9,566	2,029	1,239	4,311	4,034	1,227	4,986

Source: APR data

Exhibit 3: The Number of Programs Has Increased

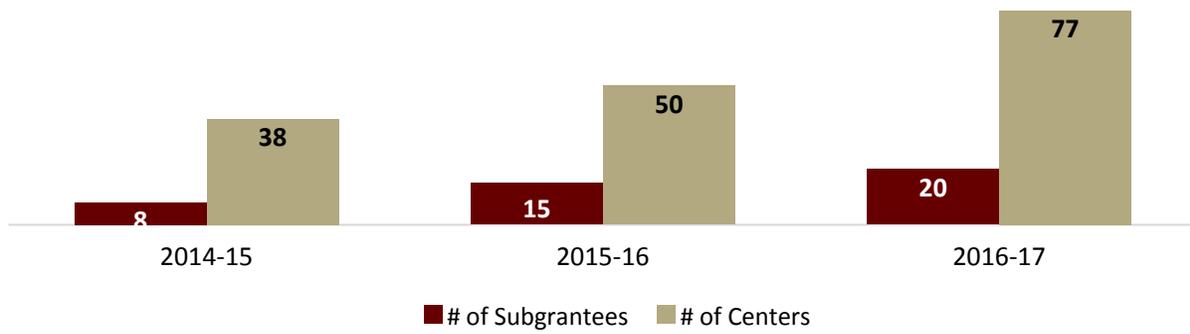


Exhibit 4: Student Enrollment Has Increased

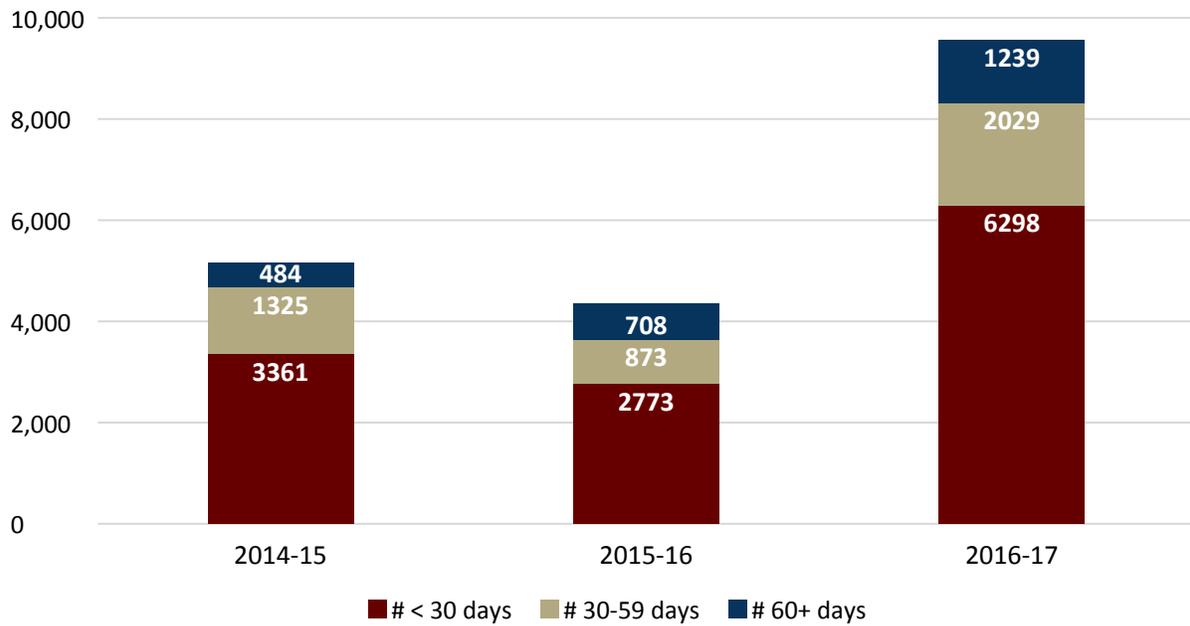


Exhibit 5: Characteristics of Students Served (SY2016-17)

Subgrantee	Spring 2017 Enrollment	% F/R Lunch	% Special Needs	% ELL	% AI/AN	% Asian	% NH/ PI	% Black	% Latino	% White	% Female
Campbell	513	47%	7%	7%	0%	52%	32%	4%	1%	10%	55%
Castle*	856	27%	9%	3%	0%	25%	49%	1%	2%	13%	51%
FOF	511	56%	5%	4%	1%	15%	27%	1%	3%	8%	55%
Hāna	303	95%	11%	94%	2%	2%	82%	1%	0%	13%	40%
HCAP	251	45%	1%	0%	0%	8%	59%	2%	2%	3%	38%
Kahuku	846	26%	5%	1%	1%	4%	72%	0%	1%	11%	51%
Kaimuki	381	60%	12%	14%	1%	30%	48%	2%	2%	4%	48%
KALO	254	25%	2%	0%	0%	2%	39%	0%	0%	4%	31%
Kapolei	466	38%	8%	8%	0%	26%	41%	3%	0%	17%	50%
Kealakehe	65	57%	5%	22%	0%	8%	2%	0%	17%	16%	52%
Kohala	195	53%	12%	3%	1%	22%	42%	0%	2%	17%	50%
LHES	196	47%	--	3%	0%	34%	3%	0%	0%	4%	50%
McKinley	275	66%	11%	15%	0%	25%	35%	1%	0%	3%	49%
MEDB	685	40%	5%	15%	0%	29%	11%	1%	3%	16%	49%
Moloka'i	389	91%	9%	0%	0%	11%	72%	0%	1%	3%	49%
Nanakuli	281	65%	11%	3%	0%	4%	87%	2%	0%	1%	53%
PACT	153	--	--	5%	1%	3%	92%	1%	0%	0%	37%
Pearl City	512	50%	8%	13%	1%	33%	16%	5%	2%	10%	25%
Waianae	1,106	35%	7%	3%	0%	5%	31%	1%	0%	3%	26%
Waipahu	13,28	46%	3%	7%	0%	61%	24%	0%	2%	3%	50%

Source: APR data

-- Information not provided

The percentage of students with special needs ranged from 1% at HCAP to 12% at Kaimuki and Kohala. Six subgrantees served a predominantly Native Hawaiian population (Hāna, HCAP, Kahuku, Moloka‘i, Nanakuli, and PACT). Campbell and Waipahu served a predominantly Asian population. The percentage of participants who are female ranged from 25% in Pearl City to 55% served by Campbell and Friends of the Future.

As shown in Exhibit 6, a total of 3,268 students, or 34% of total program enrollment in SY 2016-17, were “regular students,” i.e., students who participated over 30 days. Kaimuki and McKinley had large numbers of students who participated for 90 days or more.

Exhibit 6: Regular Student Attendance (SY 2016-17)

Subgrantee	30-59 Days Attendance	60-89 Days Attendance	90+ Days Attendance
Campbell	157	73	15
Castle	330	143	43
FOF	101	20	4
Hāna	0	0	0
HCAP	38	25	39
Kahuku	119	37	6
Kaimuki	38	30	158
KALO	17	11	0
Kapolei	16	1	0
Kealakehe	0	0	0
Kohala	7	0	0
LHES	47	107	0
McKinley	25	23	88
MEDB	113	37	33
Moloka‘i	42	12	9
Nanakuli	64	30	45
PACT	26	11	5
Pearl City	215	25	9
Waianae	126	47	84
Waipahu	558	68	1
Total 30+ days = 3,268	2,029	700	539

Source: APR data

3.3 Staffing

Information about staffing was more completely reported in the APR data for SY 2016-17 than it was in previous years. As shown on Exhibit 7, the number of staff and volunteers varied widely across subgrantees, with Campbell reporting the highest number (179). All but three subgrantees specified that at least part of their staff for the afterschool program were regular school day teachers, with a total of 469 school day teachers serving as paid staff and 27 school day teachers volunteering across all state. This approach has the advantage of supporting strong linkages between the afterschool programming and the regular school day curriculum.

