

Hawaii Department of Education

Hawaii Statewide Evaluation of the 21st Century Community Learning Centers Program

School Year 2017-18

Evaluation Report

March 21, 2019

Evaluation Team Members:

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



Submitted to:

Community Engagement Branch
Hawaii Department of Education
4680 Kalanianaʻole Highway, TB1A
Honolulu, Hawaii 96821

Submitted by:

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

TABLE OF CONTENTS

Table of Exhibits	ii
1. Introduction	1
2. Overview of Hawaii’s 21st Century Community Learning Centers Program	2
2.1 Overview of Subgrantees.....	2
Types of Grantees.....	2
Activities Provided.....	2
2.2 Overview of School Year Programs.....	3
Program Participants.....	3
Staffing.....	6
2.3 Overview of Summer Programs.....	6
3. Performance on Hawaii State Key Performance Indicators	8
Objective 1 – Educational/Social Benefits and Behavioral Changes.....	8
Indicator 1.1: Behavioral Outcomes.....	8
Objective 2 – Range of Services Provided.....	9
Indicator 2.1: Core Educational Services	9
Indicator 2.2: Enrichment and Support Activities	9
Indicator 2.3: Community Partnerships	10
Indicator 2.4: Services to Parents and Other Family Members.....	10
Indicator 2.5 Hours of Operation	10
Objective 3 – Serving Those with the Greatest Need	11
Indicator 3.1 High Needs Communities.....	11
Objective 4 – Academic Improvement	12
Indicator 4.1 Academic Improvement.....	12
Summary of Overall Achievement of Key Performance Indicators	12
4. Program Highlights	14
4.1 Subgrantee Goal Achievement	14
4.2 Promising Practices.....	15
5. Areas for Program Improvement.....	18
5.1 Recommendations for 21CCLC Subgrantees and Their Centers.....	18
5.2 Highlights of Statewide Efforts to Support Program Improvement and Recommendations for Further Strengthening the Program	20
Improved State-level Administrative Support.....	20
Revised Key Performance Indicators.....	20
Improved Data Collection and Evaluation Procedures.....	20
Recommendations for State Level Supports for Program Improvement.....	21

APPENDICES

TABLE OF EXHIBITS

Exhibit 1: Number of Subgrantees and Centers:	2
Exhibit 2: Types of Grantee Organizations.....	2
Exhibit 3: Number of Centers Providing Each Type and Frequency of Programming	3
Exhibit 4: Characteristics of Participating Students.....	4
Exhibit 5: Changes in Student Characteristics Over Time	4
Exhibit 6: Ethnicity of Students Served	5
Exhibit 7: Level of Student Participation.....	5
Exhibit 8: Types of Paid and Volunteer Staff.....	6
Exhibit 9: Change in Total Number of Staff Over Time	6
Exhibit 10: Number of Centers Offering Core Activities in the Summer	7
Exhibit 11: Number of Centers Offering Enrichment Activities in the Summer	7
Exhibit 12: Percentage of Centers Offering Summer Programming Over Time	7
Exhibit 13: Student Behavioral Outcomes	8
Exhibit 14: Number of Centers Offering Core Activities	9
Exhibit 15: Number of Centers Offering Enrichment and Support Activities	9
Exhibit 16: Number of Partners Over Time.....	10
Exhibit 17: Number of Family Members Served Over Time	10
Exhibit 18: Hours of Operation Over Time.....	11
Exhibit 19: Serving High Needs Communities.....	11
Exhibit 20: Academic Improvement.....	12
Exhibit 21: Summary of Performance on Key Indicators	13
Appendix Exhibit 1: Teacher-Reported Student Improvement by Subgrantee	A-2
Appendix Exhibit 2: Number of Centers Providing Core Academic Services by Subgrantee.....	A-3
Appendix Exhibit 3: Number of Centers Providing Enrichment and Support Activities by Subgrantee ...	A-4
Appendix Exhibit 4: Partnerships	A-5
Appendix Exhibit 5: Number of Partners Over Time by Subgrantee	A-6
Appendix Exhibit 6: 2017-18 Family Participation by Subgrantee.....	A-7
Appendix Exhibit 7: Hours of Operation	A-8
Appendix Exhibit 8: Students at Participating Schools Qualifying for Free/Reduced Price Lunch	A-9
Appendix Exhibit 9: Percentage of Students with Academic Improvement.....	A-10
Appendix Exhibit 10: Beyond KPIs: Subgrantee Achievement on Program-Specific Goals and Objectives	A-11

1. INTRODUCTION

The following report provides information on the school year 2017-18 21st Century Community Learning Centers (21CCLC) grant program throughout the State of Hawaii. In particular, it examines program information related to participation, activities, and hours of service, summarizes performance on Hawaii's 21CCLC key indicators, and provides feedback for ongoing program improvement.

Overall, the data collected indicate that students who participated in Hawaii's 2017-18 21CCLC programs made significant gains in all of the areas measured.

- ***82.3% improved in turning in homework on-time and classroom participation.***
- ***79.2% improved in student classroom behavior.***
- ***69.3% improved in reading/language arts.***
- ***72.0% improved in math.***

In the 2017-18 academic year, the Hawaii 21CCLC program included **19 subgrantees**. These subgrantees provided 21CCLC services through **74 centers** to **10,765 students** during the 2017-18 academic year. The results described in this report point to the significant contributions that 21CCLC programs have made to the academic achievement and youth development of the students served across the state during 2017-18.

Some of these positive outcomes can be attributed to programmatic changes that have resulted from improvements in program administration and a focus on several areas:

- Increased student enrollment, including increases in the number of students participating 30 or more days per year
- Increased focus on serving family members, more than doubling the number of family members served over the last two years
- Increased recruitment of school day teachers to staff the program, thereby increasing opportunities to create linkages between 21CCLC programming and the school day
- Increased establishment of community partnerships, with 100% of centers now collaborating with at least one partner organization
- More students and families served with fewer staff than the previous year
- An increase in the number of centers that offer summer and intersession programs
- Improved data collection procedures, resulting in more complete data than in previous years

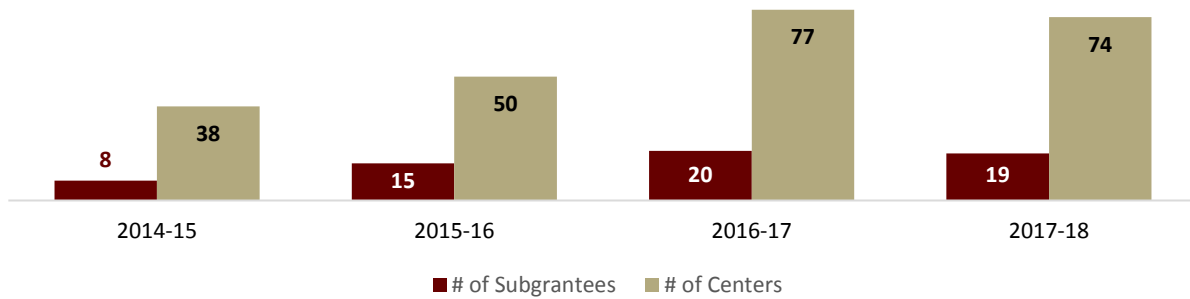
To support ongoing program improvement, the Hawaii Department of Education (HIDOE) has begun to implement a new statewide data system. Subgrantees now report Annual Performance Report (APR) data to the state agency instead of inputting the APR data themselves. This allows HIDOE to own the data, more effectively monitor data quality, and combine the data reported by subgrantees with the state's student and outcomes databases. This reduces the data collection and reporting burden on the subgrantees as well as ensuring more timely and accurate analysis to support program improvement.

2. OVERVIEW OF HAWAII'S 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

2.1 Overview of Subgrantees

As noted earlier, in the 2017-18 academic year, the Hawaii 21CCLC program included **19 subgrantees**. These subgrantees provided 21CCLC services through **74 centers** to **10,765 students** during the 2017-18 academic year. As shown in Exhibit 1, the number of subgrantees and centers has generally increased over time, although there was one fewer subgrantee and three fewer centers in 2017-18 than in the prior year.

Exhibit 1: Number of Subgrantees and Centers:



Source: Subgrantee APR data, evaluation reports.

Types of Grantees

Prior to the 2014-2015 academic year, all subgrantees were HIDOE complexes or complex areas (high schools and their feeder schools.) In SY2014-2015 HIDOE awarded 21CCLC funds to three community-based organizations. Since that time, the number of community-based organizations operating 21CCLC programs has increased to six, as shown in Exhibit 2. The majority of subgrantees continue to be HIDOE complexes and complex areas.

Exhibit 2: Types of Grantee Organizations

HIDOE Complex/Complex Areas			Community-Based Organizations
Campbell	Castle	Hana	Friends of the Future (FOF)
Kahuku	Kapolei	Kaimuki-McKinley-Roosevelt (KMR)	Honolulu Community Action Program (HCAP)
Kohala	McKinley	Molokai	Kanu O Ka Aina Learning Ohana (KALO)
Nanakuli	Pearl City	Waianae	Lanai High & Elementary School Foundation (LHES)
Waipahu			Maui Economic Development Board (MEDB)
			Parents and Children Together (PACT)

Activities Provided

All subgrantees provided activities in at least one core academic area, with STEM (Science, Technology, Engineering and Math) being the most common. All subgrantees provided at least one type of enrichment activity, with art and music being the most common. Most classes or activities were offered two to three times a week. (See Exhibit 3).

Exhibit 3: Number of Centers Providing Each Type and Frequency of Programming

Core Educational Services	Number of Centers (N=74)	Times per Week
STEM	60	214
Literacy	40	148
Enrichment Activities	Number of Centers	Times per Week
Tutoring	46	163
Homework Help	52	206
English Language Learners Support	7	21
Entrepreneurship	10	26
Arts & Music	58	174
Physical Activity	40	148
Community / Service Learning	18	37
Mentoring	9	31
Drug Prevention	4	4
Counseling	3	8
Truancy Prevention	2	2
Youth Leadership	16	46
College & Career Readiness	8	24

Source: Subgrantee APR data.

2.2 Overview of School Year Programs

A total of 10,765 students were served in Hawaii's 21CCLC program state wide during the 2017-18 school year. This section gives a summary of their characteristics and an overview of the staff serving them.

Program Participants

Exhibits 4 summarizes the characteristics of students served in the 21CCLC program during the 2017-18 school year:

- The majority of students were in middle or high school (5,767), although nearly as many were in elementary school PreK-5 (4,998).
- The students served were fairly evenly divided between boys and girls in PreK-5 (47.2% males, 50.1% females), with a slightly larger gap in Grades 6-12 (53.9% males, 45.1% females).¹
- Over half of the students served at each level were eligible for Free or Reduced (F/R) lunch, with a higher percentage of eligible students in Grades 6-12 (54.0%) than in PreK-5 (48.6%).
- The majority of students served were economically disadvantaged.
- The percentage of students with Special Needs (SpEd) was 4.6% for PreK-5, and 9.5% for Grades 6-12.
- The percentage of English Language Learners (ELL) was 9.2% in PreK-5, and 5.9% in Grades 6-12.

