

# CASTLE COMPLEX

June 1, 2017 – May 30, 2018

## Improving Literacy, Math, Science, and Technology in Castle Complex Schools

Helene J.O. Tom, Project Director  
Cecily Chun, Project Evaluator

# Hawai'i 21st CCLC Evaluation Report - Castle Complex SY2017-18

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## OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2017-18 the HIDEOE is implementing a standardized template for evaluations of the 21<sup>st</sup> CCLC programs. Each subgrantee is required to complete this template with SY2017-18 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

Evaluation Element	Complete?
<b>1. General Information</b>	<input checked="" type="checkbox"/>
Exhibit 1: Basic Information Table	<input checked="" type="checkbox"/>
Exhibit 2: Center Information Table	<input checked="" type="checkbox"/>
<b>2. Executive Summary</b>	<input checked="" type="checkbox"/>
<b>3. Program Description</b>	<input checked="" type="checkbox"/>
3.A. Program Description	<input checked="" type="checkbox"/>
3.B.1 Goals	<input checked="" type="checkbox"/>
3.B.2 Objectives	<input checked="" type="checkbox"/>
Exhibit 3: Students Served	<input checked="" type="checkbox"/>
Attendance Discussion	<input checked="" type="checkbox"/>
Exhibit 4: Characteristics of Students Served	<input checked="" type="checkbox"/>
Exhibit 5: Race/Ethnicity of Students Served	<input checked="" type="checkbox"/>
3.D. Summer and Intersession Programming	<input checked="" type="checkbox"/>
Exhibit 6: Students Served During Summer	<input checked="" type="checkbox"/>
3.E.1 Program Materials	<input checked="" type="checkbox"/>
3.E.2 Resources	<input checked="" type="checkbox"/>
3.F. Staff and Others Involved in the Program	<input checked="" type="checkbox"/>
Exhibit 7: Number of Staff by Position	<input checked="" type="checkbox"/>
Exhibit 8: Average Hours per Week by Position	<input checked="" type="checkbox"/>
Exhibit 9: Partners	<input checked="" type="checkbox"/>
Partnership Description	<input checked="" type="checkbox"/>
3.H. Parent/Family Involvement	<input checked="" type="checkbox"/>
<b>4. Evaluation</b>	<input checked="" type="checkbox"/>
4.A.1. Evaluation Design Overview	<input checked="" type="checkbox"/>
4.A.2. Implementation Evaluation	<input checked="" type="checkbox"/>
4.A.3. Outcomes Evaluation	<input checked="" type="checkbox"/>
4.B.1. Implementation of Evaluation Results	<input checked="" type="checkbox"/>
Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation	<input checked="" type="checkbox"/>
Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior	<input checked="" type="checkbox"/>
KPI Objective 1 Discussion	<input checked="" type="checkbox"/>
Exhibit 12: Performance on KPI Objective 2 – Core Educational Services	<input checked="" type="checkbox"/>
Core Educational Services	<input checked="" type="checkbox"/>
Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities	<input checked="" type="checkbox"/>

Evaluation Element	Complete?
4.B.3. Key Performance Indicators – Objective 2	☒
Exhibit 14: Performance on KPI Objective 2 – Services to Parents and Family Members	☒
Parent/Family Services	☒
Exhibit 15: Performance on KPI Objective 2 – Hours per Week	☒
Exhibit 16: Performance on KPI Objective 4 – Academic Improvement in Reading/Language Arts	☒
Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math	☒
KPI Objective 4 Discussion	☒
4.B.5. Achievement of Program-Specific Objectives	☒
Exhibit 18: Progress on Program-Specific Objectives	☒
Achievement of Program-Specific Objectives Discussion	☒
4.C.1. Success Stories	☒
4.C.2 Best Practices	☒
4.C.3 Student, Teacher, Parent, Staff, or Community Input	☒
4.C.4 Pictures	☒
<b>5. Sustainability Plan</b>	☒
5.A. Original Sustainability Plan	☒
5.B. Updated Sustainability Plan	☒
<b>6. Conclusions and Recommendations</b>	☒
6.A. Conclusions	☒
6.B. Recommendations	☒
6.C. Evaluation Dissemination	☒

# 1. General Information

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Please retain the pre-set formatting of 12 pt. font for narrative sections of the report and 10 pt. in the tables throughout this document.

**Exhibit 1: Basic Information Table**

Required Information	Enter Information
Date Evaluation Report Submitted	November 15, 2018
Grantee Name	Castle Complex
Program Director Name	Helene Tom
Program Director Email	Helene_Tom@notes.k12.hi.us
Evaluator Name	Cecily Chun
Evaluator Email	Cecilynmchun@gmail.com
Year of Grant	2017-2018

**Exhibit 2: Center Information Table**

Center	Name of Center	Grade Levels Served
Center 1	Benjamin Parker Elementary School	Grades 3-6
Center 2	Castle High School	Grades 9-12
Center 3	Heeia Elementary School	Grades K-6
Center 4	Kahaluu Elementary School	Grades 1-5
Center 5	Kapunahala Elementary School	Grades K-6
Center 6	King Intermediate School	Grades 7-8

Moving forward, please enter the centers in the same order for the tables to come.

## 2. Executive Summary

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This section of the report is a brief overview of the evaluation, explaining why it was conducted and listing its major conclusions and recommendations. Although the executive summary is placed first, it is typically the section that you write *last*.

Include a **brief summary (no more than 2 pages, 12 pt.)** of the key points from each section of the report:

1. Program description
2. Evaluation Design
3. Evaluation Results
4. Conclusions and Recommendations

### **Program Description**

The CAFÉ Project combined 1) academic instruction and the use of technology to increase math and reading achievement, 2) enrichment activities to engage students and foster positive learning behavior and learning achievement, 3) college and career awareness programs, 4) transition programs, and 5) family learning activities to develop parent understanding of the CAFÉ program and curriculum to support their child's learning.

