Hawaiʻi 21st CCLC Evaluation Report Template – SY2017-18

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2017-18 the HIDOE is implementing a standardized template for evaluations of the 21st 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?
1. General Information	√
Exhibit 1: Basic Information Table	☐
Exhibit 2: Center Information Table	☐
2. Executive Summary	☐
3. Program Description	☐
3.A. Program Description	☐
3.B.1 Goals	☐
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Exhibit 3: Students Served	☐
Attendance Discussion	☐
Exhibit 4: Characteristics of Students Served	☐
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3.D. Summer and Intersession Programming	☐
Exhibit 6: Students Served During Summer	☐
3.E.1 Program Materials	☐
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3.F. Staff and Others Involved in the Program	☐
Exhibit 7: Number of Staff by Position	☐
Exhibit 8: Average Hours per Week by Position	☐
Exhibit 9: Partners	☐
Partnership Description	☐
3.H. Parent/Family Involvement	☐
4. Evaluation	☐
4. A.1. Evaluation Design Overview	☐
4. A.2. Implementation Evaluation	☐
4. A.3. Outcomes Evaluation	☐
4. B.1. Implementation of Evaluation Results	☐
Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation	☐
Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior	☐
KPI Objective 1 Discussion	☐
Exhibit 12: Performance on KPI Objective 2 – Core Educational Services	☐
Core Educational Services	☐
Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities	☐
4. B.3. Key Performance Indicators – Objective 2	☐

1. General Information

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	12/14/2018
Grantee Name	Honoka`a Complex 21stCCLC
Program Director Name	Angela Thomas
Program Director Email	athomas@fofhawaii.org
Evaluator Name	Ann Earles
Evaluator Email	earlesan@gmail.com
Year of Grant	4

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Honoka`a High and Intermediate School	7-12
Center 2	Paauilo School	Pre K-9
Center 3	Waimea Elementary School	K-5
Center 4	Waimea Middle School	6-8
Center 5	Click here to enter full name of Center 5.	Click here to enter Grade Levels Served
Center 6	Click here to enter full name of Center 6.	Click here to enter Grade Levels Served.
Center 7	Click here to enter full name of Center 7.	Click here to enter Grade Levels Served
Center 8	Click here to enter full name of Center 8.	Click here to enter Grade Levels Served

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

2. Executive Summary

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

Friends of the Future (FOF), a Hawaii non-profit 501(c)3 located in Kamuela, Hawaii submitted this proposal to include four schools in the Honokaa Complex- Waimea Elementary School, Waimea Middle (a public conversion charter school), Paauilo Elementary and Intermediate School, and Honokaa High and Intermediate School, and Honokaa Community Preschool Partners.

Created by a group of individuals from diverse backgrounds in 1991, FOF's desire "to create trust and harmony among the diverse people of Hawaii, through a process where all people contribute their deepest values, create shared visions and improve communities" is now the organization's mission. FOF believes that the partnership with the Honoka'a Complex 21st Century Community Learning Center not only fits well within their mission, but also allows for the convening of stakeholders to create a shared vision and improve three North Hawaii communities.

The Honoka'a Complex area has a population of about 13,000 individuals as of the 2010 census, of whom 47.5% identify as Native Hawaiian. The 2012-2013 school censuses identified 1721 students attending the Complex schools.

Program evaluation allows programs to determine overall effectiveness in meeting program goals and objectives, to determine at what level of quality program activities are being implemented, and to identify strengths and weaknesses in program implementation and program effectiveness. Program evaluation assists in the development of recommendations for changes resulting in program improvement. This evaluation is a requirement of the grant and is designed to yield honest and accurate information for stakeholders, being careful not to exaggerate nor downplay successes.

The Honoka`a Complex uses evaluation results to guide them in decisions about their programs to assure that they are putting their efforts in the most needed and effective places. They use it to provide stakeholders with information, including number of people served and community impact.

Changes in classroom behavior and/or school attendance for students who participate in CLC activities 30 days or more were analyzed at the end of the school year. Of the surveys completed and returned teachers reported 100% of the participating students showed improvement in class participation, classroom behavior and homework completion. New

programs are developed and implemented each year to supplement the school-day curriculum. Coordinators are working with teachers to monitor academic programs and to actively recruit struggling students into appropriate programs. CLC staff members do their best to establish new programs in response to requests and suggestions from students Partnerships established with scientific program providers, including Canada-France-Hawai'i and Keck Observatories. Culturally significant enrichment and stimulating technological programs are ongoing and parents. Staff and facilities for programs are planned for well in advance of startup.

Family Nights are now ongoing and well attended. Focus is on parent-child interaction and learning together. Adult classes in sewing were well received as were the requested line dancing classes. Each school has instituted programs that meet their unique needs, mindful of their ability to deliver high quality programming. The Honoka'a Complex program is a well-planned and developed program located in a tight-knit, supportive community. CLC programs have been running since summer 2015 and continue to grow through May 2018. The staff has remained fairly stable, which is a key factor in program success. New programs continue to be developed and implemented with increasing support from community experts. Web site access is available at www.babystepshawaii.org and programs are advertised on individual school websites.