¹ Percentages add up to less than 100% because gender was not reported for some students.

Exhibit 4: Characteristics of Participating Students

Level	# Students	% Female	% Male*	% ELL	% F/R Lunch	% SpEd
PreK–Grade 5	4,998	50.1%	47.2%	9.2%	48.6%	4.6%
Grades 6-12	5,767	45.1%	53.9%	5.9%	54.0%	9.5%
Overall	10,765	47.4%	50.8%	7.4%	51.5%	7.3%

Source: Subgrantee APR data

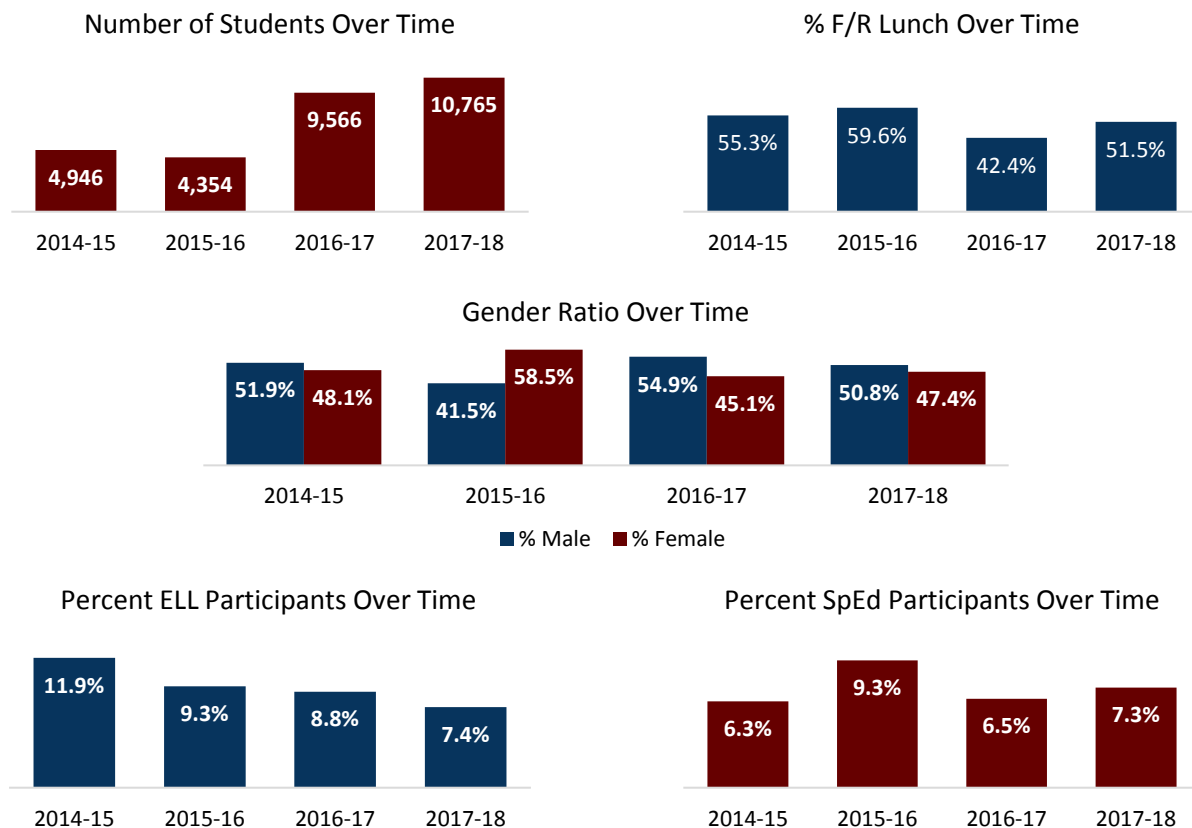
*% female and % male do not total 100%, due to missing data.

As shown in Exhibit 5, the total number of students served has increased over time, as has the proportion of students eligible for F/R lunch. These reflect the HIDEO’s efforts to expand the program to more students and increased emphasis on serving high needs students. The proportion receiving special education services, and the proportion of program participants who are female also increased over time, and the proportion who are English Language Learners has decreased, although these changes are not reflective of any particular program focus or priority.

Exhibit 5: Changes in Student Characteristics Over Time

	# Students	% Female	% Male	% ELL	% F/R Lunch	% SpEd
2017-18 Overall	↑ 10,765	↑ 47.4%	↓ 50.8%	↓ 7.4%	↑ 51.5%	↑ 7.3%

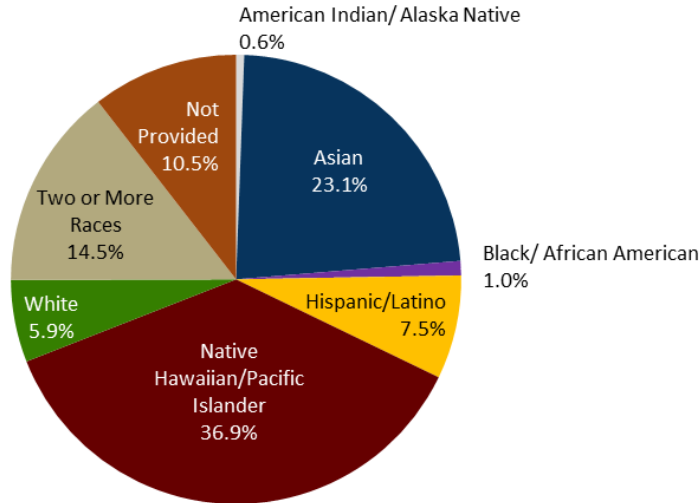
Arrows indicate an increase or decrease from SY2016-17.



Source: Subgrantee APR data, evaluation reports.

Exhibit 6 shows the largest proportion of students self-identified as Native Hawaiian/Pacific Islanders (36.9%). The smallest proportions identified as Black/African American (1.0%) and American Indian/Alaska Native (0.6%).

Exhibit 6: Ethnicity of Students Served

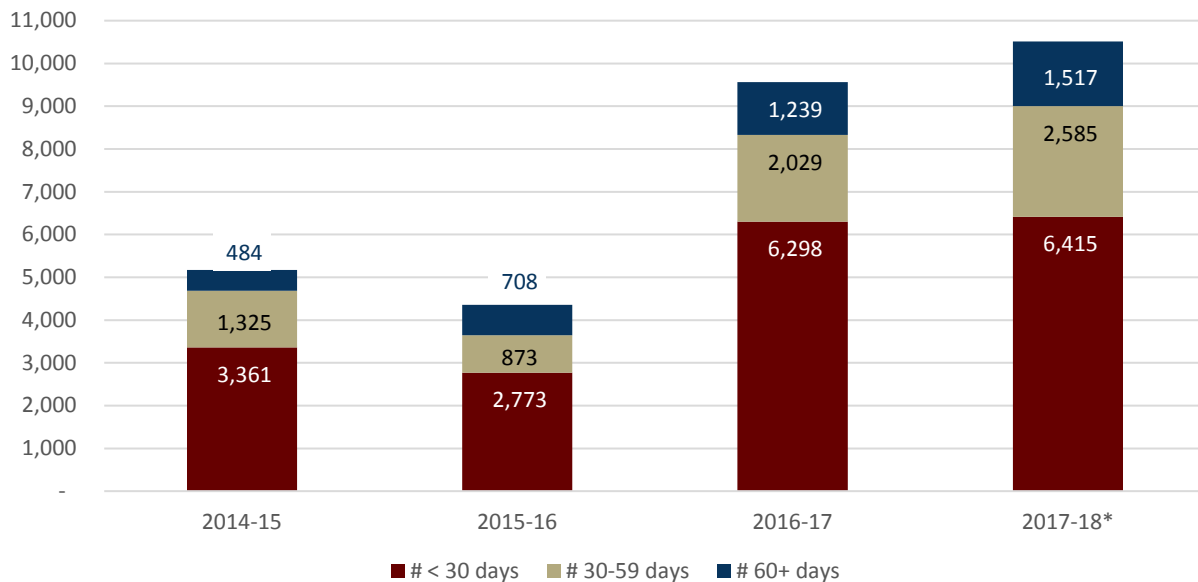


N=10,765

Source: Subgrantee APR data

Exhibit 7 shows the number of students enrolled and days of participation in the program. The graph shows an increase in the proportion of students participating at 30+ and 60+ days than in the previous year.

Exhibit 7: Level of Student Participation



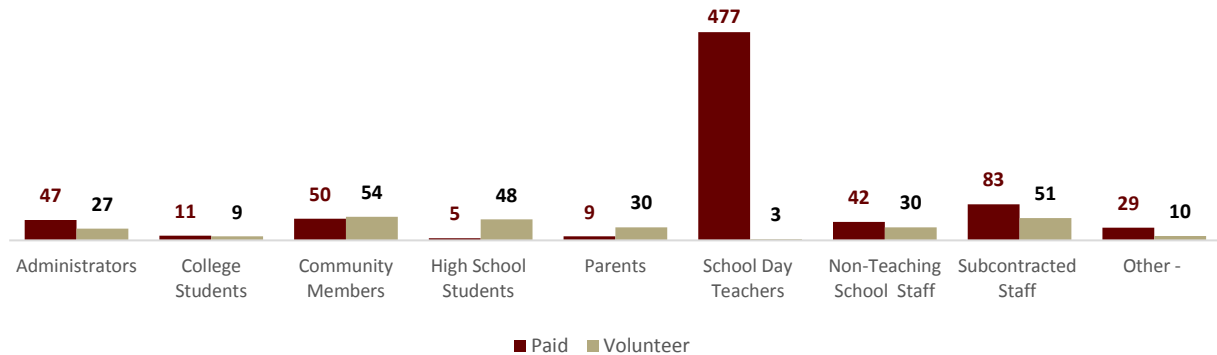
Source: Subgrantee APR data, evaluation reports.

*Total number of students for 2017-18 equals less than 10,765 because # of days of participation is missing for some students.

Staffing

As shown in Exhibit 8, the proportion of paid vs. volunteer 21CCLC staff varies greatly according to the type of staff. Most staff were school day teachers. Nearly all school day teachers are paid for their work with the 21CCLC program. Over one-quarter of the staff are volunteers; most are high school students and parents. Exhibit 9 shows that, although student enrollment increased in 2017-18, the number of staff decreased from the previous year. Overall, over one quarter of center staff were volunteers.