The CAFÉ program 21st CCLC Project implemented in the grant application provided a quality academic enrichment program focused on accelerating academic achievement of targeted students in math and reading. As planned, on-line reading and math programs (Achieve 3000 and IXL) were implemented, providing scientifically-based differentiated instructional programs to support and enhance the standards-based curriculum of the afterschool program and ensure academic acceleration in the areas of reading and math. In addition, Robotics and other enrichment programs were added to enhance student learning and engage students in areas of student interest. Achieve 3000 assessment and the IXL on-line math program assessment were implemented to provide a clearer picture of the students' skill development gains, enabling students, teachers, and parents to monitor and evaluate student learning progress. In addition, the iReady program was also implemented. The iReady program utilizes diagnostic assessments to deliver individualized instruction to students.

The CAFÉ Project Director planned and implemented the program budget, hiring and scheduling of staff, and operational policies and practices for the after-school program in cooperation with community partnerships, site school administrators, staff, youth and families.

### **Evaluation Design**

In an effort to measure student learning consistently and have a valid means of measuring student achievement, CAFÉ implemented a standardized assessment across all CAFÉ sites. This was used in measuring math and reading achievement to determine learning achievement gains as well as determine the impact of the CAFÉ program on learning progress and achievement. Program impact was measured by utilizing the 21<sup>st</sup> Century Teacher

Survey, Parent Survey and Student Survey, as well as available data on program implementation.

Assessment and data collection procedures were implemented to pretest students at the beginning of the program and posttest at the end of the program across all CAFÉ program sites through the use of the STAR standardized test or i-Ready assessment. On-going assessment was also conducted using the supplementary assessments used to monitor student progress during the program. Parent surveys, student surveys, and teacher surveys were conducted at the end of the program year.

To maintain and sustain fidelity of the curriculum, scheduled observations were implemented and conducted by the Project Director, Implementation Manager, and Site Coordinators throughout the CAFÉ year.

### **Evaluation Results**

Based on the objectives outlined in the Castle Complex 21<sup>st</sup> Century Grant:

Reading assessment results showed 83% of students increased their reading scores, surpassing the APR Objective of 60%.

Math Achievement: Math assessment results showed 88% of students increased their math scores, surpassing the APR Objective of 60%.

Academic Achievement: 94% of CAFÉ regular students improved in academic performance, which is an increase of 6% from the previous year. Based on the teacher surveys received; 5.88% showed no improvement, 28.61% showed a slight improvement, 39.84% showed a moderate improvement and 25.67% showed significant improvement. 100% of centers offered high quality services in at least one core academic area and improved student achievement.

### **Conclusions**

The CAFÉ Project successfully delivered an effective program of 1) academic instruction that targeted reading and math achievement, 2) engaging enrichment activities that fostered positive learning behaviors and learning achievement, and 3) family learning activities to support student learning. The CAFÉ Project served a total of 906 students in grades K-12, of which 421 were reportable students (attended 30+ days). This is an increase of 60 students or 7.09% in the number of all students served as compared to the data reported in school year 2016-2017.

### **Recommendations**

1. Ensure that each site enrolls students who are able to attend for 30 or more days of instruction in identified classes or programs.
2. Develop a plan to sustain after school supports when funding from the grant subsides

## 3. Program Description

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### 3.A. PROGRAM DESCRIPTION

Provide a brief description of the program, including the following bullet points:

- Describe the organization operating the grant program.
- Provide the grant year (i.e., Year 1, Year 2, Year 3, etc.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?

The Castle Complex Child and Family Enrichment program is comprised of six Department of Education Schools. In school year 2017-2018, Castle Complex was in Year 4 of the current grant period. Under the direction of the Complex Area Superintendent and Project Director, the grant was implemented in these schools. Prior to this most recent grant, the Castle Complex Schools received federal funding under the previous 21<sup>st</sup> Century Grant for eight years. Prior to the implementation of the 21<sup>st</sup> Century Grant programs, afterschool programming was offered at the elementary school level through A+ programs which began in 1999 in an effort to reduce the high incidence of latchkey children in Hawaii by providing a safe, secure, nurturing environment.

The grant was initiated in order to target the educationally disadvantaged students characterized by critical needs: 1) special learner needs, 2) chronic attendance needs, 3) at-risk students and families and 4) minimal reading and math growth. Based on information received on reportable students, 25% of the Castle Complex students were on free or reduced lunch, 56% of the Castle Complex students had no information reported, and 19% were not on free and reduced lunch. In particular, Castle High School had 30% eligible, King Intermediate had 51% eligible, and Parker Elementary had 75% eligible. No free/reduced lunch eligible data was reported for He'eia, Kahalu'u, and Kapunhala Elementary. Additionally, 30% of families were classified as "at risk", having only one parent. Students were struggling with a Strive HI score of 250 or less. Castle Complex schools also had a large special education population, recorded two times the state average of 10%. "Chronic absenteeism" was particularly noted for He`eia (18%), Kahalu`u (29%) and Ben Parker (20%).

### 3.B. PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21<sup>st</sup> CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see [Section 4B: Evaluation Results](#). In addition to these KPIs, subgrantees must articulate their own program-specific goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve.
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.
- **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

**3.B.1. Goals**

What are the overall goals of your particular program? Please number each major goal. See example in grey. It is not necessary to have five goals, but space is provided in case you do.

1.	<i>SAMPLE: Improve academic achievement in math</i>
1.	Increase the number of students who receive academic learning support after school.
2.	Expand the existing after school options to engage more students and families.
3.	Develop a comprehensive after school program framework that encourages collaboration and continuity among after school options.
4.	Increase the number of students meeting state reading, math, and science standards at each of the participating schools.

**3.B.2. Objectives**

What specific measurable objectives are being used to address your program’s goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See examples in grey below. Enter all that apply.

Goal	Objective	Measure
1.	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21<sup>st</sup> CCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>
1.	1.1 100% of centers will offer high quality services in at least one core academic area.	Documentation of Services, Program Summary
2.	2.1 100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Documentation of Services, Program Summary
	2.2 100% of the centers will offer services at 10-15 hours per week on average.	Documentation of Services, Program Summary
3.	3.1 Complex will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	List of Partnerships, Documentation of Partnerships
4.	4.1 60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring.	Pre- and post- STAR or i-Ready assessment
	4.2 70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21st CCLC teacher survey.	21st Century CCLC Teacher Survey



### 3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

#### 3.C.1. Attendance

**Exhibit 3: Students Served in 2017-18 (including summer)**

Center	2017-18 Enrollment – Total	2017 -18 Enrollment – Regular*	Grade Levels
Benjamin Parker Elementary School	81	67	Grades 3-6
Castle High School	199	44	Grades 9-12
Heeia Elementary School	137	44	Grades K-6
Kahaluu Elementary School	117	58	Grades 2-5
Kapunahala Elementary School	370	122	Grades K-6
King Intermediate School	263	86	Grades 7-8
<b>Subgrantee Total</b>	<b>1167</b>	<b>421</b>	

\* Regular attendees are those who have attended the program for 30 or more days.