Exhibit 7: Staffing Levels by Position (SY 2016-17)

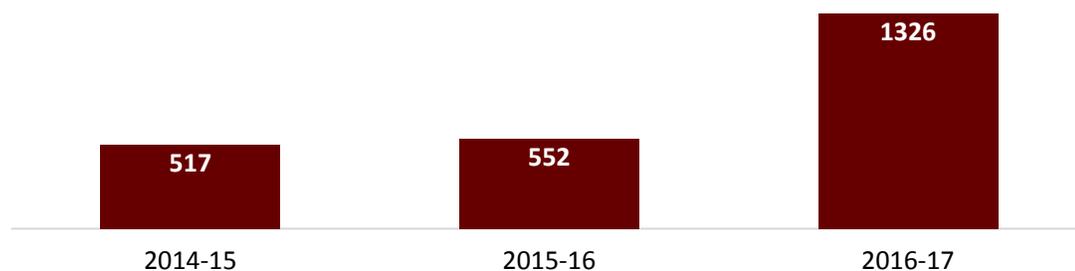
Subgrantee	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other		TOTAL
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	
Campbell	1	12	0	6	0	7	0	3	0	5	69	7	19	24	9	3	12	2	179
Castle	4	0	0	0	0	8	0	0	0	0	21	4	7	1	12	0	8	1	66
FOF	17	1	0	0	5	0	3	0	0	0	11*	1	9	0	1	0	0	0	37
Hāna	8	0	0	0	2	0	0	67	0	0	2	0	12*	0	15	1	0	0	95
HCAP	5	0	0	2	0	9	1	3	0	4	0	0	0	2	0	5	4	35	
Kahuku	4	0	0	0	3	0	0	0	3	0	41	0	2	11	0	0	5	12	81
Kaimuki	2	0	7	13	11	7	4	12	0	0	0	0	0	0	0	0	0	0	56
KALO	3	0	4	1	2	5	7	2	1	1	5	4	4	1	6	3	1	4	54
Kapolei	1	1	5	0	0	0	0	1	0	0	72	0	2	0	0	0	2	2	86
Kealakehe	0	0	0	6	0	0	0	0	0	0	15	0	0	0	0	0	0	0	21
Kohala	0	2	1*	0	0	0	0	0	0	0	6	0	11	0	0	0	4	7	30
LHES	1	0*	2	0	2	2	0	0	0	10	1	0	1	0	13	0	0	0	32
McKinley	12	0	4	1	6	11	0*	6	0	0	11	0	3	0	0	0	0	0	54
MEDB	5	0	1	0	2	3	0	6	1	1	22*	1	0	0	4	1	0	0	25
Moloka'i	0	0	0	0	11	0	0	0	10	0	10	4*	0	0	0	0	0	0	31
Nanakuli	2	1	0	0	6	11	0	6	0	0	9	0	5	0	0	0	0	0	40
PACT	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	4	0	0	7
Pearl City	0	1	1	1	1	0	0	1	3	0	25*	3	10	1	4	0	0	0	26
Waianae	2	0	1	0	5	13	0	37	0*	0*	54	1	3	3	0	0	0	0	119
Waipahu	2	4	2	3	4	4	0	14	0	2	95	2	17	15	2	8	3	4	181
Total	70	18	28	33	61	81	15	158	18	23	469	27	105	56	68	16	44	36	1326

Source: APR data

Centers with APR screenshots obscured are not included.

As shown in Exhibit 8, the number of staff, including paid and volunteer staff, has increased significantly over prior years.

Exhibit 8: Staffing Has Increased



3.4 Summer Programs

Data about summer programs was limited or difficult to distinguish from school year data for most of the subgrantees. Several subgrantees cited challenges in hiring staff as a barrier to offering summer programs at more sites. Exhibit 9 below summarizes the information on summer programming available from the subgrantee reports, including a brief description of the focus of the summer activities for each subgrantee.

Exhibit 9. The Majority of Centers Provided Summer Programming in 2016

Subgrantee	Summer Programming	Total # of Centers	# of Centers with Summer Programming
Campbell	The centers with summer programs offered a wide range of activities including STEM, literacy, arts and music, physical activity, mentoring, drug abuse prevention, counseling programs violence prevention, truancy prevention, youth leadership and college and career readiness.	6	4
Castle	Castle focused its summer program on STEM and literacy.	6	4
FoF	Friends of the Future focused its summer program on STEM, literacy, and arts and music.	4	2
Hāna	Hāna offered a range of different kinds of activities including STEM, literacy, tutoring, English Language Learners support, entrepreneurship, arts and music, physical activity, community/service learning, and youth leadership.	1	1
HCAP	HCAP offered a wide range of activities including STEM, literacy, arts and music, physical activity, community/service learning, mentoring, drug abuse prevention, counseling programs, violence prevention, truancy prevention, youth leadership and college and career readiness.	5	5
Kahuku	Hau'ula focused its summer program on STEM and literacy.	4	1
Kaimuki	Kaimuki did not provide summer programming	2	NA
KALO	Kanu O Ka Aina Charter School provided STEM, literacy, arts and music, and physical activity programs.	5	1
Kapolei	Kapolei focused its summer programming on literacy, tutoring, arts and music, physical activity, and community/service learning.	5	2
Kealakehe	Holualoa Elementary offered a wide range of activities including STEM, literacy, tutoring, English Language Learners support, entrepreneurship, arts and music, physical activity, community/service learning, mentoring, and college and career readiness.	3	1
Kohala	Kohala focused its summer programming on STEM, literacy, arts and music, physical activity, and college and career readiness.	3	2
LHES	LHES focused its summer programming on STEM, physical activity, community/service learning, youth leadership and college and career readiness.	1	1
McKinley	The two elementary schools focused their summer programming on STEM and Literacy. No information was provided on the activities in the middle school summer program.	3	3
MEDB	Lāna'i High and Elementary focused on STEM. Maui Waena Intermediate focused its summer programming on STEM, literacy, community/service learning, and mentoring.	5	2
Moloka'i	Moloka'i High focused its summer programming on STEM, literacy, arts and music, physical activity, mentoring, and college and career readiness.	3	1

Nanakuli	Nanakuli Elementary focused its summer programming on STEM, arts and music.	3	1
PACT	PACT focused its summer programming on STEM and physical activity.	1	1
Pearl City	Pearl City focused its summer programming on STEM, literacy, tutoring, arts and music, and physical activity.	3	3
Waianae	Mali Elementary focused its summer programming on STEM.	6	1
Waipahu	Waipahu focused its summer programming on STEM, literacy, tutoring, arts and music, and physical activity.	8	5
TOTAL		77	41

Source: APR data

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 as follows:

4.1 Objective 1: Educational/Social Benefits and Behavioral Changes

Objective 1 of Hawaii'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 homework completion and classroom participation.
- 1.1b 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.

Exhibit 10 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. Sixteen subgrantees provided data on this measure for students who attended 30 days or more; ten of these 16 subgrantees reported improvement for the majority of their students participating 30 days or more, with MEDB at the high end of the range, reporting improvement for 93% of students participating 30 days or more. Ten subgrantees reported improvement for the majority of the students participating 30 days or more. Fifteen subgrantees provided data on homework completion and classroom participation for students who attended 60 days or more; of these, six reported improvement in homework submission and class participation for a greater percentage of students with 60 or more days of participation than of students who participated for 30-59 days.