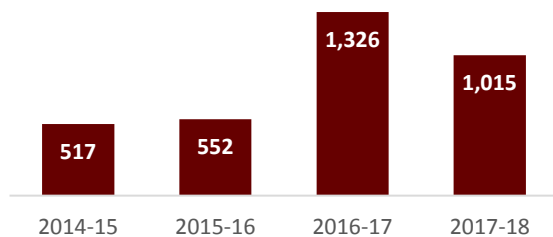
Exhibit 8: Types of Paid and Volunteer Staff



Source: Subgrantee APR data, evaluation reports.

As shown in Exhibit 9, there was a decrease in the number of staff (paid and volunteer) from the previous year, despite an increase in the number of student participants. This is at least partly attributable to the fact that many subgrantees have had difficulty recruiting and retaining qualified staff, citing competition amongst OST programs as well as traffic and commute time as significant barriers, resulting in operating with smaller staff teams than intended.

Exhibit 9: Change in Total Number of Staff Over Time



Source: Subgrantee APR data, evaluation reports

2.3 Overview of Summer Programs

Over three-fourths of the centers provided summer programs in 2017. These centers served a total of 4,235 students. Exhibit 10 shows that STEM was the core academic program provided by the vast majority (88%) of the 56 centers offering summer programs. Half of the centers overall offered literacy programs in the summer, resulting in two-thirds (66%) of the centers with summer programs providing literacy programs.

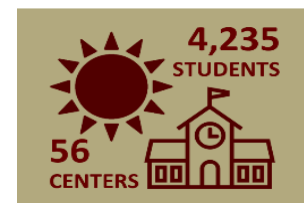


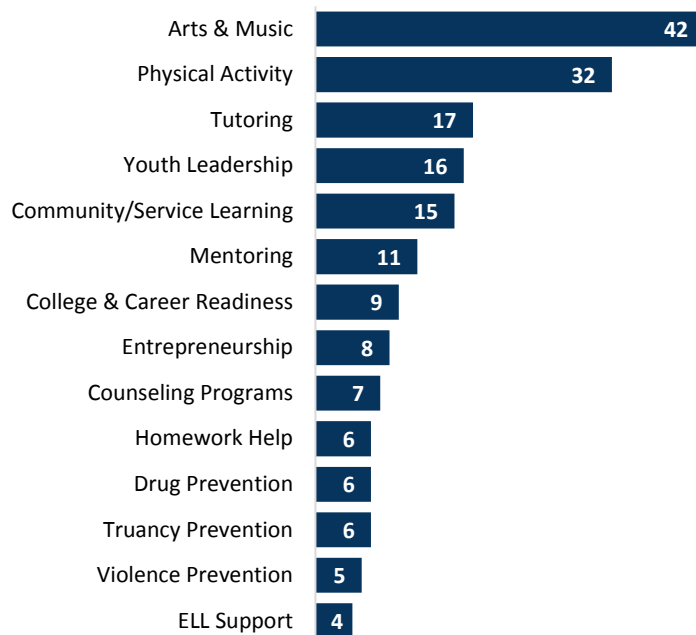
Exhibit 10: Number of Centers Offering Core Activities in the Summer



Source: Subgrantee APR data

Exhibit 11 shows Arts & Music as the enrichment activity offered by the largest number of centers providing summer programs; 75%, representing 42 of the 56 centers. The next common activity offered at 57% of the centers was Physical Activity.

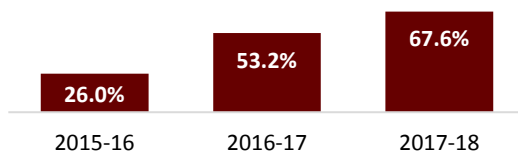
Exhibit 11: Number of Centers Offering Enrichment Activities in the Summer



Source: Subgrantee APR data

Exhibit 12 shows the proportion of centers providing summer programming substantially increased over time. Two-thirds of the centers provided summer programming in 2017-18, whereas only about one-fourth provided summer programs in 2016-17.

Exhibit 12: Percentage of Centers Offering Summer Programming Over Time



Source: Subgrantee APR data, evaluation reports

3. PERFORMANCE ON HAWAII STATE KEY PERFORMANCE INDICATORS

The Hawaii 21CCLC Key Performance Indicators (KPI) include four objectives and eight related outcome indicators. Here we present overall performance on the indicators across the state. Tables presenting performance of individual subgrantees on these indicators are included in the Appendix.

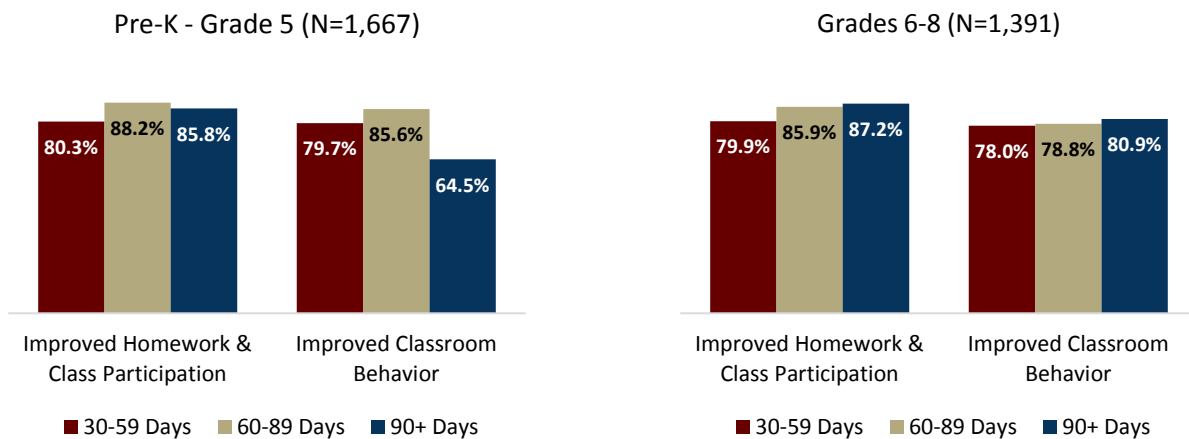
Objective 1 – Educational/Social Benefits and Behavioral Changes

Objective 1 of Hawaii’s 21CCLC program states: *“Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.”* This objective focuses on behavioral changes as measured by teacher surveys.

Indicator 1.1: Behavioral Outcomes

Student behavioral outcomes were measured using teacher surveys, in which teachers reported for each student whether they had improved homework and classroom participation and/or improved their behavior in the classroom. As Exhibit 13 shows, teachers reported improvement for a large majority of students. Generally, the percentage was higher for students who participated more days in the program. The exception was elementary students participating 90 days or more, for whom the percentage who improved their behavior in the classroom was lower than for students participating fewer days.

Exhibit 13: Student Behavioral Outcomes



Source: Subgrantee APR data

Appendix Exhibit 1 shows the breakdown by subgrantee for teacher-reported student improvements in homework submission/classroom participation and classroom behavior. Results are displayed separately for students attending 30-59 days, 60-89 days, and more than 90 days. Generally, teachers reported improvement for a majority of students, with the percentage being higher for students who participated more days in the program. However, several subgrantees reported that a *lower* percentage of students participating 60-89 days showed improvement in homework submission and classroom participation than those who attended 30-59 days (although the percentage showing improvement increased somewhat for students who attended 90+ days).

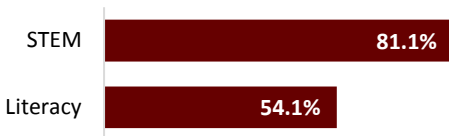
Objective 2 – Range of Services Provided

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.

Indicator 2.1: Core Educational Services

All centers reported offering high quality services in at least one core academic area. Exhibit 14 shows that STEM was the core academic program provided by the largest number of centers (52, representing 81% of the 74 centers), with 12 of the 18 subgrantees providing STEM activities at all of their centers. See Appendix Exhibit 2 for detail on services provided by each subgrantee.

Exhibit 14: Percentage of Centers Offering Core Activities

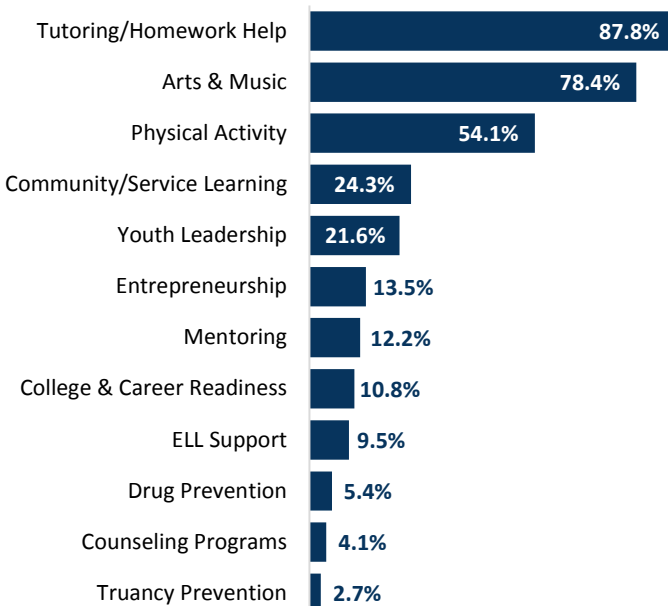


Source: Subgrantee APR data

Indicator 2.2: Enrichment and Support Activities

All but three centers (96%) reported that they offered enrichment and support activities. As shown in Exhibit 15, Tutoring/Homework Help was the enrichment activity offered by the largest number of centers (65, representing 88% of the 74 centers). None of the centers offered violence prevention. Appendix Exhibit 3 shows the number of centers offering enrichment and support activities for each subgrantee.

Exhibit 15: Number of Centers Offering Enrichment and Support Activities



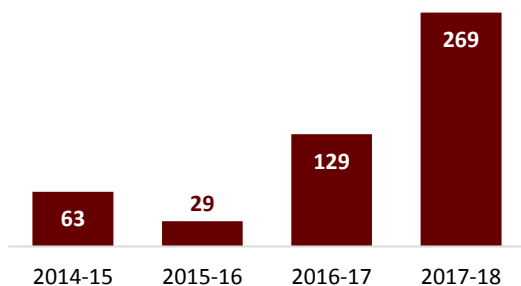
Source: Subgrantee APR data

Indicator 2.3: Community Partnerships

As shown in Exhibit 16, statewide, Hawaii’s 21CCLC program worked with a total of 269 partners during 2017-18. As the exhibit shows, the development of partnerships has increased substantially over time. During 2017-18 subgrantees had an average of 14 different partners. All subgrantees work with at least one partner. The number of partnerships ranged from a high of 36 for two subgrantees to a low of one partner for two subgrantees. For additional detail on the number of partnerships for each subgrantee, see Appendix Exhibits 4 and 5.