#### Attendance Discussion

Describe attendance at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged attendance?

The CAFÉ Project served a total of 1167 students in grades K-12 beginning in June, 2017 and ending in May, 2018, of which 421 were regular attendees (attended 30+ days). This is an increase of 321 students or 37.49% in the number of all students served as compared to the data reported for all students in the spring of school year 2017-2018. The regular attendee number of students served decreased slightly by 95 students or 18.14% as compared to the data reported in school year 2016-2017. In an effort to increase regular attendee numbers, sites have offered additional enrichment programs and adjusted site hours. Project Director will continue to work with each site to determine how to increase the numbers of regular attendees.

Decrease in regular attendee numbers could be attributed to a variety of factors, which include, lack of commitment to attend program regularly, other outside extracurricular activities, and extension of the school day (students attending program beyond a 6 hour school day).

#### 3.C.2 Participant Characteristics

What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including:

- F/R Lunch
- Special Needs
- English Language Learners
- Gender
- Race/ethnicity

The table will automatically compute totals in the final row.

### Exhibit 4: Characteristics of Students Served\*

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Benjamin Parker Elementary School	50	62%	14	17%	0	0%	32	40%	49	60%
Castle High School	26	13%	29	15%	1	1%	88	44%	111	56%
Heeia Elementary School	0	0%	20	15%	4	4%	61	45%	76	55%
Kahaluu Elementary School	0	0%	13	11%	6	5%	60	51%	57	49%
Kapunahala Elementary School	10	3%	4	1%	0	0%	187	51%	183	49%
King Intermediate School	121	46%	20	8%	1	1%	120	46%	143	54%
<b>Subgrantee Total</b>	<b>207</b>		<b>100</b>		<b>12</b>		<b>548</b>		<b>619</b>	

\*Information is based on available data. School privacy laws may prevent access of information. Percentage (%) is calculated based on the total number of students who attended the site during summer, fall, and spring

### Exhibit 5: Race/Ethnicity of Students Served\*

Center	AI/AN		Asian		NH/PI		Black		Latino		White		2+		UK	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Benjamin Parker Elementary School	0	0%	3	4%	22	27%	0	0%	2	2%	4	5%	50	62%	0	0%
Castle High School	0	0%	30	15%	39	20%	2	1%	0	0%	14	7%	92	46%	22	11%
Heeia Elementary School	0	0%	17	12%	75	55%	1	1%	0	0%	28	20%	3	2%	13	9%
Kahaluu Elementary School	0	0%	9	8%	96	82%	0	0%	0	0%	12	10%	0	0%	0	0%
Kapunahala Elementary School	1	0%	47	13%	20	5%	1	0%	2	1%	11	3%	0	0%	288	78%
King Inter. School	0	0%	59	22%	51	19%	0	0%	1	0%	32	12%	107	41%	13	5%
<b>Subgrantee Total</b>	<b>1</b>		<b>165</b>		<b>303</b>		<b>4</b>		<b>5</b>		<b>101</b>		<b>252</b>		<b>336</b>	

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander, 2+ refers to Two or more ethnicities; UK refers to unknown or data was not available.

\*Information is based on available data. School privacy laws may prevent access of information.

### 3.D SUMMER AND INTERSESSION PROGRAMMING

Describe activities offered during summer and intersession.

Each site offered programs to enhance core curriculum (literacy and math). Achieve 3000, IXL, and Reading Plus are examples of web-based programs implemented that help students develop skills needed in order to be proficient readers. Sites also offered integrated, hands-on, math and language arts lessons. Enrichment activities offered at sites include STEM project-based lessons, cooking, drama, art, and physical education. At the secondary level, high school, students participated in transition activities to help get oriented from intermediate school to high school in an effort to build relationships with teachers and peer mentors.

In the table below, provide enrollment numbers and grade levels. The table will automatically compute total enrollment.

**Exhibit 6: Students Served During Summer**

Center	Summer Enrollment – Total	Grade Levels
Benjamin Parker Elementary School	20	Grades 4-6
Castle High School	118	Grades 9-12
Hee'ia Elementary School	27	Grades 3-6
Kahaluu Elementary School	68	Grades 1-6
Kapunahala Elementary School	82	Grades K-5
King Intermediate School	41	Grades 7-8
<b>Subgrantee Total</b>	<b>356</b>	

### 3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

#### 3.E.1. Program Materials

What program materials were used (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools)?

On-Line Reading - Achieve 3000: An internet accessed, differentiated reading fluency program scientifically proven to increase reading fluency, comprehension, vocabulary, and writing proficiency; shown to dramatically impact high-stakes test scores for students.

On-Line Math – IXL: A math fluency development program where students find that math is more than just numbers and learning can be fun.

Robotics: Students learned how to build and program robots using VEX IQ systems. VEX IQ is a programmable robotics platform designed to transform STEM learning. CAFÉ leaders used a hands-on approach to science, math, technology, and literacy.

Y4Y Project-Based Science: On-line tools accessible for school programs. Provides an overview of project-based learning, the benefits of authentic projects, and provides a wealth of engaging projects where students are immersed in the inquiry-process.

#### 3.E.2 Resources

What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?

**The following resources were utilized:**

- a. Other grant funds: Title 1
- b. Physical facilities and administrative planning/implementation support from Castle Complex's 6 DOE Schools: Castle High School, King Intermediate, He'eia Elementary School, Kahalu'u Elementary School, Kapunahala Elementary School, and Parker Elementary School.
- c. Community partnerships

### 3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM

Provide a brief description of staff and roles. Complete the following tables as they apply to your program. Totals will be automatically computed.