Recommendations:

•   Continue regular coordinator meetings to maintain cohesiveness, assist in problem solving and share ideas

•   Expand adult programming based on community needs and requests

•   Sustain positive working relationship with school personnel

•   Encourage ongoing regular communication with principals to insure their support

•   Expand avenues for positive interactions with teachers

•   Support community awareness efforts through Advisory Council, newspaper and internet

•   Ongoing staff training with written instruction manuals must be in place to address in advance the possibility of future staff turnover

3.   Program Description

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?

Friends of the Future (FOF), a Hawaii non-profit 501(c)3 located in Kamuela,
Hawaii submitted this proposal to include four schools in the Honokaa Complex- Waimea Elementary School, Waimea Middle (a public conversion charter school), Paauilo Elementary and Intermediate School, and Honokaa High and Intermediate School, and Honokaa Community Preschool Partners.

Created by a group of individuals from diverse backgrounds in 1991, FOF's desire "to create trust and harmony among the diverse people of Hawaii, through a process where all people contribute their deepest values, create shared visions and improve communities" is now the organization's mission. During the past 26 years, FOF has sponsored and nurtured more than 60 community-based programs. FOF believes that the partnership with the Honoka'a Complex 21st Century Community Learning Center not only fits well within their mission, but also allows for the convening of stakeholders to create a shared vision and improve three North Hawaii communities.

The Honoka'a Complex area has a population of about 13,000 individuals as of the 2010 census, of whom 47.5% identify as Native Hawaiian. The 2012-2013 school censuses identified 1721 students attending the Complex schools.

Honokaa Complex CLC schools' data reveals the following information:

Honoka'a HIS enrollment 617 with 57% Free and reduced lunch
Pa'auilo EIS enrollment 213 with 70.4% Free and reduced lunch
Waimea EL enrollment 559 with 69.2% Free and reduced lunch
Waimea M enrollment 267 with 56% Free and reduced lunch

Friends of the Future (FOF) agreed to fiscally sponsor this work and originally incorporated two (2) of its programs, Baby STEPS and Earl's Garage. Baby STEPS to Stronger Big Island Families was the recipient of the Hawaii P-3 grant for the Honokaa Demonstration site – one (1) of only five (5) awards made statewide that year. Earl's Garage is another partner and example of a program based on best practice. Their theme is that a child learns best through hands-on experiences and discovery.

This is year 4 of the 21stCCLC grant.

3. B.   PROGRAM GOALS AND OBJECTIVES

All Hawai'i 21st 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.	*SAMPLE: Improve academic achievement in math*
1.	Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.
2.	Honokaa CLC will offer a range of high quality educational, and enrichment opportunities
3.	Honokaa CLC will serve children and community members with the greatest need for expanded learning opportunities
4.	Click here to enter fourth goal, if applicable.
5.	Click here to enter fifth goal, if applicable.

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.	*SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21st CCLC program will improve their course marks in math from fall to spring.*	*Course Marks*
	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.	*Smarter Balanced Assessment*
1.	Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes).	Database; School Principals; Site Coordinators, teacher surveys
	Click here to enter second objective for Goal 1.	Click here to enter measure.
	Click here to enter third objective for Goal 1.	Click here to enter measure.
	Click here to enter fourth objective for Goal 1.	Click here to enter measure.
2.	100% of centers offer enrichment and support activities such as academic assistance and enrichment, nutrition and health, art, music, technology, and recreation	Program calendars, Site Coordinators
	100% of centers offer high-quality services in at least one (1) core academic area, such as reading and literacy, mathematics, and	Program calendars, Site Coordinators, teachers

	science.	
	More than 75% of centers offer services 10-16 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	Program calendars, class rosters, Site Coordinators
	Click here to enter fourth objective for Goal 2.	Click here to enter measure.
3.	More than 85% of centers offer services to parents and other family members of students enrolled in the program.	Program calendars, class rosters, Site Coordinators
	100% of centers are located in high-poverty communities.	Database, school records, program calendars, Hawaii.gov.
	Click here to enter third objective for Goal 3.	Click here to enter measure.
	Click here to enter fourth objective for Goal 3.	Click here to enter measure.
4.	Click here to enter first objective for Goal 4.	Click here to enter measure.
	Click here to enter second objective for Goal 4.	Click here to enter measure.
	Click here to enter third objective for Goal 4.	Click here to enter measure.
	Click here to enter fourth objective for Goal 4.	Click here to enter measure.
5.	Click here to enter first objective for Goal 5.	Click here to enter measure.
	Click here to enter second objective for Goal 5.	Click here to enter measure.
	Click here to enter third objective for Goal 5.	Click here to enter measure.
	Click here to enter fourth objective for Goal 5.	Click here to enter measure.

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
Honokaa Intermediate & High School	112	26	7 - 12
Paauilo School	78	28	K - 9
Waimea Elementary School	264	38	Pre K - 5
Waimea Middle School	214	12	6 - 8
Click here to enter Center name.	#	#	Grade levels served.
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Click here to enter Center name.	#	#	Grade levels served
Subgrantee Total	668	104	

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?