Exhibit 16: Number of Partners Over Time

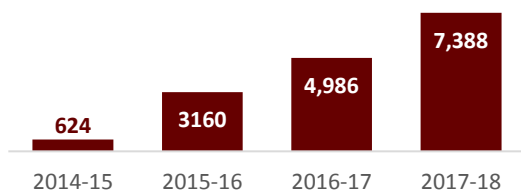


Source: Subgrantee APR data, evaluation reports

Indicator 2.4: Services to Parents and Other Family Members

Most centers encouraged parent and family engagement through family nights, athletic events, student educational fairs, and learning experiences such as workshops and classes for parents and community members. In 2017-18, subgrantees reported serving more than 7,000 family members. As shown in Exhibit 17 the number of family members served has substantially increased over time. For additional detail on the number of family members served by subgrantee, see Appendix Exhibit 6.

Exhibit 17: Number of Family Members Served Over Time



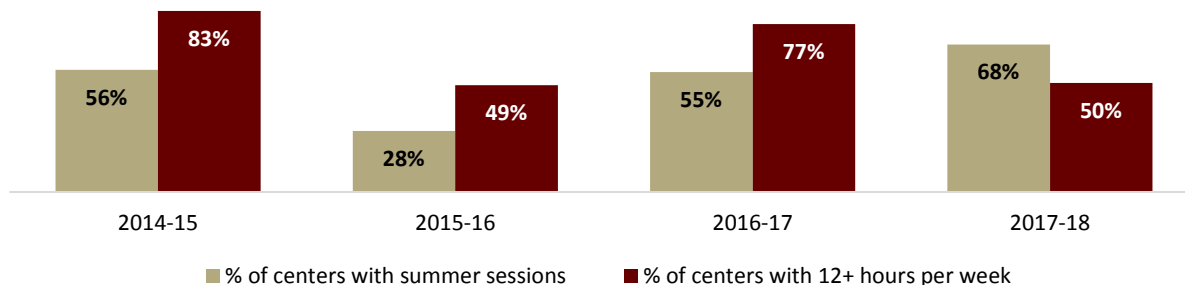
Source: Subgrantee APR data, evaluation reports

Indicator 2.5 Hours of Operation

All but three subgrantees provided information on hours of service in their subgrantee evaluation reports. This indicator includes both 1) the number of hours per week of services offered during the school year and 2) provision of summer programming. As shown in Exhibit 18, 68% of centers offered summer programming in the summer of 2017. The number of centers offering summer programming has increased over time. However, among the 15 subgrantees reporting on hours of service, only 50% of the centers (30 of the 60 centers reporting) offered at least 12 hours per week of programming. Several subgrantees have raised the concern that their programs do not fit what has been Hawaii’s traditional model of providing afterschool activities for several hours every day. In some cases their programs may be focused on

summers and intersessions, for which hours per week of programming during the school year is not an appropriate measure. Other subgrantees have raised concerns that because the schools they serve have other afterschool programs as well, they find themselves competing with these other programs both for access to the students and for space to conduct their activities. This is an issue that HDOE is addressing in order to clarify 21CCLC programming expectations with these subgrantees. For additional detail on hours of operation for each subgrantee, see Appendix Exhibit 7.

Exhibit 18: Hours of Operation Over Time



Source: Subgrantee APR data, evaluation reports

Objective 3 – Serving Those with the Greatest Need

Indicator 3.1 High Needs Communities

The school-wide percentage of students who qualify for free or reduced (F/R) priced lunches is a commonly used proxy for identifying high needs communities. In 2017-18, 63.7% of students in participating schools qualified for F/R lunch. This is substantially higher than the 48.4% of students who qualify for F/R lunch statewide. As shown in Exhibit 19 below, a total of 82% of participating schools qualified for Title 1 funding (indicating the high percentage (over 47%) of students at each of these schools qualified for F/R lunch). This is significantly higher than the 63.4% of schools eligible for Title 1 statewide. Twenty of 74 centers (27%) participated in the state Community Eligibility Provision, where 100% of students are deemed eligible for free or reduced price lunch. These findings suggest that the 21CCLC program effectively targeted schools and communities with the greatest need for the program’s services. For additional detail by subgrantee, see Appendix Exhibit 8.

Exhibit 19: Serving High Needs Communities

Indicator of High Needs Communities	Schools Participating in 21CCLC Programs	Statewide
Percent of students who qualify for F/R Lunch	63.7%	48.4%
Percent of schools that qualify for Title I funds	82.0%	63.4%

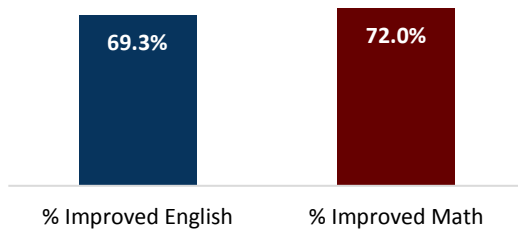
Source: Subgrantee APR data; Title I Eligibility Data by Complex Area
<http://www.hawaiipublicschools.org/DOE%20Forms/TitleI1819.pdf>

Objective 4 – Academic Improvement

Indicator 4.1 Academic Improvement

Exhibit 20 summarizes the percentage of students with academic improvement reported by ten of the 18 the subgrantees, based on grades/course marks or teacher surveys. As the exhibit shows, a large majority of students participating the 21CCLC program showed academic improvement in English and math.

Exhibit 20: Academic Improvement



Source: Subgrantee Evaluation Reports

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 21 and Appendix Exhibit 9 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 only those students who needed to improve. Another challenge for reporting academic achievement data is that subgrantees that are community-based organizations may operate out of community centers that are not specific to any one school. These programs may have difficulty accessing data for all of their students. HIDOE is addressing this issue of data inconsistency by putting into place a new data system for the 21CCLC program that will include pulling standardized test scores and course marks from HIDOE's own databases rather than relying on subgrantees' data submissions.

Summary of Overall Achievement of Key Performance Indicators

Exhibit 21 summarizes statewide achievement of the Key Performance Indicators. In some cases, HIDOE has identified a specific target for level of achievement. In others no target was specified. Student outcome measures reported for KPI indicators #1 and #4 are based on students who participated 30 days or more. As the exhibit shows, the vast majority of students showed positive behavioral changes. Teachers reported that 82.3% of students improved in turning in homework on time and classroom participation, and 79.2% improved in classroom behavior.

Exhibit 21 also shows that Hawaii's 21CCLC programs have embraced the goal of engaging in community partnerships, with 100% of subgrantees working with at least one community partner. Perhaps most importantly, Exhibit 21 shows that the majority of participating students showed increases in academic achievement, with 69% improving in language arts and 72% improving in math.

The areas where subgrantees may need to focus their future improvement efforts include providing a range of core educational services and enrichment services at each center, increasing their hours of services, and engaging family members. HIDOE has already addressed these issues in their revised Key

Indicators for future funding cohorts by building these in as criteria for funding expected of all centers, rather than including them as performance indicators.

Exhibit 21: Summary of Performance on Key Indicators

KPI Indicator	Target	Results	Target Met/Not Met
1.1 Educational and social benefits, and positive behavioral changes	Percentage of regular program participants with teacher-reported improvement in turning in homework on time and classroom participation (No target specified)	Teachers reported 82.3% of participants improved in turning in homework on time and classroom participation	Met
	Percentage of regular program participants with teacher-reported improvement in student classroom behavior (No target specified)	Teachers reported that 79.2% of participants improved in student classroom behavior.	Met
2.1 Core educational services	100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	88% of centers provided services in at least one core academic area	Not Met
2.2 Enrichment and support activities	100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	96% of centers provided at least one kind of enrichment or support activity.	Mostly Met
2.3 Community involvement	More than 85% of centers will establish and maintain partnerships within the community that increase levels of community collaboration in planning, implementing, and sustaining programs.	100% of subgrantees have established partnerships with at least one organization in their community (Partnerships were reported at the subgrantee level, rather than the center level.)	Met
2.4 Services to parents and other family members	More than 85% of centers will offer services to parents and other family members.	74% of centers served family members	Not Met
2.5 Extended hours	More than 75% of centers will offer services at least 12-16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.	50% of centers offered services for at least 12 hours per week. 68% of centers offered summer and/or intersession services.	Not Met
3.1 High-need communities	100% of centers are located in high-poverty communities.	85% of participating schools qualified for Title 1 funding.	Not Met
4.1 Academic improvement in reading/language arts and/or math*	Percentage of regular program participants with teacher-reported improvement in reading/language arts (No target specified)	Teachers reported 69.3% of participating students improved in reading/language arts.	Met
	Percentage of regular program participants with teacher-reported improvement in math (No target specified)	Teachers reported 72.0% of participating students improved in math.	Met

Source: SY2017-18 subgrantee evaluation reports.

* 11 of 17 subgrantees provided data on academic improvement. Because this is no longer included in APR data, some subgrantees did not collect this information, or reported they did not have access to it.

4. PROGRAM HIGHLIGHTS

4.1 Subgrantee Goal Achievement

In their evaluation reports, subgrantees were asked to report on their own goals and objectives. For each objective they were asked to provide the measure used to assess achievement, the results, and whether or not the objective was met. Many subgrantees used the Key Performance Indicators to construct their objectives, in some cases simply repeating them and in other cases establishing their own targets for the level of achievement they intended to meet. Other subgrantees had objectives that were unique or specific to their programs.

Some subgrantee goals and objectives were fairly broad, such as:

- Encourage parents/caregivers and teachers to read to children on a regular basis
- Experience and learn about traditional Hawaiian agriculture
- Incorporate healthy choices, healthy foods, healthy activities

Others included specific targets for service delivery, such as:

- 100% of centers will provide computer labs for participant and family members during regular operation hours.
- 80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements.
- Centers will expand family participation, as evidenced by a 50% increase in the number of family events, or a 100% increase in the number of shared (between schools) family events.

Some objectives were focused on participation satisfaction with services, such as:

- 50% or more of students and their parents will report an overall satisfaction with after-school services.
- 50% or more of students would tell others to participate in the after-school program if asked.
- 75% or more of stakeholders will report perceived benefits of student participation in the after-school program.

Still others focused on specific student outcomes such as:

- 50% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of the 2017-18 School Year.
- 80% of junior and senior high school students indicate an interest in attending college.
- Students will experience fewer behavior incidents.

Overall, subgrantees were successful in meeting most of their goals and objectives. See Appendix Exhibit 10 for more detail on achievement of program-specific objectives by each subgrantee. As the exhibit shows, subgrantees experienced significant success in achieving most of their objectives.

4.2 Promising Practices

The 21CCLC subgrantees have developed numerous strategies for improving academic achievement, producing positive student outcomes, encouraging family participation, promoting community involvement, and demonstrating program success. Through review and NVivo analysis of the subgrantees' local evaluation reports, IMPAQ's statewide evaluation team has identified a variety of solutions to problems, promising practices and good ideas that may be of value to other 21CCLC programs. Below are notable examples of promising practices we found.