The staff included a Project Director (1), Implementation Manager (1), Account Clerk (1), Site Coordinators (4), and 47 classroom leaders, subcontracted staff, and/or volunteers during the school year. In the summer (June-July, 2017), the staff included a Project Director (1), Site Coordinators (3), Data Managers (3) and 32 classroom leaders, subcontracted staff, and/or volunteers.

**Exhibit 7. Number of Staff by Position**

Center	Adminis-trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Benjamin Parker Elementary School	0	0	0	0	0	0	0	0	0	0	7	0	0	1	2	0	4	0
Castle High School	1	0	0	0	0	0	0	0	0	0	6	0	0	0	6	0	0	0
Heeia Elementary School	1	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0
Kahaluu Elementary School	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	0
Kapunahala Elementary School	1	0	0	0	0	0	0	0	0	0	7	0	0	0	1	0	1	0
King Intermediate School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0
<b>Subgrantee Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>0</b>	<b>6</b>	<b>0</b>

### Exhibit 8. Average Hours per Week by Position

Center	Adminis- trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non- Teaching School Staff	Sub- contracted Staff	Other
Benjamin Parker Elementary School	10	0	0	0	0	8	4	0	10
Castle High School	10	0	0	0	0	8	0	10	0
Heeia Elementary School	10	0	0	0	0	10	0	0	10
Kahaluu Elementary School	13	0	0	0	0	8	8	0	0
Kapunahala Elementary School	11	0	0	0	0	6	4	6	4
King Intermediate School	0	0	0	0	0	0	0	15	0
<b>Subgrantee Total</b>	54	0	0	0	0	40	16	31	24

### 3.G. PARTNERSHIPS

#### Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below.

#### Exhibit 9: Partners

Partner Contributions	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services (CHS Partners, Girl Scouts, ASAS)	7	1
Provide goods	0	0
Provide volunteer staffing	0	0
Provide Paid Staffing (King ASAS, Uplink)	1	1
Other (D.O.E., PACT)	0	2
<b>Subgrantee Total</b>	8	4

#### Partnership Description

Provide a brief description of successes with partnerships.

Hawaii Institute of Marine Biology - Students at Castle High received an introduction to the Hawaii Institute of Marine Biology research and history, scientific methodology, reef monitoring, UAS/Drone use in coastal research and monitoring, 3-D imaging of coral reefs and the associated computer data processing. Students participated in small research teams in order to complete project-based learning activities.

Kako'o iwi - Students at Castle High were taught Hawaiian cultural practices in the form of chant and story along with basic farm knowledge and practice.

Key Project - Students at Castle High were involved in watershed observations, cleanup, and restoration. Students also learned about the native o'opu and observed o'opu in the stream.

Paepae O' He'eia - Students at Castle High were taught culturally relevant and academically rigorous studies aimed at bridging traditional and contemporary knowledge systems.

Papahana Kualoa - Students at Castle High were taught a model of innovative economic development that is environmentally sustainable and culturally minded.

Waikalua Loko Fishpond: Students at Castle High participated in hands-on outdoor activities in environmental science. Lessons are focused on scientific and ecological learning experiences.

Provide a brief description of challenges with partnerships.

Partnerships were developed to provide increased opportunities for students and parents. The only challenge (although minimal) was the extensive amount of time to coordinate services with outside agencies. Project director attended multiple meetings to ensure that each partnership was a success.

### 3.H. PARENT/FAMILY INVOLVEMENT

Provide a brief description of your program's parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

To ensure that all sites engaged in sustained, planned family activities, the site coordinators at each site worked closely with administrators, teachers, and other partnerships (i.e. Title One) to develop a series of family activities. An example of these activities included STEM family nights and robotics. The family activities were documented and presented to the implementation manager and project director at the beginning of the year.

Each site kept a community outreach log in their site binder to document and record parent phone calls and updates on students. In addition, the classroom leaders/site coordinators sent out quarterly progress reports to parents to update them on student progress and challenges. This ensured that parents were fully aware of their child's participation in the program.

## 4. Evaluation

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### 4.A. EVALUATION PLAN

#### 4.A.1. Evaluation Design Overview

Provide a one-paragraph brief overview of the evaluation design.

Evaluation was conducted to assess the implementation and the impact of the CAFÉ programs on student achievement at the six Castle Complex 21<sup>st</sup> CCLC school-based centers. Program impact was measured by the increase in students improving in math and reading grades, math and reading achievement, and learning behaviors, fall to spring. Program impact on student achievement was measured by the math and reading pre-post assessment scores from fall to spring. Pre-post reading assessment was conducted using the STAR Assessment or i-Ready. Pre-post math assessment was conducted using STAR Assessment or i-Ready. The 21<sup>st</sup> CCLC Teacher Survey was used at all centers to measure improvement in student learning behavior which included turning in homework, improvement in class participation, improvement in behavior, and improvement in academic performance.

#### 4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

##### Sample Implementation Questions:

- Has the program been implemented as planned in the grant application? If no, what changes were made, and why?
- What challenges have been faced in implementing the program, and how are those challenges being addressed?
- Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?
- Are program activities interesting and valuable to students, teachers, administrators, and community partners?
- What are the plans to ensure effective program implementation next year?

##### What implementation questions are being answered?

1. Has the program been implemented as planned in the grant application?
2. What challenges have been faced in implementing the program and how are these challenges being addressed?
3. Which community-based partnerships as planned in the grant application have been established and maintained?
4. Are program activities interesting and valuable to students, teachers, administrators and community partners?
5. What are the plans to ensure effective program implementation next year?

<b>What data collection methods are being used (e.g. interviews, observations)?</b>	Site Coordinators conducted on-going observations; Leaders conducted the classes and administered the assessments; Site Coordinators collected the site data; and the Data Manager gathered, organized, formatted/inputted, documented, and reported the data.
<b>What is the timing of data collection?</b>	Achievement objectives were measured pre (beginning of the school year) and post (at the end of the school year). On-going data (weekly reports and classroom observations) was collected during the school year to improve instruction and provide feedback on the programs at each site.