Exhibit 10 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. Sixteen subgrantees provided data on this measure for students who attended 30 days or more. Ten of these 16 subgrantees reported improved student behavior for the majority of students participating in

the program 30 days or more, with MEDB again at the high end of the range, reporting improvement for 91% of students participating 30 days or more. Of the fifteen subgrantees reporting improvement for students participating 60 days or more, eight showed improvement in behavior for a greater percentage of students with 60 or more days of participation than of students who participated for 30-59 days.

Exhibit 10: Teacher-Reported Improvements in Behavior (2016-17)

Subgrantee	Teacher Surveys			% Improved HW Submission & Class Participation			% Improved Student Behavior		
	30-59 days	60+ days	Total	30-59 days	60+ days	Total	30-59 days	60+ days	Total
Campbell	136	70	206	83%	46%	70%	46%	49%	47%
Castle	209	164	373	77%	89%	82%	79%	86%	82%
FOF	69	24	93	60%	79%	65%	67%	67%	67%
Hāna	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HCAP	13	27	40	31%	30%	30%	54%	30%	38%
Kahuku	52	29	81	77%	90%	82%	87%	86%	86%
Kaimuki	16	192	208	63%	57%	58%	56%	53%	53%
KALO	--	--	--	--	--	--	--	--	--
Kapolei	26	0	26	77%	N/A	77%	45%*	N/A	45%
Kealakehe	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kohala	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LHES	5	19	24	40%	32%	33%	20%	21%	21%
McKinley	11	45	56	55%	69%	66%	55%	71%	68%
MEDB	109	69	178	93%	93%	93%	90%	93%	91%
Moloka'i	40	21	61	78%	57%	71%	45%	33%	41%
Nanakuli	38	40	78	29%	30%	30%	24%	27%	26%
PACT	18	16	34	78%	63%	71%	67%	63%	65%
Pearl City	195	31	226	88%	100%	86%	76%	100%	79%
Waianae	34	88	122	97%	48%	62%	94%	48%	61%
Waipahu	585	78	663	87%	94%	88%	80%	94%	82%

Source: APR data

-- Information not provided

"N/A" = Not applicable (Subgrantee reported zero students attending more than 30 days.)

* Centers with APR screenshots obscured are not included.

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 - *Subgrantees will offer services in at least one core academic area, such as reading and literacy, mathematics, and science.*

As shown in Exhibit 11, all subgrantees provided STEM and literacy programming in at least one of their centers, thus meeting the objective of offering services in at least one core academic area. However, it is not possible from the information provided to determine whether all subgrantees provided academic services that were of “high quality.”

Indicator 2.2: Enrichment and Support Activities - *Subgrantees are required to 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 11, the subgrantees offered a range of enrichment and support activities. HCAP and Waianae provided the widest range of activities, including activities in all nine of the APR categories.

Indicator 2.3: Community Involvement - *Subgrantees will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.*

All of the subgrantees reporting on community involvement reported that they had partnerships with community agencies during the 2016-17 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), farms and local parks and recreation departments.

Exhibit 11: Number of Centers Providing Different Types of 21st CCLC Activities (SY 2016-17)

Subgrantee	# of Centers	STEM	Literacy	ELL Support	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other
Campbell	6	4	4	0	5	4	2	2	6	6
Castle	6	6	6	0	3	1	1	0	6	2
FOF	4	4	2	0	3	3	1	0	4	1
Hāna	1	1	1	0	1	1	1	1	1	0
HCAP	5	5	5	3	5	5	5	5	5	5
Kahuku	4	3	3	0	3	3	1	0	3	1
Kaimuki	2	2	2	0	2	2	2	0	2	2
KALO	5	2	2	0	3	1	2	0	4	0
Kapolei	5	2	3	0	1	3	2	1	5	2
Kealakehe	3	1	1	1	1	1	1	0	1	3
Kohala	3	2	1	0	2	1	0	0	0	1
LHES	1	1	1	0	1	1	1	1	1	1
McKinley	3	3	2	0	3	2	1	0	2	0
MEDB	5	5	1	0	1	0	2	0	4	3
Moloka'i	3	2	1	0	2	2	0	0	3	2
Nanakuli	3	3	2	0	2	1	1	1	3	1
PACT	1	1	1	0	1	1	0	1	1	1
Pearl City	3	3	2	0	3	3	0	1	3	1
Waianae	6	6	5	2	2	3	1	3	5	3
Waipahu	8	6	6	0	6	5	1	1	8	0
Total	77	62	51	6	50	43	27	17	102	75

Source: APR data

For most 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 indicates a change in the number of partners between the APR report and the evaluation report or, perhaps, differing definitions of partnership among data collection staff. Exhibit 12 below indicates the numbers of partners listed in APR reports and the number of partners listed in the evaluation reports.

Exhibit 12: Partnerships (SY 2016-17)

Subgrantee	Partners Reported in APR	Partners Reported in Evaluation Reports
Campbell	6	—
Castle	6	13
FOF	9	2
Hāna	1	10
HCAP	8	10
Kahuku	8	5
Kaimuki	1	15
KALO	2	—
Kapolei	--	—
Kealakehe	17	—
Kohala	5	10
LHES	9	14
McKinley	--	8
MEDB	15	17
Moloka‘i	29	22
Nanakuli	1	18
PACT	9	14
Pearl City	--	2
Waianae	2	2
Waipahu	1	3
Total Partners	129	165

Sources: APR data and subgrantee evaluation reports

Community partners served in a wide range of roles. In many cases, they provided services in specialized areas, such as the arts or sports. Hāna Arts, for example, provided Hāna students with classes in art bark, Hāna legends, and hula, as well as a winter wonder camp. The Lāna‘i Academy of Performing Arts at LHES was reported as having demonstrated success in having students perform at a very high level, gaining confidence and belief in themselves not only in the performing arts, but as reported by the teachers, in regular school as well. Several subgrantees, including MEDB and Hāna, partnered with the Maui Interscholastic League for sports activities, while McKinley continued its partnership with Special Olympics Hawai‘i, a unified sports program in which kids with and without disabilities learn, train, support, and compete together, and with the Police Activities League, which has the goal of developing responsible and engaged citizens through a range of youth sports opportunities.

Other partners support the centers by providing additional volunteer staff or by assisting with putting on events. Moloka'i reported collaboration with the Moloka'i Middle School on events serving middle/high students, parents, and community, with the Hawaiian Language Immersion Program providing cultural protocols and student volunteers for events. In addition, Moloka'i's Monsanto partnership provided not only funding and science resources, but also "manpower assistance" for events and professional volunteers to help work with students on school projects. HCAP reported that each STEM Exploration Center is located at or near a District Service Center, which provides teacher assistance, employment referrals to parents, and case management to families. Also within HCAP, the Senior Community Service Employment Program provides additional staffing for the STEM Exploration Centers.

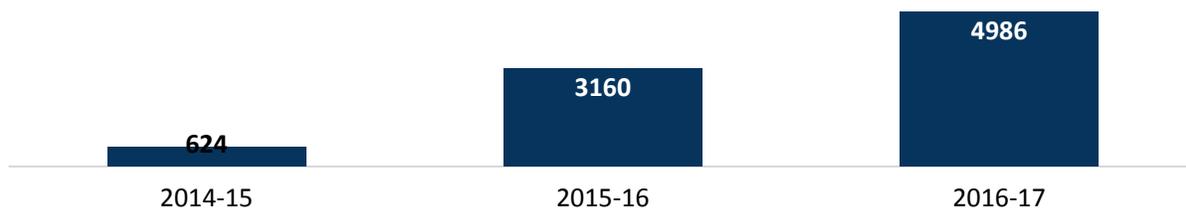
Indicator 2.4: Services to Parents and Other Family Members – Subgrantees will offer services to parents and other family members of students enrolled in the program.