Core academic services - Some subgrantees employed noteworthy methods of providing services in **core academic areas such as reading and literacy, mathematics, and science.**

- Project-based learning provides students with an opportunity to learn and apply knowledge through engaging experiences and allows for deeper learning in skills tied to college and career readiness.
- The evidence-based, pro-social Positive Youth Development (PYD) model is designed to reduce or enhance identified risk and protective factors and provide opportunities for youth to develop the skills, attitudes, abilities, and behaviors to become active, vital members of their community and successfully transition to adulthood. The PYD model can increase youths' feelings of connectedness with family, school, and community; decrease negative choices, such as tobacco/alcohol use and delinquent behavior; and promote supportive relationships, positive social norms, and skills building in youth.
- A layered approach to implementing STEM programs includes an introductory year of exploration where both teachers and students develop skills and expectations that build competency, confidence, and a community that values learning, creates a group of emerging mentors (both students and teachers), and attracts new students and teachers to the program. The second year blends experience levels, with new students working alongside a group of students who already know the basics of the program, allowing teachers to spend less time on whole classroom direct instruction and more time supporting and facilitating small groups.
- Having students work together collaboratively in learning activities helps each student gain self-confidence and be seen as a valued member of the team.

Enrichment and support services - Subgrantees also demonstrated effective practices in providing services in enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. Many of the activities subgrantees provided served more than one purpose, and integrated academic skills in the tasks.

- The aquaponics garden at one center helped students not only learn about gardening but also about measurement, writing directions, and creating recipes related to what is grown in the garden. In another activity at this center, students designed games to be used at a game night, incorporating math and English/Language Arts skills as they developed and played the games.
- Some subgrantees designed programs to give students opportunities to engage in community-based or environmental projects that connect them to their island and its unique issues. These included science-based field trips after school on Fridays that were place-based, project-based opportunities that gave students a chance to give back to their communities by doing service work and learning about their island's natural and cultural resources.

- One subgrantee conducted a beach clean-up that provided students with learning about the Great Pacific garbage patch and about how action or inaction with disposal of rubbish is an important local and international issue.

Intersession services - Other practices subgrantees have used to improve academic achievement include offering intersession opportunities to remediate, enrich, and support students doing credit recovery, making-up D or F grades, or getting ahead for the upcoming school quarter.

- Several subgrantees offered program support to help students advocate for themselves in requesting extra credit work from their teachers over the intersessions.
- One subgrantee provided students with the opportunity to develop and refine skills in Altino Coding, a coding platform that aims to bring education reform to all K-12 schools in Hawaii. Altino comprises a multitude of system languages (e.g., Android, C++, and Arduino) that can be effectively utilized in lesson plans to make code-learning interactive, inspiring, and fun. Both elementary school and high school students have had opportunities to showcase their Altino skills at school and community events.
- Another offered a summer bridge program in which participants earn college credits, helping students realize that they can succeed in college.

Encouraging Student Voice – Some subgrantees are incorporating Student Voice into programming options. Typically, this involves sending surveys to students to learn their perspectives and aspirations, and using the results to create interest-based classes during out-of-school time, thus strongly influencing the design of afterschool schedules. Some programs also provide students the opportunity for leadership development and confidence-building by having older students mentor younger ones and teach them collaboration skills.

Program administration – Subgrantees also employed effective strategies related to program administration and operations, including data use and reporting.

- One subgrantee adopted a Success Case Study model of evaluation whereby qualitative data is used to understand how contextual factors impacted the lives of participants. Additional data collected includes pre- and post-assessments for specific groups of youth. Additionally, to ascertain student satisfaction with the 21CCLC program, the subgrantee administers a Client Satisfaction Survey each year.
- One subgrantee began mid-year to utilize a new tool that allows for interactivity and sharing of data with the community via Qualtrics, an industry recognized data management software. Community members can go to the program's website and click on each graph or school name to view interactive data from the student survey.
- One subgrantee conducted site observations midway through the school year using the APT Observation tool (APT-O) to observe the actual experiences that occur in the afterschool setting, including children's interactions with staff and peers and their participation in different activities, and to document characteristics such as youth-to-adult ratio, group size, program offerings, and connections with parents and schools. This tool measured 1) the overall ratings of the program schedule and offerings; 2) the social-emotional environment; 3) whether staff build relationships and support individual youth; 4) activities participated in; and 5) the nature of the activity (e.g., opportunities to work collaboratively, engage in decision-making, take part in an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time, etc.)

- One subgrantee provided professional development for program staff in integrating Social and Emotional Learning strategies.
- Emphasizing staff retention, which for one subgrantee resulted in a stable staff, was recognized by many as a key factor in program success.
- Rewarding students who attend 30 days or more communicates to students the importance of attending school and the program. One subgrantee's students who attended 30 days or more between January and March were rewarded with an end of year educational excursion to the Polynesian Cultural Center; parents were also invited, to encourage family participation and engagement.

Establishing partnerships – Subgrantees demonstrated effective practices in establishing and nurturing partnerships in which community partners took on a wide range of program responsibilities. In many cases, partners provide instruction or support services in specialized areas, such as the arts or sports. Or, partners may support the subgrantees by providing additional volunteer staff or assisting in putting on events. An effective practice followed by a number of grantees is to leverage partnerships as funding sources to maintain and supplement the program's services. Several subgrantees have an Advisory Board that, in addition to attracting community-based instructors and mentors, have typically focused on increasing the amount of financial/in-kind support from community partners. Other subgrantees have created partnerships with large organizations that have sizable resources and/or sites in locations across the state, which allows the resources of the partnership to be shared across multiple sites and offers yet another way that services can be expanded without using grant funds.

5. AREAS FOR PROGRAM IMPROVEMENT

5.1 Recommendations for 21CCLC Subgrantees and Their Centers

Our analysis of the subgrantee evaluations (which included recommendations from the local evaluator) and site visit interviews identified a range of programmatic suggestions for improving subgrantee program effectiveness. These vary from general ideas for overall program improvement, such as soliciting feedback from students, parents, teachers, and the community regarding the value and effectiveness of current offerings and desired new programs, to recommending solutions for remedying specific problems, such as how to improve attendance or encourage family involvement. These recommendations address eight different areas of improvement, described below.

1. Academic Achievement. Local evaluators recommended strategies for improving academic achievement including: 1) monitoring student in-class performance and assessment results, in order to identify students who need additional help and the particular classes or areas for which help is needed, and 2) targeting academic instruction to students based on their needs. As we saw in previous years, several local evaluators recommended providing opportunities for students to self-assess by, for example, keeping reflection journals, maintaining an annotated assignment log, or reviewing assessment scores or performance on assignments with the teacher. Such self-assessment encourages students to monitor their own learning progress, identify areas of learning difficulties, and focus on their learning goals. One local evaluator recommended that the subgrantee experiment with providing students with more feedback on their improvement, to see if that brought their self-assessments more into alignment with teacher assessments.

2. Administration. Local evaluators made a number of recommendations to site coordinators for improving program administration, including developing implementation, staffing, and outreach plans, establishing policies and procedures, and maintaining written instruction manuals. They also recommended providing (or continuing to provide) on-site staff training, particularly in monitoring student learning and in implementing technology-based math and reading programs. Also recommended was on-site observation (to monitor program implementation, instruction and student learning and progress), provision of observation feedback, and discussion of strategies for using student performance data to increase student learning and achievement and improve student learning behavior. Site coordinators were advised to hold regular staff meetings to facilitate the sharing of ideas, problems, and solutions, address concerns, and ensure that everyone is informed about program goals and priorities. Several local evaluators addressed staff recruitment, suggesting, for example, advertising for staff in a variety of venues such as on college campuses, partner school campuses, and non-profits such as the YMCA/YWCA.

3. Program Attendance. Our recommendations related to program attendance address increasing or maintaining the current levels of enrollment and working to increase the number of regular attendees (attending 30 days or more) at every center. Recommended strategies to increase attendance include meeting with principals and teachers at partner schools to identify and recruit targeted students, increasing awareness and accessibility of program offerings by conducting community outreach, school presentations, and other advertising, and expanding activities that have been shown to have high participation and engagement. In addition, subgrantees should be encouraged to conduct more culturally-relevant outreach, as well as to work to recruit more high-risk students to participate in 21CCLC.

4. Data Collection and Reporting. Our recommendations for ways to improve data collection and reporting are focused on the best ways to measure academic improvement and behavior improvement. Subgrantees are advised to make sure that their 21CCLC programs follow the required data collection procedures and collect all data needed to track and assess programs/activities (including data needed for evaluation). If utilizing surveys and grade reports is not feasible for some reason, subgrantees are advised to consider other ways to determine changes in behavior and academic skill improvement. One local evaluator suggested that the subgrantee use additional sources of data to measure academic improvement (e.g., iReady scores, standardized test scores, and/or report card marks), and to measure behavior improvement (e.g., school-day attendance and/or referrals). Another recommended reporting pre-post (STAR) test data – instead of just the number/percentage of students who improved, stayed the same or went down – to add clarity and support regarding student learning progress and show the impact of the program on student learning and achievement. There also was a recommendation to adjust the data collection on family engagement to allow for reporting on the percentage of students who have family members attend (as opposed to simply the total number of family member engaged).

One local evaluator recommends that HIDOE create a way for the program to show students' attendance of 30 days or equivalent hours in order to be defined as regular attendees. This evaluator also requested that HIDOE provide guidance in the protocols for retrieving the necessary information and data from student database and school teachers.

5. Family Involvement and Services to Adults. Local evaluators' recommendations for increasing family involvement were that subgrantees should encourage communication between the 21CCLC program and parents, offer family-focused activities, and provide families with education, training, and other services that are meaningful and useful to parents, such as career and workforce readiness programs and career skills workshops. A common recommendation was for the subgrantee to develop and implement an ongoing Family/Parent Involvement Program to build parents' capacity – through the acquisition of knowledge and/or skills – to supervise and support their child's learning at home and promote positive learning behaviors both at home and at school.

6. Funding and Sustainability. Local evaluator recommendations related to funding and sustainability were very general, suggesting mainly that subgrantees increase the number of partners who could help support and maintain/sustain the 21CCLC grant program and enrich its curriculum and instruction. Subgrantees were advised to develop a plan to seek continued funding for effective, engaging programs and to sustain afterschool supports when funding from the grant ends.

7. Linkages to School Day. The main recommendation from local evaluators about improving linkages to the school day was to establish regular communication with school day teachers to coordinate instructional efforts and monitor and assess student performance. One recommended way to stay in communication was that afterschool staff could attend school day teacher meetings. Several local evaluators recommended developing a collaboration plan with school partners to allow for the continuation of the academics from school day to afterschool and to ensure student improvement in academic performance.

8. Partnerships. Local evaluators recommended strengthening partnerships by sustaining existing partnerships and establishing new ones with neighborhood leaders and community agencies that can provide the necessary resources to support and enrich the program. Nurturing relationships with individuals who can serve as role models and as conduits to the community is important, as is maintaining community awareness efforts through Advisory Councils and through use of newspaper and Internet

communication channels. Also recommended is enlisting the help of partners in curriculum development, instruction and event planning.