In addition, the following components were utilized to ensure data collection and feedback for evaluation:

1. Parent Survey and Student Survey response to the CAFÉ Program were administered at the end of the school year.
2. CAFÉ Program operations with regards to APR Objectives were documented during the school year and assessed at the end of the CAFÉ Program year.

#### 4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

**Sample Outcomes Questions:**

- To what extent do students who participate in the program show improvements in behavior?
- To what extent do students who participate in the programs show academic gains?
- To what extent has the program achieved its objectives?
- What factors have affected program success?

<b>What outcomes questions are being answered?</b>	<ol style="list-style-type: none"> <li>1. To what extent do students who participate in the program show improvements in behavior?</li> <li>2. To what extent do students who participate in the programs show academic gains?</li> <li>3. What factors have affected program success?</li> </ol>
<b>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</b>	<p>STAR (reading and math) standardized assessment or i-Ready standardized assessment.</p> <p>The 21st CCLC Teacher Survey of student improvement in homework completion, class participation, behavior, and academic performance.</p>
<b>What is the timing of data collection?</b>	<p>Pre-assessment data was collected at the beginning and post-assessment was collected at the end of the school year.</p> <p>Teacher survey was administered at the end of the year.</p>



In addition, the following components were utilized to ensure data collection and feedback for evaluation:

1. Café Progress Reports were sent home twice a year to provide communication with school day teachers and program teachers on the performance of the students.
2. Program monitoring observations were done monthly to ensure that program targeted academic gains.

## 4.B. EVALUATION RESULTS

### 4.B.1. Implementation Evaluation Results

Describe the results of the implementation evaluation, addressing the implementation questions described in your response to [Section 4.A.2](#) above.

1. Has the program been implemented as planned in the grant application?

The CAFÉ program 21<sup>st</sup> CCLC Project was implemented as planned in the grant application and provided a quality academic enrichment program focused on accelerating academic achievement of targeted students in math and reading. As planned, on-line reading and math programs (*Achieve 3000* and *IXL*) were implemented, providing scientifically-based differentiated instructional programs to support and enhance the standards-based curriculum of the afterschool program and ensure academic acceleration in the areas of reading and math. In addition, Robotics and other enrichment programs were added to enhance student learning and engage students in areas of student interest. *Achieve 3000* assessment and the *IXL* on-line math program assessment were implemented to provide a clearer picture of the students' skill development gains, enabling students, teachers, and parents to monitor and evaluate student learning progress.

In an effort to measure student learning consistently and have a valid means of measuring student achievement, CAFÉ implemented a standardized assessment across all CAFÉ sites. This was used in measuring math and reading achievement to determine learning achievement gains as well as determines the impact of the CAFÉ program on learning progress and achievement.

2. What challenges have been faced in implementing the program and how are these challenges being addressed?
  - a. Accessing student profile data was a challenge due to student privacy laws. CAFÉ continues to meet with school administrators to discuss 21st CCLC data requirements and plan ways CAFÉ can access student identification information. The implementation of iResults in the 2018-2019 school year should assist in ensuring pristine, accurate data is obtained.

b. Ensuring that students at the sub grantee sites obtain a minimum of 30 or more days in the program. CAFÉ will continue to work with principals and teachers to maximize attendance for all students. Sites may choose to open or offer services earlier in order to provide more opportunities for students to attend 30 or more instructional days.

3. Which community-based partnerships as planned in the grant application have been established and maintained?

Windward Community College: Courses were offered to high school students in order to obtain college credits.

Parents & Children Together – Kaneohe Community Family Center (PACT–KCFC): Programming/activity-related services; materials; volunteer staffing and paid staffing. Parents and Children Together provided high-quality parent and child community programs. CAFÉ will continue to assist PACT – KCFC with their family engagement events and 5Rs programs.

Girl Scouts of Hawaii: In partnership with identified elementary schools, students engaged in Common Core State Standard activities and programs to expose girls to Girl Scout leadership experiences on key leadership factors.

Title 1: Partnership with the Title 1 coordinator to present events and family engagement events to focus on promoting adult literacy.

Pacific American Foundation: In partnership with Castle Redesign Project, the Pacific American Foundation continued to support Castle High School Students in the Ho’oulu Opio program.

Department of Education: Partnership with Department of Education Schools to use facilities and Department of Education School Food Services provided snacks to students.

‘Ōlelo Community Media – Windward Community Media Center: Olelo was able to provide media and technology supports to students in the 21st Century Grant Programs.

4. Are program activities interesting and valuable to students, teachers, administrators and community partners?

The CAFÉ Project combined 1) academic instruction and assistance which increased math and reading achievement, 2) engaging enrichment activities that supported positive learning behavior and learning achievement, and 3) family learning activities that fostered parent understanding of the CAFÉ program and curriculum to support their child’s learning. The project director increased the CAFÉ program with new programs added to each site: robotics, coding, and others enhanced the programs.

Parents responded favorably to the CAFÉ Program; 97% of parents felt the CAFÉ program helped their child do better in school.

Students responded favorably to the CAFÉ Program; 88% of students felt the CAFÉ program helped them do better in school.

5. What are the plans to ensure effective program implementation next year?

Implementation plans including planning meetings and coordination with Castle Complex 21<sup>st</sup> CCLC project site principals are in place and steps have been taken to ensure that CAFÉ programs are started at the beginning of the school year and plans ensure that students in the program attend 30+ days.

A system for staff training, staff support, and staff and program supervision is in place. The system includes on-site coaching to provide curriculum/instructional guidance and feedback support to increase effectiveness of instruction along with site coordinator observations using an observation instrument. The CAFÉ program has also provided training opportunities in coding which will continue to be implemented in the 2018-2019 school year.

CAFÉ will continue to develop and maintain a sustainability plan and work towards program sustainability over the grant period.

**4.B.2 Key Performance Indicators (KPIs) – Objective 1**

**Objective 1: Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.**

**Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation**

<b>Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.</b>	
<b>Center</b>	<b>Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)</b>
Benjamin Parker Elementary School	91%
Castle High School	88%
Heeia Elementary School	68%
Kahaluu Elementary School	90%
Kapunahala Elementary School	96%
King Intermediate School	89%

## Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior
Benjamin Parker Elementary School	96%
Castle High School	88%
Heeia Elementary School	72%
Kahaluu Elementary School	96%
Kapunahala Elementary School	97%
King Intermediate School	89%

### KPI Objective 1 Discussion

Please describe particular successes related to Objective 1. What data/evidence are these success and challenges based on?