Most centers encouraged parent and family engagement through family nights, athletic events, student educational fairs, and similar activities. Typically, these events were designed to serve not only as opportunities to get together, but also as learning experiences with a specific goal. Honoka'a Complex, for example, held family activities where the focus was on parent-child interaction and learning together. LHES also provided events for family members to learn with their children; they reported that engaging the parents, grandparents, and siblings with meaningful and relatable activities on specific field projects added to the learning and teaching that occurs between and among family members. Kahuku Complex offered family learning activities to develop parent understanding of the 21st CCLC S.T.E.A.M. Project program and curriculum, gearing activities toward strengthening family involvement specifically in the S.T.E.A.M. Project in order to support their child's learning.

Other subgrantees offered workshops and classes for parents and community members. Moloka'i LIVE made school library resources and classes available to parents and other family members of students enrolled in the program two evenings a week through the program's Family Learning Center. Moloka'i also continued to offer its College Bound Families workshop to help students and their parents prepare for college entry and other post-high school plans, as well as Transition Nights for 8th and 9th grade students and parents.

Subgrantees reported serving a total of almost 5,000 family members. As shown in Exhibit 13, the number of family members being served has increased significantly over time.

Exhibit 13: Number of Family Members Served Has Increased



Several centers reported particular success with family engagement. KALO reported that they had made progress in families becoming invested in the success of the programs and thus more willing to provide feedback to program staff regarding what was working and what was not, additional activities and/or services desired, and barriers to and enablers of participation in the program. KALO's programs also strengthened the school/family/community bonds. For example, the program staff from one site described the strong feeling of 'ohana (family) felt among participating families and program staff. They said that because the staff has developed an intimate connection to the participating families, it is that much easier for them to care for the students and provide them with high quality instruction. In another measure of success in family engagement, MEDB reported having large numbers of participants in their family engagement programs; for example, the Lokelani center held a Family STEM Engagement Night that engaged over 66 families who visited stations featuring STEMworks program areas prepared and led by Lokelani students.

In addition to engaging families of current students, MEDB's well-attended family events also served as an avenue for recruitment into the 21st CCLC program. They reported that in late August, their STEMworks AFTERSchool™ program was presented to over 200 families at Pukalani Elementary School's (PES) annual open house; in early September, over 185 families were reached at a science family engagement evening with hands-on stations and presentations made by PES STEMworks AFTERSchool™ facilitators; in December, a family engagement evening reached 175 attendees with an Hour of Code, student presentations, and a parent software engineer guest speaker; and in May, Pukalani program students and parents participated in and hosted the Science Olympiad Family STEM event in which students from Pukalani Elementary, Kula Elementary, and Kalama Intermediate also participated. Another MEDB center, Lokelani, opened its campus for another Parent Engagement event which was extended to 5th graders from two feeder schools and their families who were invited to sign up for the following year and learn about the program in hands-on STEM stations led by current students and their families; this event was attended by over 48 families.

Although not every subgrantee reported that they had had significant achievements with regard to family engagement activities, only a few indicated that adult programming had been a particular problem for them. The subgrantees who did mention that they had encountered challenges in this regard tended to attribute the problem to difficulties with logistics (scheduling conflicts, lack of transportation, etc.), rather than to lack of program opportunities/outreach or to lack of interest on the part of parents and family members.

Indicator 2.5 Extended Hours - *Subgrantees 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.*

Although not included in the APR data, most subgrantees did provide information on hours of service in their subgrantee evaluation reports. As shown in Exhibit 14, among the 11 subgrantees reporting on hours of service, about 77% of the centers offered at least 12 hours per week of programming during the school year, and about 55% during summer and holidays.

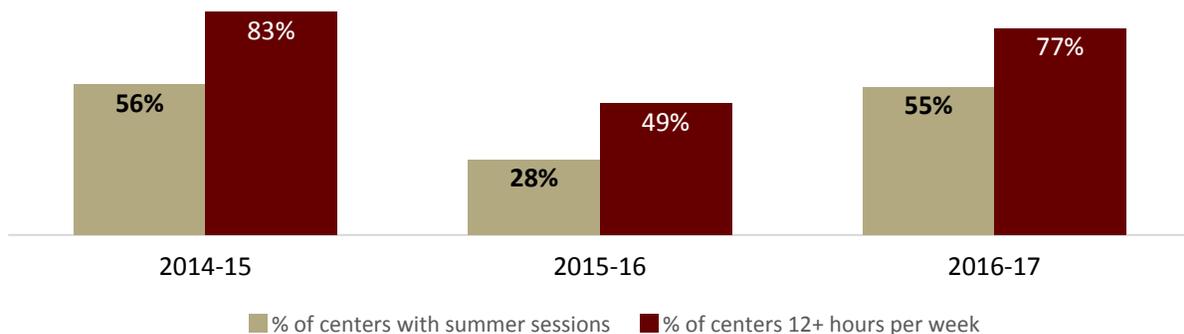
Exhibit 14: Hours of Operation (SY 2016-17)

Subgrantee	Hours/Weeks During School Year		Service Provided During Summer/Holidays	
	# Centers 12+ Hours/Week	# Centers Reporting	# Centers with Summer/Holiday Sessions	# Centers Reporting
Campbell	—	—	—	—
Castle	2	6	4	6
FoF	—	—	4	4
Hāna	1	1	1	1
HCAP	—	—	—	—
Kahuku	3	4	1	4
Kaimuki	2	2	—	—
KALO	5	5	1	5
Kapolei	—	—	—	—
Kohala	3	3	3	3
LHES	—	—	—	—
McKinley	2	3	2	3
MEDB	3	5	2	5
Moloka'i	—	—	1	3
Nanakuli	1	3	—	—
PACT	—	—	1	1
Pearl City	3	3	3	3
Waianae	—	—	1	6
Waipahu	8	8	5	8
TOTAL	34	44	29	53
PERCENTAGE OF CENTERS 12+ HOURS	77%		55%	

Source: Evaluation reports

Exhibit 15 shows the percentage of centers offering at least 12 hours per week of programming has increased over last year.

Exhibit 15: Hours of Operation over Time



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, as measured by 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.

Exhibit 16 shows the percentage of students in the schools served by each subgrantee who were eligible for F/R lunch. As the table indicates, four subgrantees, Hāna, Molokaʻi, Nanakuli, and Waianae served the neediest schools, with 100% of their student population eligible for F/R lunch. Even the subgrantees serving schools with the lowest percentages had over 40% of students qualifying for F/R lunch. These findings suggest that the 21st CCLC program effectively 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

Subgrantee	# F/R Lunch	Total Enrollment	% F/R Lunch
Campbell	3,225	7,094	45.5%
Castle	1,659	3,389	49.0%
FoF	1,043	1,660	62.8%
Hāna	349	349	100.0%
HCAP	106	251	42.2%
Kahuku	1,119	2,262	49.5%
Kaimuki	687	1,099	62.5%
KALO	356	872	40.9%
Kapolei	1,736	3,871	44.8%
Kohala	474	762	62.2%
LHES	562	562	100.0%
McKinley	924	1,113	83.0%
MEDB	1,994	3,477	57.3%
Molokaʻi	503	503	100.0%
Nanakuli	2,323	2,323	100.0%
PACT	2,643	4,182	63.2%
Pearl City	587	1,152	51.0%
Waianae	5608	5608	100.0%
Waipahu	2549	4423	57.6%

Sources: (1) State of Hawaiʻi Department of Education Accountability Resource Center Hawaiʻi, “School Accountability: School Status & Improvement Report,” 2017. Accessed June 7, 2018. <http://arch.k12.hi.us/school/ssir/ssir.html>; (2) “State Public Charter School Commission 2016-17 Annual Report.” Accessed June 7, 2018. http://docs.wixstatic.com/ugd/8c76b8_c6f1ddf2ba664dbbbe02325dd9a4452e.pdf and (3) subgrantee evaluation reports.