5.2 Highlights of Statewide Efforts to Support Program Improvement and Recommendations for Further Strengthening the Program

Improved State-level Administrative Support

The past year has seen significant changes in administration of the 21CCLC Program, including:

- As part of a larger reorganization of HIDOE, the 21CCLC program was moved from the Title I Office to the new Community Engagement Branch. This has fostered a new look at all of the state's out-of-school-time programs, bringing much more administrative attention to the program, and allowing HIDOE to more effectively establish a vision and goals for improving administration, data collection and evaluation of all of the state's out-of-school-time programs.
- HIDOE has turned the State 21CCLC Coordinator position into a full-time position. Formerly the coordinator had numerous responsibilities and the 21CCLC program was less than half of that role, sometimes as little as 20% time.
- The Community Engagement Branch has been working more closely with other offices within HIDOE to take full advantage of current data contractors to access student data that will provide more timely, useful information on students served and program outcomes than was possible with HIDOE's previous reliance primarily on subgrantee-reported APR data for monitoring program effectiveness.

Revised Key Performance Indicators

Review of previous evaluation reports and preparing for the 2018-19 grant competition resulted in acknowledging some significant limitations in the existing state Key Performance Indicators. Working with consultants and the evaluation contractor, HIDOE adopted a revised set of indicators for the new cohort of grantees. This process resulted in several key changes including:

- New indicators of positive behavioral changes include reduced absences, decreased behavioral incidents, and improved social and emotional skills.
- Measures of academic progress now include both standardized assessments and grades or course marks.
- Indicators such as hours per week of programming, services to high-need communities, and providing a range of core educational services and enrichment activities have now been included as requirements for receiving and maintaining funding rather than being included in performance indicators.

Improved Data Collection and Evaluation Procedures

HIDOE has been investing substantial resources to develop and implement improved data collection and evaluation procedures to improve the accuracy and timeliness of the data, increase the consistency of reporting across subgrantees, and reduce data collection and reporting burden on the subgrantees. These improvements include:

- Development of a more detailed subgrantee Evaluation Report Template that provides templates and fillable forms to clarify expectations for the evaluation reports and increase consistency of reporting across subgrantees

- Development of APR data spreadsheets to support complete and accurate collection of APR data from the subgrantees
- Working with HIDOE contractors to use the state data system to extract student characteristics and outcome data to reduce the need for subgrantees to collect and submit this data
- Development of student rosters and attendance spreadsheets for use by HIDOE to link data from the statewide data system on student characteristics and outcomes to 21CCLC participation
- Development of data storyboards for subgrantees and the state to portray program participation, student performance, attendance, behavior, and program satisfaction data for a variety of stakeholders such as parents, funders, partners, and the legislature

Recommendations for State Level Supports for Program Improvement

The evaluation team has also 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:

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.

Increasing Student Attendance

Although the number of programs and students served has increased substantially over recent years, during 2017-18 the proportion of students served who participated for 30 days or more over the course of the school year continued to be only about one-third of all participating students. 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 in 2016-2017 for most subgrantees, we recognize that some subgrantees have already shown improvements in 2017-18. Their experiences may provide valuable insights for other subgrantees as well. A key issue is whether programs have been designed in such a way as to support the level of participation intended. If programs are designed to be provided only in summers or intersessions, they may provide valuable services but not reach the 30-day threshold.

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. HIDOE should also consider whether programs that are designed specifically for summers and intersessions are a good match for 21CCLC funding.

Increasing Hours per Week of Programming

Several subgrantees reported that their programs are not structured in such a way that 12 or more hours per week of programming is feasible for them. In particular, if programs are competing with other afterschool programs such as A+, they may have difficulty having access to instructional space or even recruiting students to participate in afterschool services such as homework help or tutoring. Given that it is the intent of HIDOE that all centers provide a substantial number of hours per week of services, this is an issue that need to be addressed. Other subgrantees reported that difficulty recruiting program staff has limited their ability to provide as many hours per week of programming as they intend.

Recommendation: HIDOE can encourage all subgrantees to adopt practices that promote at least 12 hours per week of programming by offering a range of different activities and making them available multiple times per week. HIDOE should also help ensure that programs that are competing with other afterschool programs have explored a full range of options for space to conduct program activities and are effectively recruiting students to participate in their programs. HIDOE may also need to consider whether programs that are designed to be fewer than 12 hours per week are a good fit for 21CCLC funding.

Leveraging Partner Resources

By collaborating with many and varied partners, including local high schools and colleges, non-profit organizations, city recreation departments, farms, local parks, and both small 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 21CCLC 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 21CCLC programming and operations.

APPENDICES

Appendix Exhibit 1: Teacher-Reported Student Improvements by Subgrantee

Appendix Exhibit 2: Number of Centers Providing Core Academic Services by Subgrantee

Appendix Exhibit 3: Number of Centers Providing Enrichment and Support Activities by Subgrantee

Appendix Exhibit 4: Partnerships

Appendix Exhibit 5: Number of Partners Over Time by Subgrantee

Appendix Exhibit 6: 2017-18 Family Participation by Subgrantee

Appendix Exhibit 7: Hours of Operation

Appendix Exhibit 8: Students at Participating Schools Qualifying for Free/Reduced Price Lunch

Appendix Exhibit 9: Percentage of Students with Academic Improvement

Appendix Exhibit 10: Beyond KPIs: Subgrantee Achievement on Program-Specific Goals and Objectives

Appendix Exhibit 1: Teacher-Reported Student Improvement by Subgrantee

Subgrantee	Teacher Surveys				% Improved Homework Submission and Classroom Participation				% Improved Classroom Behavior			
	30-59 Days	60-89 Days	90+ Days	TOTAL	30-59 Days	60-89 Days	90+ Days	TOTAL	30-59 Days	60-89 Days	90+ Days	TOTAL
Campbell	181	45	1	227	72.9%	93.3%	100.0%	77.1%	80.7%	91.1%	100.0%	82.8%
Castle	207	121	46	374	88.9%	88.4%	91.3%	89.0%	90.8%	81.0%	87.0%	87.2%
FOF	82	4	0	86	100.0%	100.0%	—	100.0%	97.6%	100.0%	—	97.7%
Hana	62	36	0	98	77.4%	66.7%	—	73.4%	46.8%	38.9%	—	43.9%
HCAP	8	6	34	48	75.0%	33.3%	88.2%	79.2%	—	—	—	—
Kahuku	196	115	95	406	95.4%	96.5%	100.0%	96.8%	95.4%	96.5%	100.0%	96.8%
KALO	42	16	32	90	85.7%	37.5%	68.8%	71.1%	90.5%	37.5%	50.0%	66.7%
Kapolei	240	27	5	272	83.8%	88.9%	100.0%	84.6%	82.1%	96.3%	100.0%	83.8%
KMR	10	6	25	41	40.0%	50.0%	72.0%	61.0%	50.0%	33.3%	56.0%	51.2%
Kohala	—	—	—	—	—	—	—	—	—	—	—	—
LHES	—	—	—	—	—	—	—	—	—	—	—	—
McKinley	14	11	20	45	42.9%	72.7%	50.0%	53.3%	35.7%	36.4%	40.0%	37.8%
MEDB	113	81	6	200	93.8%	97.5%	100.0%	95.5%	94.7%	96.3%	100.0%	95.5%
Molokai	57	13	5	75	59.6%	53.8%	60.0%	58.7%	38.6%	38.5%	40.0%	38.7%
Nanakuli	53	6	0	59	49.1%	66.7%	—	50.8%	32.1%	33.3%	—	32.2%
PACT	29	7	8	44	44.8%	14.3%	50.0%	40.9%	65.5%	57.1%	87.5%	68.2%
Pearl City	119	37	44	200	84.9%	97.3%	93.2%	89.0%	80.7%	91.9%	93.2%	96.1%
Waianae	38	12	0	50	71.1%	91.7%	—	76.0%	71.1%	66.7%	—	70.0%
Waipahu	618	117	8	743	75.1%	90.6%	100.0%	77.8%	76.1%	91.5%	100.0%	78.7%
OVERALL	2,069	660	329	3,058	80.1%	87.1%	86.6%	82.3%	79.0%	82.4%	73.9%	79.2%

Source: Subgrantee APR data

Appendix Exhibit 2: Number of Centers Providing Core Academic Services by Subgrantee

Subgrantee	# of Centers	STEM	Literacy	% Providing at Least One
Campbell	6	3	4	67%
Castle	6	6	6	100%
FOF	4	4	1	100%
Hana	1	1	1	100%
HCAP	5	5	5	100%
Kahuku	4	4	4	100%
KALO	5	4	2	80%
Kapolei	5	4	2	80%
KMR	2	2	2	100%
Kohala	3	2	0	67%
LHES	1	1	1	100%
McKinley	2	2	2	100%
MEDB	5	5	0	100%
Molokai	3	2	0	67%
Nanakuli	3	3	2	100%
PACT	1	1	0	100%
Pearl City	3	3	0	100%
Waianae	6	3	3	50%
Waipahu	9	6	5	67%%
OVERALL	74	60	40	88%

Source: Subgrantee APR data

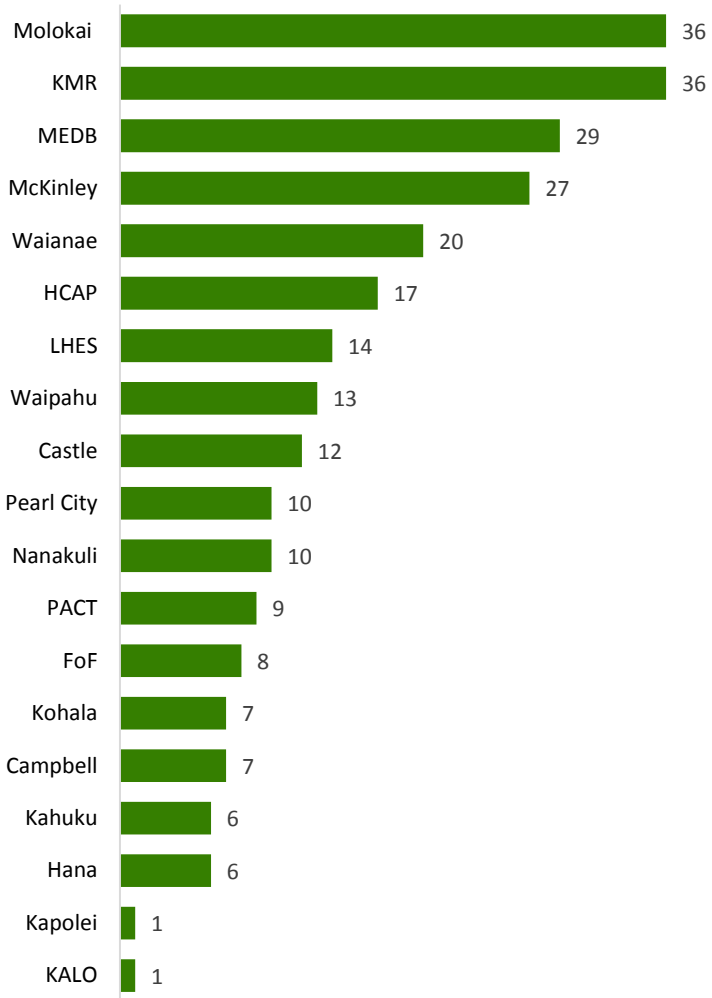
Appendix Exhibit 3: Number of Centers Providing Enrichment and Support Activities by Subgrantee