Based on the total amount of teacher surveys received, the following results were provided for the complex. Turning in his or her homework in to the teacher's satisfaction: 26.2% showed significant improvement, 32.35% showed moderate improvement, 30.48% showed slight improvement and 10.96% showed no improvement. I

Improvement in class participation: 28.34% showed significant improvement, 40.91% showed moderate improvement, 24.6% showed slight improvement and 6.15% showed no improvement.

Challenges were noted for "no improvement" in high school due to students' failing or dropping out of the program. Evidence of successes was noted in the results of the teacher survey, the complex showed an overwhelming amount of improvement.

Please describe particular challenges related to Objective 1. What data/evidence are these success and challenges based on?

Based on the total amount of teacher surveys, the following results were provided:  
Improvement in behavior: 25.4% showed significant improvement, 31.02% showed moderate improvement, 33.16% showed slight improvement and 10.43% showed no improvement.  
Improvement in academic performance: 25.67% showed significant improvement, 39.84% showed moderate improvement, 28.61% showed slight improvement and 5.88% showed no improvement.

Teachers noted that students overall improved or maintained appropriate school behavior as noted in the results of the teacher survey. Challenges were noted when students did not comply with appropriate school behaviors (i.e. coming to school on time) which was not associated with grant implementation and only affected a small group of students.

### 4.B.3 Key Performance Indicators – Objective 2

**Objective 2: 21<sup>st</sup> Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.**

#### Exhibit 12: Performance on KPI Objective 2 – Core Educational Services

Objective 2.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Benjamin Parker Elementary School	Y	Y	Y	
Castle High School	Y	Y	Y	
Heeia Elementary School	Y	Y	Y	
Kahaluu Elementary School	Y	Y	Y	
Kapunahala Elementary School	Y	Y	Y	
King Intermediate School	Y	Y	Y	

#### Core Educational Services Discussion

Provide a brief description of evidence that these services are of high quality.

Technology Based Math and Reading Program, IXL, is an evidence-based program that crafts high-quality content across 6,000 skills. The efficacy studies in 12 states showed that schools using IXL outperformed other school programs.

Technology Based Reading Program, Achieve 3000, is an evidence-based program that has proven results. Research from the program looked at the achievement of 1,221,690 students in 6,153 schools. Results showed that students using Achieve3000 tripled their expected reading gains with regular program use.

#### Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities

Objective 2.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)						
Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
Benjamin Parker Elementary School	Y	Y	N	N	Y	
Castle High School	Y	Y	N	Y	Y	
Heeia Elementary School	Y	Y	N	Y	Y	
Kahaluu Elementary School	N	N	N	N	Y	
Kapunahala Elementary School	N	Y	Y	N	Y	
King Intermediate School	Y	Y	Y	Y	Y	

### Exhibit 14: Performance on KPI Objective 2 - Services to Parents and Family Members

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Benjamin Parker Elementary School	79	The focus of Benjamin Parker Elementary School’s family activities were to involve families on how to assist their children in meeting Science and Math common core state standards. Targeted activities helped parents develop awareness on the standards and information was provided on how each parent could support their child at home.
Castle High School	111	Families were actively involved in the showcasing of student achievement at the high school level. Castle High conducted two family involvement activities, Na Kanaka O’Koolaupoko and a Ho’ike Showcase. These activities were specifically geared toward encouraging families to learn about their students and celebrate accomplishments.
Heeia Elementary School	61	Heeia Elementary had a series of sustained family involvement activities that provided families with activities that directly correlated with the curriculum in the school day. Activities included art projects, science experiments, and developing simple robotics.
Kahaluu Elementary School	22	Families participated in STEM (Science, Technology, Engineering, and Math) activities. The families and students were able to experience hands-on activities, which were directly linked to the common core state standards.
Kapunahala Elementary School	63	Family partnerships targeted parental involvement in robotics, health awareness, and nutrition. Robotics activities were geared at involving families in the development and use of technology. Families also participated in activities for the Blue Zones project (a community-wide well-being improvement initiative to help make healthy choices in the community) and participated in activities that encouraged healthy living by using sustainable ingredients from the garden on campus.
King Intermediate School	66	Each quarter, in partnership with King Afterschool All Stars, family involvement nights were planned and implemented. Activities ranged from celebrations of student activities to family movie nights.

### Parent/Family Services Discussion

Provide a brief description of successes in providing services to parents and other family members.

All Castle Complex 21<sup>st</sup> Century Program Sites offered both enriching and engaging family activities. For sites that collected evaluations or surveys, responses were favorable and families expressed appreciation for being provided learning opportunities as a *family*. Specific comments from families included, “Building and learning things were awesome. Handouts were good to understand the importance of science for the future,” “It explains what my child should know at each level,” “Age appropriate, thought-provoking, stimulating, and fun,” and “Teaches me things I didn’t know”. Qualitative data obtained from these responses are indicative of successes in providing services to parents and other family members.

Provide a brief description of challenges in providing services to parents and other family members.

Although all sites were required to present opportunities for family involvement and participation, the number of families who attended the activities was still considered low. Sites will continue to recruit parents to attend and participate in family activities in the upcoming year.

### Exhibit 15: Performance on KPI Objective 2 – Hours per Week

**Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays.**

Center	Number of hours per week services offered during the school year	Number of hours per week services offered during summer and holidays
Benjamin Parker Elementary School	10	20
Castle High School	10	20
Heeia Elementary School	10	20
Kahaluu Elementary School	13	20
Kapunahala Elementary School	11	15
King Intermediate School	15	20

### [Key Performance Indicators (KPIs) – Objective 3

**Objective 3 - 21<sup>st</sup> Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.** (Not included here - Communities are already described in [Section 3.A](#) above.)]