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 as measured by the percentage of regular program participants with improvement in reading/language arts and math.*

Exhibit 17 summarizes the percentage of students with academic improvement reported by the subgrantees. Due to a change in the APR data system, academic improvement was not collected as part of the APR data this year. For this reason, the data in Exhibit 17 was pulled from subgrantees’ evaluation reports. Some grantees merely reported that academic achievement goals were met, without providing the actual percentages. Some grantees did not include academic achievement in their evaluation reports at all. Among the subgrantees reporting academic improvement measures, some calculated percentage improved among all participating students, while others reported a percentage of those students who needed to improve. HIDOE is addressing this issue of data inconsistency by putting into place a new data system for the 21st CCLC program that will include pulling standardized test scores and course marks from HIDOE’s own databases rather than relying on subgrantees’ data submissions.

Exhibit 17: Percentage of Students with Academic Improvement (SY 2016-17)

Subgrantee	% Improved in English	% Improved in Math
Campbell	--	--
Castle	78%	79%
FOF	--	--
Hāna	71%	84%
HCAP	--	--
Kahuku	92%	95%
Kaimuki	38%	26%
KALO	--	--
Kapolei	--	--
Kealakehe*	--	--
Kohala	--	--
LHES	--	--
McKinley	38%	34%
MEDB	84%	79%
Moloka’i	31%	12%
Nanakuli	20%	74%
PACT**	--	--
Pearl City	--	--
Waianae	35%	37%
Waipahu	--	--

Source: Subgrantee evaluation reports

-- Information not provided

* Evaluation report not yet submitted, due to staffing changes

**Subgrantee has not yet received data sharing agreement

5. SUBGRANTEE GOAL ACHIEVEMENT

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

- Work with infants and families towards school readiness. (FoF)
- Encourage parents/caregivers and teachers to read to children on a regular basis. (Hāna)
- Provide leadership/problem solving and team building opportunities. (Hāna)
- Utilize Next Generation Science Standards in curriculum goals. (HCAP)
- Design and build gardens and aquaponics. (HCAP)
- Increase the number of students who are college and career ready. (Kahuku)
- Improve the operational efficiency of the program. (Kapolei)
- Recognize the culture and context of Lānaʻi in learning. (LHES)
- Assist youth in improving their non-cognitive skills by offering a broad array of high quality youth services and programs. (PACT)
- Build sustainability by engaging parents and community and building capacity. (Pearl City)

Exhibit 18 summarizes program goals and objectives for each subgrantee, focusing on those that go beyond the key indicators described above. Because subgrantees were not required to develop specific measurable objectives and targets initially, we found that many subgrantees did not distinguish overall goals from project objectives. Therefore, Exhibit 18 includes both broad goals and specific objectives. While Exhibit 18 summarizes results, it does not include an assessment of the extent to which goals and objectives were met. Assessing the extent to which subgrantees met their objectives is difficult for three reasons: 1) many of objectives were not specific enough to support a determination of met/not met, 2) some subgrantees did not include specific measures to address the achievement of the objectives, and 3) some subgrantees indicated objectives were met or partially met without providing any information about what data was collected or how achievement was determined. Future grant applications and review criteria are designed to address this issue by providing guidance on developing measurable objectives. Next year's subgrantee evaluation report template asks subgrantees to specify how each objective is being measured and specify the results obtained from those measures.

Exhibit 18: Subgrantee Goals (SY 2016-17)

Subgrantee	Goals and Objectives	Measure	Results
Campbell	Participants in 21 st CCLCs will demonstrate educational and social benefits and exhibit positive behavioral changes.	Teacher survey	Difficult to determine from the charts provided in the evaluation report.
	21 st CCLCs will offer high quality enrichment opportunities that positively affect student outcomes, such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.	List of program activities, attendance records	Results not provided.
	Improve the operational efficiency of the program.	Not specified	Results not provided.
Castle	Increase the number of students who receiving academic learning support after school.	Attendance rolls	The Castle CAFÉ project served 846 students in SY2016-17, an increase of 38.9% over SY2015-16.
	Expand the existing after school options to engage more students and families.	Not specified	The centers hosted 16 family engagement activities.
	Develop a comprehensive after school program framework that encourages collaboration and continuity among after school options.	Not specified	Castle collaborates with PACT, Girls Scouts of Hawai'i, Windward Community College, the Pacific American Foundation, Kāne'ōhe Regional Library and schools.
	Increase the number of students meeting state reading, math, and science standards at each of the participating schools.	Pre- and Post-STAR reading and math assessments	78% of Castle regular students showed improvement in reading, and 74% showed improvement in math. (Results were not reported in terms of the number of students meeting standards.)
Friends of the Future	Work with infants and families toward school readiness.	Not specified	Programs include early childhood/school readiness activities.
	Support college and career readiness.	Not specified	Programs include college and career-oriented activities.
	Design new programs with a greater emphasis on cultural and enrichment perspectives. Rely on artists and community supporters who are experts in their respective fields.	Not specified	Program focus has shifted more toward enrichment than remediation, and more community experts are coming forward as teachers and mentors.
Hāna	Encourage parents/caregivers and teachers to read to children on a regular basis.	Not specified	Partnered with Read Aloud America to improve student reading skills. A reading teacher was added to the program for reading improvement.
	Experience and learn about traditional Hawaiian agriculture, conservation, construction, and culture.	Not specified	Activities include traditional Hawaiian agricultural and building skills.
	Provide after school and intersession arts education on campus, using local artists to provide instruction.	Not specified	Partner Hāna Arts provided art education utilizing local Hāna artists to provide instruction in drama, music, dance, and visual arts.

Hāna	Provide leadership/problem solving and team building opportunities.	Not specified	Maui Interscholastic League and YMCA provided team sports, team building and recreation.
	Incorporate healthy choices, healthy goods, healthy activities in all programs.	Not specified	Hāna Health Center encourages healthy lifestyles; YMCA provides healthy living and cooking skills.
	Provide a Day Camp that will be inclusive for educationally, emotionally, and physically disadvantaged students.	Not specified	A day camp was not referenced in the report.
	Improve common core mathematics skills, specifically in the areas of measurement and geometry.	Not specified	Partner Makahana Ka Ike provided activities to increase measurement and geometry skills. 84.3% of regular program participants demonstrated teacher-reported improvement in math.
	Students will be exposed to and taught modern day construction skills.	Not specified	Partner Makahana Ka Ike provided activities in conventional building skills.
HCAP	Regular program participants will show improvements in homework completion.	Teacher surveys	75.0% of regular participants showed improvement.
	Regular program participants will show improvements in positive classroom behavioral changes such as increased participation and decreased disruptive actions.	Teacher surveys	77.5% of regular participants showed improvement.
	Regular program participants will show improvements in daily attendance.	Teacher surveys, STEM daily attendance logs	54.9% of regular participants improved in daily attendance.
	Centers will utilize Next Generation Science Standards in curriculum goals.	STEM curriculum outline	100% of centers used Next Generation Science Standards in curriculum goals.
	Centers will utilize Common Core Mathematics Standards in curriculum goals.	STEM curriculum outline	100% of centers used Common Core Math Standards in curriculum goals.
	Centers will use teacher-created lesson plans that enhance understanding of vocabulary in science and mathematics and use terminology daily for student growth.	STEM curriculum outline and teacher lesson plans	100% of centers used teacher-created lesson plans.
	Centers will create agenda items and photograph outings and field trips for academic enhancement.	Agendas, lesson plans, photographs,	100% of centers created agenda items and documented outings.
	Centers will invite guest speakers in STEM-centered occupations to share experiences with participants.	Agenda, photographs, lesson plans	100% of centers invited STEM-centered guest speakers.
	Participants will compete in the FIRST LEGO League Competition.	Photographs, financial statements	13 students from three centers participated in the competition.
	Centers will utilize Mindstorm EV3 robotics equipment.	Photographs, financial statements	100% of centers utilized Mindstorm EV3 robotics equipment.
HCAP	Participants will design and build gardens and aquaponics.	Photographs, lesson plans, financial	100% of participants met the measure.