Subgrantee	# of Centers	Tutoring/ Homework Help	ELL Support	Entre- preneurship	Arts & Music	Physical Activity	Community/ Service Learning	Mentoring	Drug Prevention	Counseling Programs	Truancy Prevention	Youth Leader- ship	College & Career Readiness	% Providing At Least One
Campbell	6	5	0	1	5	2	1	0	0	0	0	1	2	83%
Castle	6	6	0	0	3	5	2	0	1	0	0	2	0	100%
FOF	4	3	0	0	4	3	0	0	0	0	0	0	0	100%
Hana	1	1	0	1	1	1	1	1	1	0	0	1	1	100%
HCAP	5	5	0	5	5	5	0	5	0	0	0	5	0	100%
Kahuku	4	2	0	0	4	3	0	0	0	0	0	0	0	100%
KALO	5	5	0	0	4	2	1	0	0	0	1	0	0	100%
Kapolei	5	5	0	1	4	5	5	0	0	0	0	0	0	100%
KMR	2	2	2	0	2	2	1	1	1	0	0	0	0	100%
Kohala	3	3	1	0	1	1	1	1	0	1	0	0	1	100%
LHES	1	1	1	1	1	1	1	1	0	1	0	1	1	100%
McKinley	2	2	1	0	2	1	1	0	0	0	0	1	0	100%
MEDB	5	5	0	0	0	0	0	0	0	0	0	0	0	100%
Molokai	3	3	0	0	2	1	0	0	0	0	0	0	1	100%
Nanakuli	3	2	0	0	3	1	1	0	1	0	0	1	0	100%
PACT	1	1	0	0	1	1	1	0	1	0	1	1	1	100%
Pearl City	3	2	0	0	3	1	1	0	0	1	0	1	0	100%
Waianae	6	3	0	1	4	4	1	0	0	0	0	1	0	67%
Waipahu	9	9	2	0	9	4	0	0	0	0	0	1	2	100%
OVERALL	74	65	7	10	58	40	18	9	4	3	2	16	8	96%

Source: Subgrantee APR data

Appendix Exhibit 4: Partnerships

All subgrantees had at least one partner; some as many as 36 partners.



Source: Subgrantee APR data

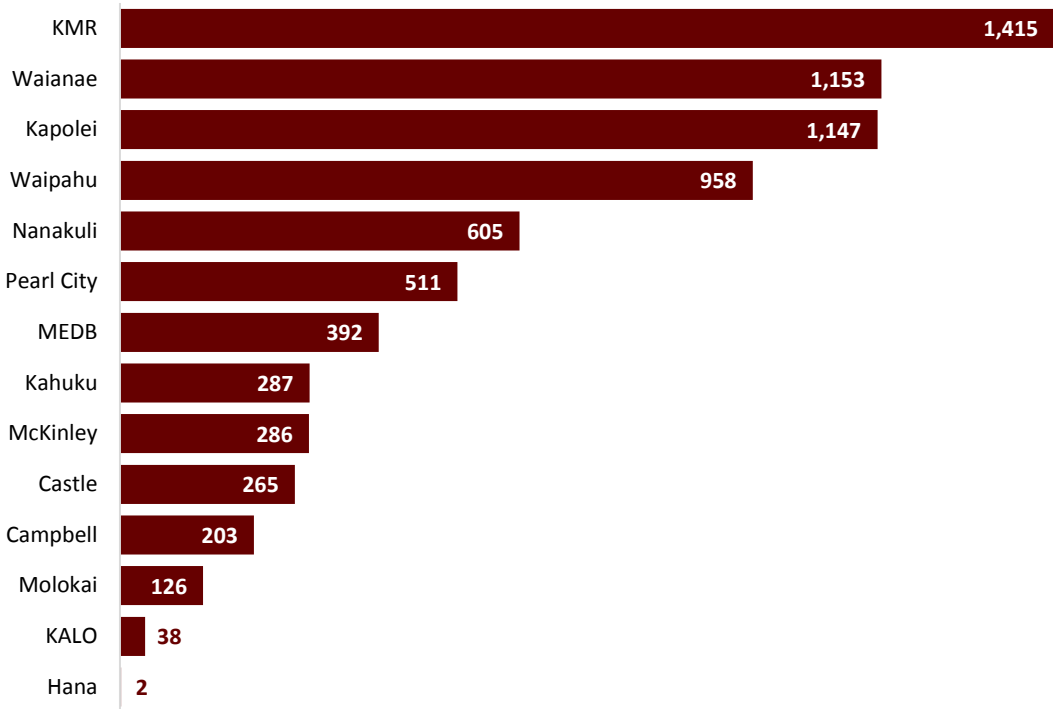
Appendix Exhibit 5: Number of Partners Over Time by Subgrantee

Subgrantee	Gain/Loss	2016-17	2017-18
Campbell	↑	6	7
Castle	↑	6	12
FOF	↓	9	8
Hana	↑	1	6
HCAP	↑	8	17
Kahuku	↓	8	6
KALO	↓	2	1
Kapolei		—	1
KMR	↑	1	36
Kohala	↑	5	7
LHES	↑	9	14
McKinley		—	27
MEDB	↑	15	29
Molokai	↑	29	36
Nanakuli	↑	1	10
PACT		9	9
Pearl City		—	10
Waianae	↑	2	20
Waipahu	↑	1	13
OVERALL	↑	129	269

Source: Subgrantee APR data, evaluation reports

Appendix Exhibit 6: 2017-18 Family Participation by Subgrantee

Fourteen subgrantees served family members. Three Oahu-based subgrantees each served over 1,000 family members.



Source: Subgrantee APR data

Appendix Exhibit 7: Hours of Operation

Subgrantee	# of Centers	# of Centers Providing 12+ Hours/Week
Campbell	6	—
Castle	6	2
FOF	4	0
Hana	1	1
HCAP	5	5
Kahuku	4	2
KALO	5	3
Kapolei	5	—
KMR	2	2
Kohala	3	—
LHES	1	0
McKinley	2	1
MEDB	5	2
Molokai	3	1
Nanakuli	3	2
PACT	1	1
Pearl City	3	2
Waianae	6	2
Waipahu	9	4
OVERALL	74	30 (50%)

Source: Subgrantee evaluation reports

Appendix Exhibit 8: Students at Participating Schools Qualifying for Free/Reduced Price Lunch

Subgrantee	Total Enrollment	# Free/Reduced Lunch	% F/R Lunch
Campbell	6,941	2,999	43.2%
Castle	3,363	1,710	50.8%
FOF	1,621	1,257	77.5%
Hana	356	356	100.0%
Kahuku	2,272	1,249	55.0%
Kapolei	3,968	1,835	46.2%
KMR	1,057	716	67.7%
Kohala	749	477	63.7%
McKinley	1,058	985	93.1%
MEDB	3,467	1,996	57.6%
Molokai*	542	542	100.0%
Nanakuli	2,233	2,233	100.0%
Pearl City	1,126	618	54.9%
Waianae	5,436	5,436	100.0%
Waipahu**	8,193	4,607	56.2%
OVERALL	27,016	42,382	63.7%

Source: Hawaii DOE School Status & Improvement Reports – 2018.

Table only includes subgrantees with school-based centers.

* Does not include data from private school

** Does not include data from non-school centers

Appendix Exhibit 9: Percentage of Students with Academic Improvement

For five subgrantees, a large majority of students improved both in English and math.

Subgrantee	% Improved in English	% Improved in Math
Campbell***	—	—
Castle	81.5%	78.1%
FOF*	—	—
Hana	25.0%	27.0%
HCAP*	—	—
Kahuku	92.3%	93.7%
KALO*	—	—
Kapolei***	—	—
KMR*	53.1%	35.6%
Kohala***	—	—
LHES**	—	—
McKinley	58.9%	55.8%
MEDB	83.5%	82.8%
Molokai	20.7%	20.7%
Nanakuli	34.4%	47.9%
PACT*	—	—
Pearl City	78.6%	80.5%
Waianae	46.5%	47.4%
Waipahu	75.4%	75.4%
OVERALL	69.3%	72.0%

Source: Subgrantee SY2017-18 Evaluation Reports.

* Subgrantee had no access to academic performance data – data-sharing agreement was still pending.

** Programs operate on weekends, summer and intersession breaks and do not meet “30 days or more” standard.

*** Subgrantee Evaluation Report not submitted in time for inclusion in this report.

Appendix Exhibit 10: Beyond KPIs: Subgrantee Achievement on Program-Specific Goals and Objectives

Goal/Objectives	Result	Met/Not Met
HANA		
Encourage parents/caregivers and teachers to read to children on a regular basis.	A majority of all surveys had positive comments.	Met
Provide resources to help parents and teachers choose books and read to children.	Librarian reports increased interest after read-aloud program events.	Met
Nurture a love of reading in parents and awaken a love of reading in children.	A majority of all surveys have positive comments.	Met
Encourage families to limit television, computer, and video time and read.	A majority of all surveys have positive comments.	Met
Experience and learn about traditional Hawaiian agriculture.	Instructor reported students performed tasks as instructed.	Met
Build a traditional Hawaiian house.	Instructor reported students performed tasks as instructed. Community comments were positive.	Met
Improve understanding shoreline ecology and conservation.	Instructor reported students performed tasks as instructed.	Met
Provide well-attended drama, music, dance and visual arts instruction.	All classes and events were well attended.	Met
Improve the grades in students attending tutoring sessions related to their courses.	Most students showed improving marks.	Met
Improve common core mathematics skills specifically in the areas of measurement and geometry.	Data not available.	N/A
Demonstrate improving construction skills.	Instructor reported students performed tasks as instructed.	Met
Provide music, arts, sports and cultural activities in a safe environment for students during periods when school is not in session.	Staff reported students performed tasks as instructed. Students supplied positive responses to questions.	Met
Provide leadership/problem solving and team building opportunities.	Students performed tasks as instructed. Students supplied positive responses to questions.	Met
Incorporate healthy choices, healthy foods, healthy activities.	Students performed tasks as instructed. Students supplied positive responses to questions.	Met
HCAP		
4.1 100% of centers will provide computer labs for participant and family members during regular operation hours.	100%.	Met
4.2 100% of centers will provide instruction in keyboarding.	100%.	Met
4.3 100% of centers will teach internet safety	100%.	Met