#### 4.B.4 Key Performance Indicators (KPIs) – Objective 4

**Objective 4: Regular participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.**

**Exhibit 16: Performance on KPI Objective 4 – Academic Improvement in Reading/Language Arts**

<b>Objective 4.1: Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in reading/language arts.</b>				
<b>Center</b>	<b>Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring</b>	<b>Primary Source of Data on Improvement:</b>		
		<b>Grades/ Course marks?</b>	<b>Assessment/ Test Scores?</b>	<b>Teacher Surveys</b>
Benjamin Parker Elementary School	78%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Castle High School	38%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heeia Elementary School	89%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kahaluu Elementary School	100%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kapunahala Elementary School	95%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
King Intermediate School	71%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math**

<b>Objective 4.2: Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in math.</b>				
<b>Center</b>	<b>Percentage of regular program participants with IMPROVEMENT in math from fall to spring</b>	<b>Source of Data on Improvement:</b>		
		<b>Grades/ Coursemarks?</b>	<b>Assessment/ Test Scores?</b>	<b>Teacher Surveys</b>
Benjamin Parker Elementary School	97%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Castle High School	28%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heeia Elementary School	84%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kahaluu Elementary School	100%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kapunahala Elementary School	98%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
King Intermediate School	43%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



## KPI Objective 4 Discussion

Please describe particular successes or challenges related to KPI Objective 4.

In an effort to measure student learning consistently and have a valid means of measuring student achievement, CAFÉ implemented a standardized assessment across all CAFÉ sites. Five out of the six sites used the same assessment (STAR) with one site using another validated assessment (iReady). These assessments were used in measuring math and reading achievement and to determine learning achievement gains, as well as determine the impact of the CAFÉ program on learning progress and achievement.

At the high school level, it appeared to be more difficult for teachers to obtain standardized reading and math assessment results, thus resulting in a lower sample size. Project Director will continue to work with the high school site coordinator and staff to help refine procedures.

### 4.B.5 Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in [Section 3.B.2](#).

1. **Objective** - State the specific measurable objective
2. **Measure** – state the type of data collected to measure this objective
3. **Results** - Summarize evaluation findings related to this objective
4. **Met/Not met** – for each objective specify one of the following:
  - Met
  - Not met
  - Progress
  - No progress
  - Unable to measure

Copy objectives and measures from the table in section [3.B.2](#) into Exhibit 19 below. Make sure to select the whole text box by clicking on the three vertical dots to the upper left of the box. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

**Exhibit 18: Progress on Program-Specific Objectives**

Objective	Measure	Results	Met/Not Met
<i>1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2017-18 was 9% compared to 15% in 2016-17</i>	<i>Met</i>
1.1 100% of centers will offer high quality services in at least one core academic area.	Documentation of Services, Program Summary -Initial principal, Site Coordinator, Implementation Manager, Project Director, Leadership Team meeting before CAFE Project begins yearly at each site.	100% of centers offered high quality services in at least one core academic area.	Met

2.1 100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Documentation of Services, Program Summary	100% of centers offered enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	Met
2.2 100% of the centers will offer services at 10-15 hours per week on average.	Assessment: Documentation of hours of services -Site Coordinator (SC) to submit evidence -Implementation Manager observed and recorded data -Weekly SC summaries documented hours of services offered	100% of the centers offered services at 10-15 hours per week on average.	Met
3.1 Complex will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	List of Partnerships, Documentation of Partnerships	Complex has established and maintained partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	Met
4.1 60% of Castle Complex regular students will increase their math and reading assessment scores from fall to spring.	Reading Assessment Instrument: STAR pre- and post- assessment will be administered with continuous progress monitoring  Math Assessment Instrument: STAR pre- and post- assessment will be administered with continuous progress monitoring	83% of Castle Complex regular students increased their reading assessment scores from fall to spring.  88% of Castle Complex regular students increased their math assessment scores from fall to spring.  <i>*Data is based on students who were administered a reading and math assessment</i>	Met
4.2 70% of the Castle Complex regular students will show improvement in academic performance as shown in the 21st CCLC teacher survey.	21st Century CCLC Teacher Survey	94% of the Castle Complex regular students showed improvement in academic performance as shown in the 21st CCLC teacher survey.	Met

## Achievement of Program-Specific Objectives Discussion

Describe whether objectives have changed since last year and particular success and challenges in meeting program-specific objectives.

Achievement and program-specific objectives remained the same during the 2017-18 school year, as compared to the previous school year. The specific activities implemented were expanded to include multiple enrichment opportunities (Objective 2.1) and training for teachers. During the 2017-18 school year, staff received training from an experienced computer science facilitator. The workshop provided an introduction to computer science, pedagogy, overview of the online curriculum, teacher dashboard, and strategies for teaching “unplugged” classroom activities. In addition, staff received in-service and web-based training on incorporating Ozobots as an enrichment activity for students. Ozobots are small robots that help students learn simple code language and deductive reasoning by creating pathways that control movements and speed in different directions.

### 4.C. ADDITIONAL DATA

#### 4.C.1 Success Stories

This year the Castle Complex 21<sup>st</sup> Century Grant utilized Altino Coding at two sites. Kapunahala Elementary and Castle High School both had opportunities to develop and refine skills in Altino Coding. Altino is a revolutionary coding platform, which is aimed to bring education reform to all K-12 schools in Hawai'i. Altino comprises of a multitude of system languages (such as: Android, Arduino, and C++), which can be effectively utilized in lesson plans to make code-learning interactive, inspiring, and fun. As part of the initiative to introduce Science, Technology, and Engineering into the schools, Castle Complex met that initiative and students in both the elementary school and high school had opportunities to showcase these skills. In addition, the high school students presented an Altino Coding demonstration at a 5R Community Event.

#### 4.C.2 Best Practices

Castle Complex 21<sup>st</sup> Century Grant implemented the following best practices at the sites:

Positive reinforcement and encouragement: This practice was readily seen and documented in project site observation reports. The use of this type of reinforcement was key in instilling self-confidence and self-worth in the students.

Allowing students to progress at their own rate: This practice provided students with opportunities to complete individual assignments at their own level. An example of this type of programming was seen in IXL and Kid Biz programs where each assignment is individualized to the student.

Project-Based Learning: This practice provided students with an opportunity to learn and apply knowledge through engaging experiences that allowed for deeper learning in skills tied to college and career readiness.