		statements	
	Centers will establish and maintain partnerships with the community to increase levels of community collaboration for sustaining programs.	Advisory Council and Family Night attendance logs	100% of centers maintained and built community partnerships.
	Centers will establish and maintain partnerships with designated schools and faculty for cooperation of topics of learning	Email communication, meeting agendas	100% of centers established and maintained school partnerships.
	Centers will host quarterly community events to offer employment training, community resource knowledge, job placement skills, and life skills.	Attendance logs of Family Night events	100% of centers hosted quarterly community events.
	Centers will provide computer labs for participants and family members during regular operation hours.	Computer lab usage logs	100% of centers provided computer labs.
	Centers will provide instruction in keyboarding and maintain growth charts of keyboarding skill.	Assessments	100% of centers provided instruction in keyboarding and maintained growth charts.
Kahuku	Increase the number of students who receive academic learning support after school.	Attendance lists	Number of students who received academic learning support after school increased from 66 participants in 2015-16, to 846 participants in 2016-17.
	Expand the existing after school options to engage more students and families.	Not specified	100% of centers offered services to parents, senior citizens, and other adult community members.
	Develop a comprehensive after school program framework that encourages collaboration and continuity among after school options.	Not specified	Classroom leaders/Site Coordinators used data to improve instruction; classroom leader training included classroom observation and on-site coaching.
	Increase the number of students meeting state reading, math, and science standards.	School standardized assessment	92% of students increased their reading scores, and 95% of students increased their math scores.
	Increase number of students who are college and career ready.	Not specified	No results provided.
Kaimuki	Provide out of school academic, enrichment and athletic opportunities to help close the achievement gap.	List of program activities	Each of the sites offered a wide variety of academic, enrichment and athletic activities.
	Engage families.	Parent survey	Parents/families attended family nights, athletic events, and activities designed by students.
	Prepare students for college and careers.	Not specified	No results provided.
KALO	Provide high quality after school programming for students and their families, imbued in culture-based education and designed to impact academic performance in math, college and career readiness, and socio-emotional well-being.	List of programs and activities	KALO centers offered core academic, enrichment, athletic, and Hawaiian cultural activities.
Kapolei	Participants in 21st CCLCs will demonstrate educational and social benefits and exhibit positive behavioral changes.	Teacher survey	Participants demonstrated educational and social benefits and exhibited positive behavioral changes.

	21st CCLCs will offer high-quality enrichment opportunities that positively affect student outcomes, such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.	List of activities, attendance rolls	Kapolei offered a wide range of enrichment activities.
	Improve the operational efficiency of the program.	Not specified	No results provided.
Kohala	50% of student participants will demonstrate academic improvement on interim and year end assessments	Reading, math, science assessments	No results provided.
	Student engagement in school will increase as evidenced by a 30% decrease in negative behavioral incidents and reports.	List of behavior referrals	No results provided.
	Parent interaction with school will increase as evidenced by 30% increase in parent participation at program events and parent offerings.	Attendance logs, parent SQS survey	No results provided.
LHES	Increase academic success of participating students.	Attendance, grades, standardized test scores, survey	No results provided.
	Increase interest in learning in the family unit by engaging parents and students together.	Parent survey, attendance rolls	No results provided.
	Increase ability to problem-solve local and world issues.	Problem-solving templates	The program provided problem-solving models or templates for solving issues that exist on Lānaʻi.
	Participate in self-directed learning projects.	Attendance, teacher observation	Students were provided opportunities to take leadership and initiative, integrating the values of working together, persistence, and resolving conflict.
	Recognize the culture and context of Lānaʻi in learning.	Survey	The project integrated learning the ecosystem of the environment to teach children about familiar things in an applied science way, working to restore fish ponds, and monitoring data about fish in the reef.
	Increase the number of college pathway programs that secondary students participate in.	Not specified	UH School of Medicine, College of Engineering, marine science faculty and graduate students, UHH College of Pharmacy, and Kinesiology departments from both UHH and UHM participated. 80% of high school students indicate plan to attend college.
McKinley	Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.	Teacher survey, formative and summative assessments	66% of students demonstrated improvement in turning in homework on time and classroom participation. 41% of participants improved in attending class regularly, and 57.9% demonstrated improvement in classroom behavior.

	21st CCLCs will offer a range of high-quality educational, developmental, and recreational services.	List of activities	The complex offered core academic and a variety of enrichment activities, including arts and music, physical activity, entrepreneurship, community service, drug prevention, and youth leadership.
MEDB	Program participants will achieve measurable improvement in Language Arts and Mathematics.	Grades	Teachers at the various centers reported 56%-93% of students improving or maintaining academic levels of consistency in math, language arts, and science grades.
	Program participants will show measurable improvement in self-efficacy, social skills, and ethical responsibility.	Student survey, site observations	65% of students improved in their ability to compromise, 90% also improved in working cooperatively with others. 92% of students increased their ability to do their fair share of work, and 82% encourage and support teammates to do their best.
	The families of program participants will engage in program activities and support the success of their children.	Attendance logs at family events	100% of centers offered services to parents and other family members of participants.
Moloka'i	Support the education provided by the schools in meeting and further supporting student academic development.	Reading and math grades, reading and math universal screener scores, report cards	Program included core academic and enrichment activities. An average of 31% of regular participants improved language arts grades, and an average of 12% of regular participants improved math grades.
	Develop student interest and aspirations through enriched learning and college and career readiness.	Not specified.	Program offered core academic and enrichment activities, including college and career readiness. College Bound Families workshop helped students and their parents prepare for post high school plans.
	Partner with parents, community, and educators to expand student learning opportunities and support.	Attendance rolls	School library resources and classes were available to parents and other family members; 22 community partners provided a wide range of activity support.
Nanakuli	The Nanakuli Complex will provide academic, artistic and cultural enrichment opportunities for students, grades K-12, who are enrolled in three high poverty and low performing schools.	List of program activities	Each center offered a variety of activities that included academic instruction and support, sports, arts and music activities.
	50% of regular program participants in ASAS and STEM clubs achieve teacher-reported improvement in: turning in homework on time; classroom participation; attending class regularly, and student classroom behavior.	Teacher survey	37.5% of students improved in classroom participation and homework completion, and 31.8% of students demonstrated improved behavior. 13.7% of students improved in regular class attendance.
	60% of participants will have improvement in reading and math.	Formative and summative assessments, grades	Of all regular attendees that needed to improve their math grade, 73.9% did improve. 19.7% of regular participants who needed to improve their reading/