Goal/Objectives	Result	Met/Not Met
KALO		
To provide a research-based approach to after-school math instruction aligned with classroom content and common core standards and incorporates regular formative assessment, tutoring, homework help, math centers and project-based learning.	Math instruction was offered at 4 of 5 centers, and incorporated tutoring, homework help, centers, and project-based learning and structured intervention curriculum.	Progress
To provide college readiness services to students and their families that build on community college and university partnerships and reduce barriers, effectively preparing students for enrollment and success in post-secondary education.	17 students participated in college courses offered onsite at KALO. Family meetings provided information about financial aid options. 19 students visited 11 colleges in the Pacific Northwest.	Met
To provide enrichment activities that build upon local partnerships that are engaging for students and their families, are tailored to each community and support socio-emotional well-being through culture-based learning, physical activity and wellness, service learning and/or project-based activities.	All centers provided quality enrichment activities engaging for students. Many activities were tailored to each community and many supported social-emotional well-being through culture-based learning and physical activity and wellness.	Met
Project sites will consistently implement the core curriculum, serving high-need students and their families by ensuring regular communication, consistent and adequate hours of operation, mutual respect and highly trained staff, in a safe and engaging environment.	All centers served high-need students. 4 centers consistently implemented core curriculum. 4 centers had consistent and adequate hours of operation. There is a lack of data to support mutual respect and highly trained staff. The 4 centers observed all demonstrated programs in a safe and engaging environment.	Met
50% or more of students and their parents will report an overall satisfaction with after-school services.	94% of parents rated the after-school program as good or excellent. 97% of parents were satisfied with the activities offered. 100% of parents were satisfied with the after-school staff. 65% of students reported enjoying the after-school program	Met
50% or more of students would tell others to participate in the after-school program if asked.	95% of students reported that they would definitely tell others to participate in the after-school program.	Met
All centers will demonstrate characteristics consistent with high quality teaching and learning environments.	On a scale of 1 (not true) to 4 (very true), the total average score across all 4 observed centers was a 3.0 (mostly true), which supports this objective being met.	Met
75% or more of stakeholders will report characteristics consistent with high quality programming	30% of student respondents (N=20) indicated they almost always feels comfortable talking to the staff. 70% of student respondents indicated that staff take time to help or talk with them when needed. 87.5% of parents s (N=34) agreed there is adequate quiet time to complete homework. 91% agreed the program has helped their child complete homework on time. And 85.3% agreed there is adequate opportunity for physical activity.	Met

Goal/Objectives	Result	Met/Not Met
75% or more of stakeholders will report perceived benefits of student participation in the after-school program.	30% of student respondents (N=20) would like to attend the program every day; 50% said 4 days per week; 20% said 2 or 3 days per week. 55% of students said they are definitely doing better in school and 35% said “probably”. 82% of parents (N=34) agreed their child seems happier or less stressed After-school staff (N=6) reported the program helps students academically and/or in homework completion and helps students learn how to get along with others. Teachers (N=12) indicated the program relates to what is taught during the school day.	Met
All centers will demonstrate characteristics consistent with a positive social-emotional learning environment.	Observations consistent with “overall social-emotional environment” were “somewhat true” for 2 centers and “mostly true” for 2 centers. On a scale of 1 (not true) to 4 (very true), the total average score across all 4 observed centers was a 3.15 (mostly true), which supports this objective being met.	Met
75% or more of students and their parents will report experiences consistent with a structured and safe learning environment.	95% of student respondents (N=20) indicated that s/he “almost always” (5% said “most times”) feels safe in the after-school program. 68% of parent respondents (N=34) rated the safety of his/her child while he/she is at the after- school program as “excellent” and 32% rated it “good.”	Met
All centers will demonstrate characteristics consistent with a structured and safe learning environment.	The extent to which a center demonstrated a welcoming and inclusive environment (not true, somewhat true, mostly true, very true) was scored based on four observations. Observations consistent with this scale were “somewhat true” for 3 centers and “mostly true” for 1 center.	Met
LHES		
150 K-12 students will register and participate in Kahua events.	213 K-12 students participated in Kahua events.	Met
80% of teachers and staff will participate in orientation and training of the integration of Kahua core elements.	84% of teachers/staff attended.	Met
80% of participating Program students indicate they want to participate in future Kahua events.	91% of students indicated they wanted to participate in future Kahua events.	Met
80% of program students attending STEM and/or health events show interest in STEM or Health activities.	92% of students in Kanai Kanaloa, LCHI Teen Health Camp, STEM night, Creative Play and Let’s Stay Active.	Met
80% of high school students attending STEM and/or health events indicate an interest in a STEM or Health related education and/or professional goal.	100% of high school students attending the STEM or health events indicated an interest in a STEM or Health related education and/or professional goal.	Met

Goal/Objectives	Result	Met/Not Met
80% high school students engage with a STEM or Health professional during the year.	100% of participating high school students engaged with a STEM or health professional.	Met
80% of junior and senior high school students indicate an interest in attending college.	100% of junior and senior high school students indicated an interest in attending college.	Met
50% of junior and senior high school students are enrolled in early admittance college courses.	62% junior and senior high school students were enrolled in early college courses.	Met
80% of participating students are engaged in class or community projects	88% of students are engaged in class or community projects.	Met
50 families participate together in events.	More than 100 families participated in events.	Met
MEDB		
70% of students with room to improve will improve ELA, Math, and Science grades.	Students attendance vs. improvement in ELA, Math, Science improvement: 30-59 days- 81%, 81%, 82%; 60-89 days- 86%, 83%, 90%; 90+ days- 83%, 100%, 100%.	Met
70% of students will self-report improvement in ELA, Math, and Science	77% of students reported they improved in math, and 42% in science, and 42% in Language Arts. 59% of students assessed themselves as improved in reading, and 49% in writing.	Progress
80% of students express interest in STEM careers.	91% of students identified a STEM career or interest.	Met
80% of students self-report use and mastery of elements of engineering design process (EDP).	Out of 10 EDP elements, 8 had students reporting 81-86% use.	Met
90% of students express confidence in their abilities to complete tasks and achieve goals.	70-86% of students report success in these areas.	Progress
90% of students recognize and act on their responsibility for building collaborative teams.	80% of students report success in this area.	Progress
70% of program families participate in at least one program activity.	84% of parents attended hands-on STEM engagements with student presentations.84%.	Met
70% of families engage with student progress.	85% of students talk to their families about STEM projects/ activities.	Met
MOLOKAI		
1.1 50% or more of Molokai LIVE’s offerings (not including Homework Help, but including Summer School and Intersessions all of which embed STEM) will be STEM-related, in support of the school goals of increasing student proficiency in science	50% of Molokai LIVE’s offerings were STEM related.	Met

Goal/Objectives	Result	Met/Not Met
1.2 Molokai LIVE will have a 100% increase in current offerings to recover credit, during Summer and Fall, Winter, and Spring intersessions.	SY 2016-17: Three intersessions, one ½ elective credit opportunity. SY 2017-18: Four intersessions, one 1 credit and two ½ credit opportunities during summer intersession.	Met
2.1 50% or more of the total student grades 7-12 population will attend a career Fair with a wide variety of vocational post-high school options that complement the high school’s annual college-focused Future Fest.	Career Fair Attendance: 200 students of a total student population of 554. There were competing events that day.	Not Met
2.2 Molokai LIVE will increase off-island experiential, educational career and college visit opportunities, or support existing opportunities for students in grades 7-12 by 75%.	SY 2016-17: 3 Opportunities. SY 2017-18: 9 Opportunities	Met
2.3 Molokai LIVE will host a community Youth Summit to identify and honor what is special about the community and gain exposure on what is needed to preserve and care for all that is valued.	Youth Summit a success, as evidenced by community interest in partnering and funding future year’s event.	Met
3.1 Molokai LIVE will expand family participation, as evidenced by a 50% increase in the number of family events, a 100% increase in the number of shared (between schools) family events.	SY 2016-17: Family events: 21. Shared family events: 4 SY 2017-18: Family events: 41. Shared family events: 8.	Met
3.2 Molokai LIVE will utilize community resources, as evidenced by a 50% increase in the number of events utilizing community resources, and a 100% increase in the number of shared (between schools) events utilizing community resources.	SY 2016-17: 25 Partners. SY 2017-18: 41 Partners.	Met
3.3 Family Engagement activities will partner with community resources to offer weekly high quality sharing and learning activities to encourage family participation and healthy families.	Total number of Family Engagement activities: 41. Total weeks of program while school is in session: approx. 38.	Met
4.1 70% of the total school population will participate in Molokai LIVE after school programming that provides safe physical space, tutors, books, online access, resources, and computer hardware to prepare students for post-graduation success.	72%.	Met
4.2 50% or more of the regular attendees will improve their overall GPA from quarter 1 to quarter 4 of the 2017-18 School Year.	An average of 55% of regular attendees improved their GPA’s from quarter 1 to quarter 4.	Met
4.3 Molokai LIVE will provide a 50% increase in Social Emotional Learning, Student Voice, Na Hopena Ao, and Cultural Awareness embedded activities and programming for students and families from last school year.	SY 2016-17: Cultural Crafts and Activities SY 2017-18: Youth Summit (Na Hopena Ao), Student Voice/Student Advocacy Meetings, Hawaiian Storytelling, and Social Emotional Learning (SEL) components, Cultural Crafts and Activities, Na Hopena Ao BREATH daily 30-minute practice	Met

NANAKULI

Goal/Objectives	Result	Met/Not Met
50% of regular program participants achieve teacher-reported improvement in: turning in homework on time.	45.7% at NHIS. 0% at Nanakuli Elem.	Not Met
50% of regular program participants achieve teacher-reported improvement in attending class regularly.	30.6% at NHIS. 25% at Nanakuli Elem.	Not Met
WAIANA E		
Students will demonstrate educational and social benefits and exhibit positive behavioral changes.	3 sites had fewer behavior incidents than non-CCLC students. At Waianae Intermediate, 74% improved in turning homework in on time and classroom participation, and 66% improved in behavior.	Progress
School sites will offer a range of educational, developmental, and recreational services.	All sites offered a range of activities.	Met
Students in the 21CCLC program will demonstrate academic improvement based on formative and summative assessments given throughout the school year.	A higher % of CCLC students reached proficiency on the SBAC in reading and math than non-CCLC students. More than 46% of students improved in reading and more than 47% in math. Results not available for all sites.	Progress

Source: 2017-18 Subgrantee Evaluation Reports, Exhibit 18.

Campbell, Kapolei and Kohala had not submitted evaluation reports at the time of this report.