**4.C.3 Student, Teacher, Parent, Staff or Community Input – *[if you used survey(s) please include instrument as an attachment and include results in the narrative.]***

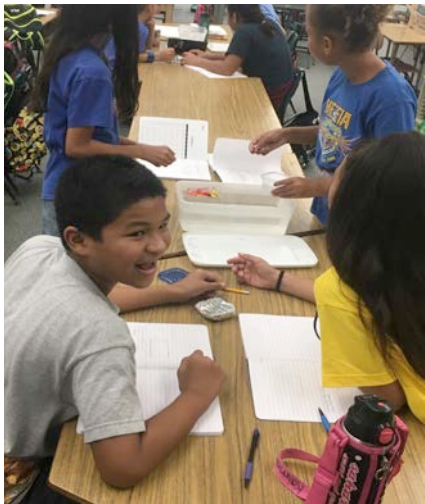
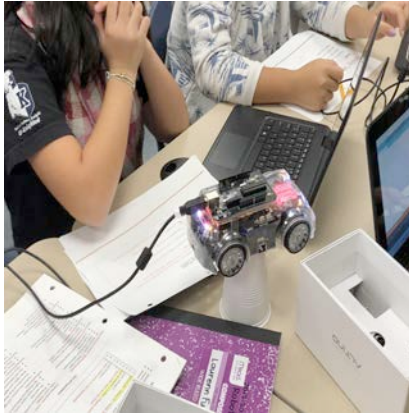
Each site administered a teacher and parent survey as an evaluation instrument to determine program effectiveness and impact on student achievement. The results of the survey indicated that the programs were an overwhelming success.

Parents reported that their child looked forward to coming to the CAFÉ program (97%), the CAFÉ program helped their child become a better reader (97%), the CAFÉ program helped their child become a better math student (97%), the CAFÉ program helped their child do better in school (97%), the CAFÉ teachers cared about the students (100%) and they would enroll their child in the CAFÉ program again (100%).

Students responded favorably to the CAFÉ Program; they look forward to coming to the program (98%). Students felt the CAFE program helped them become a better reader (76%) and better in math (60%). They also felt the CAFÉ program helped them do better in school (88%). Students felt the CAFÉ teachers cared about them (100%) and they would want to come to the CAFÉ program again (85%).

#### 4.C.4 Pictures

Feel free to share any pictures you might have that show your 21<sup>st</sup> Century Community Learning Centers in progress.



## 5. Sustainability Plan

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### 5.A ORIGINAL SUSTAINABILITY PLAN

Describe the original sustainability plan as indicated in the grant application.

If success is actualized in exemplary programs, then these programs should be replicated and sustained to ensure the accelerated learning of all students, long after the funding expires. To this end, the CAFÉ Project will make continuous efforts to sustain extending learning opportunities for students. Principals will meet yearly to discuss and strategize efforts to sustain extended learning opportunities with best practices and programs.

### 5.B UPDATED SUSTAINABILITY PLAN

Describe how programming levels will be sustained after the grant ends, including:

- What changes were made from the original sustainability plan?
- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

The project director, principals, and partnerships are currently working on refining the sustainability plan in order to ensure continued success. In order to ensure that a sustainability plan is discussed with each principal, a written documentation plan is recorded at the beginning of the school year.

The current community partners as listed in the grant application have remained consistent. Currently there are no additional funding sources at the elementary school level. At the Intermediate level, out-of-school time program funding is being considered, for example, Uplink and R.E.A.C.H.

Each site will look at their academic and financial plans to prioritize funding for afterschool supports. Once budgets are defined, the individual sites will be able to allocate funding based on need.

## 6. Conclusions and Recommendations

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### 6.A CONCLUSIONS

1. The CAFÉ Project successfully delivered an effective comprehensive program of academic instruction, engaging project-based enrichment activities and meaningful family learning activities designed to support the learning of the students.
2. The CAFÉ Project successfully fostered positive learning behaviors and learning achievement, college and career readiness skills, and transition activities. The CAFÉ Project served a total of 1167 students in grades K-12, of which 421 were reportable students (attended 30+ days).

CAFÉ served 356 students during the summer intercession (June 1, 2016 – July 15, 2017), which is an increase of 64 students or 21.92% as compared to the previous summer. All sites offered academic and enrichment summer programs as compared to the previous year in which only 4 sites offered summer programs.

3. CAFÉ was able to continue to implement standardized pre-post testing to measure learning gains and establish validity and reliability in math and reading assessment across all CAFÉ sites.
4. The Project Director, Implementation Manager, and Account Clerk have remained with the CAFÉ program for the past 12 years. This helped to ensure consistency in operations and provided a smooth transition from year to year. There is also a low turnover in returning staff (site coordinators and classroom leaders), this helped to ensure that policies and procedures implemented throughout the year.
5. Ninety percent of the classroom leaders are also full-time classroom teachers; therefore, there are high quality classroom engagement activities and lessons implemented daily as well as excellent behavior management systems in place for optimal student learning.
6. Program data showed the CAFÉ program fostered positive learning behavior, learning achievement, and both parents and students responded positively to the program.
7. The site binders for each site provided the vehicle for documentation of project activities and participants.

## 6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

1. Continue to work with Castle Complex CAFÉ site schools/principals to document CAFÉ students with the greatest need for expanded learning opportunities. CAFÉ project director should continue to meet with principals to identify targeted students, those scoring below benchmark.
2. Develop a series of planned, intentional workshops to be offered as a complex to assist with parent and community education and trainings. Develop knowledge or skill(s) to build capacity of parents to 1) supervise and support their child's learning at home and 2) encourage positive learning behaviors both at home and at school. Consider learning opportunities for furthering education or developing career skills.
3. The CAFÉ program should continue to develop and maintain a sustainability plan that works towards program sustainability after the grant subsides.

## 6.C EVALUATION DISSEMINATION

1. Results will be posted on the 21<sup>st</sup> CCLC CAFÉ Project website: [castlecomplexcafe.com](http://castlecomplexcafe.com).
2. Copy of the evaluation results is explained and provided to the Site Coordinators and binder distributed. Site Coordinators and project directors share data with the Principals. Parents will be provided with a brief summary of the evaluation results.
3. Parents will receive the evaluation forms in a flyer form that will highlight both the strengths and recommendations of the program.