			English skills did improve.
PACT	Assist youth in improving their non-cognitive skills by offering a broad array of high quality youth services and programs.	List of activities	Engaging activities include music theory, rhythm skills, and technology classes. Prevention related classes engage youth through videos, games, arts and outdoor activities designed for active learning.
	Assist youth with improving their academic skills by providing academic enrichment opportunities during out-of-school time.	List of activities	Enrichment activities include Science Alliance, It's LIT, College & Career classes, computer technology classes, classes in healthy eating, world music, drug and violence prevention classes, service learning, and a class dedicated to improving social and emotional learning competencies.
	Provide an array of services for families of participants to increase family engagement.	List of activities	PACT C21 provided many opportunities for parent and family engagement, including open houses, ho'ike, dancing, meal prep, even planning, coding, family field days, movie nights, and bingo night.
Pearl City	Provide academic opportunities, improving achievement standards in core academic subjects during non-school hours.	Not specified	Established reading and science enrichment activities at all sites. 100% of centers offered services in at least one core academic area. Regularly participating students showed improvement in Strive HI scores and report cards.
	Offer enrichment and recreation activities to reinforce and complement the regular academic program of participating students to improve positive behavior changes.	Not specified	100% of centers offered enrichment and support activities, and students at all centers demonstrated improvement in classroom participation and behavior.
	Provide opportunities for the educational development of adult families of students served by community learning centers.	Not specified	100% of centers provided services for and with parents and other adult family members of enrolled attendees.
	Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity.	Not specified	100% of centers worked with their on-site A-Plus Afterschool providers to collaborate in planning and implementation to provide a variety of academic and enrichment services.
Waianae	Students will demonstrate educational and social benefits and exhibit positive behavioral changes.	Teacher survey	99.1% of regular participants improved in homework completion and classroom participation.
	Students in the 21st CCLC program will demonstrate academic improvement.	Formative and summative assessments	The percentage of students that demonstrated academic improvement did not meet the target of 50%, with the exception that students who attended for 30-59 days did improve in math.

Waipahu	Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.	Teacher survey	Students at 100% of sites demonstrated improvement in academic achievement, classroom participation, and behavior.
	21st Century Community Learning Centers will service children and community members with the greatest need for expanded learning opportunities.	Title 1, F/R lunch reports	Six of seven participating schools were Title 1 schools, and 46% of student participants qualified for F/R lunch.
	Participants will demonstrate academic improvement.	Grades, formative and summative assessments	100% of centers collected data on reading/language and math grades. Data collected this year on Regular Attendees will used as baseline moving forward.

Source: Subgrantee evaluation reports

6. SUBGRANTEE EVALUATION AND DATA QUALITY ISSUES

Compared to previous years, much more data was captured in the APR reports in 2016-17. However, only a few of the subgrantee evaluation reports included all of the data requested in HIDEOE'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 requested 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. In addition, discrepancies in the data sometimes made it impossible for us to calculate percentages accurately, resulting in missing data.

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. There are some areas where HIDEOE 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

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 subgrantee program effectiveness. Presented below are local evaluator recommendations for program improvements along with the IMPAQ team's recommendations resulting from the state evaluation as a whole.

7.1 Local Evaluator Recommendations for Program Improvement

The subgrantee evaluation reports typically included recommendations for program improvement that varied from general ideas about program operations to suggestions for specific changes in service delivery. Exhibit 19 below summarizes the types of recommendations provided by program evaluators across the subgrantees. As the exhibit shows, local evaluator recommendations focused on nine different areas of improvement. The most common types of recommendations focused on improving attendance, data collection, and family involvement.

Exhibit 19: Local Evaluator Recommendations for Program Improvement (SY 2016-17)

Subgrantee	Academic Achievement	Administration	Attendance	Data Collection	Family Involvement	Funding and Sustainability	Linkages to School Day	Partnerships	Programming Improvement
Campbell	✓				✓				
Castle	✓	✓	✓	✓	✓		✓		✓
FoF		✓			✓			✓	
Hāna				✓	✓		✓	✓	✓
HCAP			✓				✓		
Kahuku	✓	✓	✓	✓	✓		✓	✓	
Kaimuki			✓		✓		✓	✓	✓
KALO		✓	✓	✓	✓	✓			
Kohala		✓		✓	✓	✓			
LHES		✓			✓		✓	✓	
McKinley			✓	✓	✓		✓		
MEDB	✓	✓		✓					✓
Moloka'i			✓	✓	✓				✓
Nanakuli			✓	✓	✓		✓		✓
PACT	--	--	--	--	--	--	--	--	--
Pearl City			✓	✓	✓				✓
Waianae	✓	✓	✓	✓					✓
Waipahu		✓	✓		✓		✓	✓	
2016-17 Total	5	9	11	11	14	2	9	6	8

Source: Subgrantee evaluation reports

-- Information not provided

A summary of the local evaluator recommendations for each type of recommendation indicated in Exhibit 19 follows.

- 1. Academic Achievement.** Five subgrantee evaluation reports included recommendations for improving academic achievement. Local evaluators' recommended strategies for improving academic achievement included 1) monitoring student in-class performance and assessment results, in order to identify students who needed additional help and the particular classes or areas for which help was needed, and 2) providing opportunities for students to self-assess (e.g., assess learning using reflection journals; an annotated assignment log to identify learning difficulties; reviewing assessment scores, grades, performance on assignments with teacher), in order to encourage them to monitor their own learning progress, identify areas of learning difficulties, and focus on learning goals.
- 2. Administration.** Nine subgrantee evaluation reports included recommendations from local evaluators to the state coordinator and site coordinators for improving program administration including establishing policies and procedures, more effectively implementing program activities, and maintaining written instruction manuals. Recommendations included providing on-site training, particularly in the effective implementation of the technology-based math and reading programs, and holding 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. Securing transportation options to assure access to programs across 21st CCLC program sites was also suggested by local evaluators.
- 3. Program Attendance.** Eleven subgrantee evaluation reports included recommendations for strategies to increase attendance, including building on activities that report high participation and engagement, increasing awareness and accessibility of program offerings, and soliciting feedback and insights from youth who consistently participate in activities to inform recruitment and engagement of other youth. In addition, subgrantees were encouraged to strengthen their attendance-taking procedures so that all student attendance is properly documented.
- 4. Data Collection and Reporting.** Eleven of the subgrantee evaluation reports included local evaluators' recommendations for ways to improve data collection and reporting that included continuing to standardize and refine data collection procedures across all sites to better track and assess programs/activities; continuing to inform all program sites about the external evaluation and federal reporting requirements to ensure consistency in data and accuracy across sites; and providing intensive training for 21st CCLC staff in data collection and grant requirements.
- 5. Family Involvement and Services to Adults.** Family involvement was the program area identified as needing improvement for the largest number of subgrantees, with 14 subgrantee evaluation reports offering local evaluators' recommendations for increasing family involvement such as offering family engagement activities, improving communication between the 21st CCLC program and parents, and developing and implementing an ongoing

program to build parents' capacity to supervise and support their child's learning and promote positive learning behaviors both at home and at school.

- 6. Funding and Sustainability.** Only two subgrantee evaluation reports included local evaluator recommendations related to funding and sustainability. These recommendations focused on leveraging partner resources to support and maintain/sustain the 21st CCLC grant program and enrich curriculum and instruction. Recommendations were also made to state-level staff including providing advance notice to subgrantees about funding changes and differences in allotments from previous years, as well as timely allocation of funds.
- 7. Linkages to School Day.** Nine subgrantee evaluation reports included recommendations from local evaluators about improving linkages to the school day. These included communicating/ coordinating with regular day school teachers to monitor and assess student performance and to coordinate instructional efforts to ensure student improvement in academic performance.
- 8. Partnerships.** Six subgrantee evaluation reports included recommendations from local evaluators about strengthening partnerships. These included sustaining existing partnerships and establishing new ones with community agencies that can provide the necessary resources to support and enrich the program, and maintaining community awareness efforts through Advisory Councils and through use of newspaper and Internet communication channels.
- 9. Overall Program Improvement.** Eight subgrantee evaluation reports included local evaluators' recommendations for overall program improvement. These included soliciting feedback from students, parents, teachers, and the community regarding the value and effectiveness of current offerings and desired new programs, recruiting new program providers, and focusing on evidence-based interventions for improving program activities.

7.2 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 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:

7.2.1 Recruiting and Retaining Well-Qualified Staff

Many subgrantees report difficulty with various aspects of staffing their programs, from finding qualified staff, to high staff turnover. This is an area that may 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 both teaching staff and qualified site coordinators.

7.2.2 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:

- 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
- Preparation time for teachers so that afterschool programming can be of high quality, interesting and engaging for students, and effectively linked to the school day.

Recommendation: HIDOE should consider examining more closely how subgrantees allocate funds across different aspects of the program. HIDOE may need to provide new guidance on the most effective use of program funds to ensure sufficient time is made available for staff to plan the overall program and the specific activities offered. HIDOE might also consider providing a forum for subgrantees to share experiences so that those struggling with this issue can learn from other subgrantees how they make sure the time needed is built into the program.

7.2.3 Increasing Student Attendance

As shown earlier in Exhibit 6, although the number of programs and students served has increased substantially over recent years, during 2016-17 the proportion of students served

who participated for 30 days over the course of the school year continued to be only about one-third of all participating students (3,268 of a total of 9,566 students or 34%.) The 30-day threshold has been identified by U.S. Department of Education as the minimum level of participation that is likely to make an impact on participating students. Given that local evaluators also addressed this issue for most grantees, we recognize that some subgrantees may already show improvements in 2017-18. Their experiences may provide valuable insights for other subgrantees as well.

Recommendation: HIDOE can encourage all subgrantees to adopt practices that promote increased student attendance including planning their program offerings in such a way that classes are offered long term (e.g. for a full quarter or semester) and multiple times per week, and building their programs around classes that are of the greatest interest to participating students. HIDOE should also review subgrantees' procedures for enrolling students and taking attendance to ensure that all days of participation are being consistently documented. HIDOE may also want to focus on attendance as a key issue for webinars or subgrantee convenings, including building on the experience of subgrantees that have achieved a high percentage of students attending 30 days or more and on the recommendations of the local evaluators for increasing student attendance, such as improving outreach and recruitment methods and soliciting feedback and insights from participating students.

7.2.4 Encouraging Adult and Family Participation

A number of the subgrantees developed useful methods of encouraging adult and family participation. Some examples from the subgrantee evaluation reports include:

- MEDB's Lokelani center held a Family STEM Engagement Night that engaged over 66 families who visited stations featuring STEMworks program areas (including robotics, drones, 3D printing, photography, and computer building) prepared and led by Lokelani students. Prior to the event, eight families built robots to compete in the Family Robotics Tournament. Lokelani opened its campus for another Parent Engagement event which was extended to 5th graders from two feeder schools and their families; these families also participated in a Family Robotics Tournament. All MEDB students are asked to share their learning and extend it through family discussion, and the end of year student survey helps gather information on the percentage of students sharing their projects with families at home. Families are also invited, through a multi-faceted outreach program, to volunteer at STEM events and/or in the daily delivery of the program.
- KALO's Kanu o ka Aina center carried out a very popular Math Night for families and community members every three months. They also organized a Charity Walk, as well as an annual Book Fair event where both educational and enrichment activities were conducted. Halau Ku Mana PCS carried out two Stream Clean Up days and Kamakau PCS coordinated a stage production at a local shopping center with about 70 individuals.
- PACT C21 continued to provide numerous opportunities for parent and family engagement, viewing them as another means to youth recruitment. Family engagement activities included: Open House; Ho'ike (showcasing student learning through group participation); dancing (through the Music Group); meal prep (through the Food And Nutrition Group);

coding (through the Tech Group); event planning (through the Community Service Learning Group); and Family/Sports Field Days and Movie Nights.

- Only a few subgrantees indicated ongoing challenges with adult programming. They indicated that the challenges they encountered related primarily to difficulties with logistics (scheduling conflicts, lack of transportation, etc.), rather than to lack of interest on the part of parents and family members.

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. Subgrantees should also be encouraged, to the extent feasible, to assist parents and family members in dealing with the logistical barriers to participating in family engagement events, for example, by flexible scheduling of events at times when the members of their local community tend to be available, or by assisting with transportation.

7.2.5 Leveraging 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.

7.3 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. In addition, there are often large gaps in the findings as presented, in some cases because the request for data was not understood or not responded to correctly, and in others because data that might be useful was not requested in the first place. 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.
- 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.

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

- Develop more detailed specifications for subgrantee evaluation reports that include templates for data reporting;
- Review subgrantee evaluation reports, provide timely feedback to subgrantees and provide incentives or consequences to leverage improvements in evaluation practices;
- 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. 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;
- Foster exchange of evaluation expertise and experiences among subgrantees and their evaluators.

7.4 Actions Taken by HIDOE to Improve Future Evaluation Efforts

As of the time of this report, the HIDOE 21st^s CCLC Program Manager had already taken various actions to address some of the data quality issues mentioned above. These actions are summarized below.

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

HIDOE's evaluation contractor, IMPAQ International, has been working with the HIDOE Program Manager to update the subgrantee evaluation report template. The new evaluation template is more comprehensive, more structured and provides detailed guidance. Significant changes include:

- Guidance on developing measurable objectives along with a format for specifying how each objective is being measured and the results.
- Clear definitions of KPIs embedded in the report structure.
- Space for recording a brief description of the evidence for reported results.
- Embedded data reporting table shells to ensure subgrantees display data in a meaningful, uniform and consistent manner.

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

IMPAQ International has been working with the HIDOE 21st CCLC Program Manager to conduct a comprehensive review of submitted evaluation reports to ensure that evaluations have addressed the criteria of the evaluation template. This review is being used to provide feedback to notify subgrantees if criteria were not fully addressed in their evaluation report and how to address the missed criteria.

3. Provide training and technical assistance to subgrantee and center staff on data collection and reporting procedures. 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.

- The HIDOE Program Manager is planning a convening of all subgrantees at the beginning of the Fall 2018 semester, which will include workshops on program evaluation conducted by IMPAQ. IMPAQ will also collaborate with HIDOE to provide periodic webinars to address evaluation issues.
- The HIDOE will provide all subgrantees an updated evaluation template to use to complete their annual evaluation.
- IMPAQ will continue to provide individual subgrantees with technical assistance upon request.
- In addition, the HIDOE has notified all subgrantees that it is available to provide further technical assistance/professional development regarding evaluation.

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

The HIDOE Program Manager is planning a convening of all subgrantees at the beginning of the Fall 2018 semester, to provide detailed information about programmatic and evaluation requirements and expectations. This will also be an opportunity for subgrantees and their

evaluators to share their expertise and experiences. HIDOE will also provide periodic webinars and other meaningful professional development/technical assistance opportunities for programs and evaluators to foster an exchange expertise and experience regarding evaluation.



8. CONCLUSIONS

It is evident from compiling data from subgrantees' evaluation 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.

For the 2017-18 subgrantee evaluation reports, IMPAQ has worked with HIDOE to develop an improved evaluation report template that should produce more complete and consistent reports across subgrantees in the coming year. We have also helped to develop an improved data collection and reporting system that subgrantees will use to submit APR data, which will both allow HIDOE to both own the data and validate it before submitting it to the 21APR system, as well as ensure more complete and consistent quality APR data to be submitted to the system. The combination of improved subgrantee evaluation reports and more accurate and consistent APR data 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 for program improvement.