21st CCLC programs supplement the school-day curriculum at each site. Coordinators work with teachers to monitor programs and actively recruit students into programs relevant to their unique needs. Students eligible for free or reduced lunch or who receive other

governmental financial assistance are permitted to attend programs free of charge.

Over the course of the third year the CLC has experienced further growth in the following areas: number of participating youth, number of participating community members and number of new programs offered. Each school has instituted programs that meet their unique needs, mindful of their ability to deliver high quality programming, while fitting within the requirements for this grant. Programs beginning with early childhood/school readiness activities reaching all the way to adult offerings have been implemented, with increased attention paid to family events. After school activities are in place at each school. Working with four (4) sessions coinciding with four (4) quarters of the school year, each session was seven (7) weeks long. Offerings are different at each site during the 10 hours per site per week. The increase in high school attendees deserves special mention.

The newly elected Hawaii County mayor was not willing to extend the significant discount on county transportation to the CLC as did the last mayor therefore the CLC was unable to provide bus service to students to the same extent as last year.

Information on programs is disseminated through notices in the North Hawai'i News that run prior to each session or whenever there is a new offering. This paper is sent through the mail to residents in all three (3) communities. We also send information to the Community Calendar which is sent via email to 550 residents in North Hawai'i, and forwarded to two (2) local newspapers as well as posted on the Waimea Community Association's website. Program flyers are sent home through all community participating schools' newsletters and weekly envelopes, public and private.

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	
Honokaa Intermediate & High School	51	46%	2	2%	0	0%	73	65%	39	35%
Paauilo School	40	51%	2	3%	0	0%	42	54%	36	46%
Waimea Elementary School	264	100%	3	1%	1	.4%	118	45%	146	55%
Waimea Middle School	214	100%	29	14%	1	.5%	98	46%	116	54%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%
Subgrantee Total	569		36		2		331		337	

Exhibit 5: Race/Ethnicity of Students Served

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	% White	% White
Honokaa Intermediate & High School	0	0%	5	4%	9	8%	0	0%	0	0%	3	3%
Paauilo School	0	0%	3	4%	12	15%	0	0%	0	% 0%	14	18%
Waimea Elementary School	1	4%	16	6%	46	17%	3	1.1%	6	2%	14	5%
Waimea Middle School	0	0%	11	5%	116	54%	0	0%	6	3%	25	11%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Click here to enter Center name.	#	%	#	%	#	%	#	%	#	%	#	%
Subgrantee Total	1		35		183		3		12		56	

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander.

3.D SUMMER AND INTERSESSION PROGRAMMING

Describe activities offered during summer and intersession.

Waimea Elementary and Waimea Middle School offered a three-week summer school program with a science, math and enrichment focus. Classes ran eight (8) hours per day. Mixed age groupings and child choice classes met Monday through Friday.

Waimea Elementary Schools offered a summer Step Up to kindergarten program, open to all Complex students.

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
Honokaa Intermediate & High School	0	7 - 9
Paauilo School	0	K - 9
Waimea Elementary School	53	Pre K - 5
Waimea Middle School	89	6 - 8
Click here to enter Center name.	#	Grade levels served

Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Click here to enter Center name.	#	Grade levels served
Subgrantee Total	142	

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)?

iPads, garden equipment, art supplies, drums, other general disposable items, reading materials

3. E.2   Resources

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

Play and Learn Groups are conducted in Honokaa at the North Hawaii Education and Research Center (NHERC) and in Waimea on the WES campus.
These groups allow families with children ages 0 – 5 to come together once (Honokaa) or twice (Waimea) a week. There is a planned schedule including parent-child activities, free choice of age-appropriate manipulatives, snack (socializing time for the children), and culminating in a group circle with a book and songs. The groups are conducted and planned by qualified early childhood professionals – in fact both facilitators were previous preschool directors.
Friends of the Future (FOF) originally incorporated two (2) of their programs, Baby STEPS and Earl's Garage.
Summer Feed and CEP programs provide breakfast and lunch to all attending students.
Partnerships have been established with scientific program providers, including Canada-France-Hawaii and Keck Observatories to increase students' interest in the sciences, and with local cultural practitioners, musicians, chefs, gardeners and artists to further enrich the lives of the students. Amazingly, a 21stCCLC student was awarded a $10, 000 scholarship as a result of the partnership with CFH and Keck Observatories!

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.

Staffing continues to be modified as the program evolves. The stable, cohesive group remains a key factor in program success. More programs were developed and the strategies for implementation functioned well. Coordinators work with teachers to monitor programs and actively recruit students into programs relevant to their unique needs.
The Honoka'a Complex staff currently consists of a Program Director, an Assistant Program

Director and two (2) additional Site Coordinators. The Assistant Program Director also serves as the coordinator for two (2) sites. The Site Coordinators and Assistant Program Director are on site daily, and the Principals, Vice-Principals and Program Director are available for questions and problems. All teachers and community experts selected for the afterschool activities have a background in their respective subject areas as well as experience with the age group involved. Since staff members are employees of Friends of the Future they are not restricted as are DOE employees. Coordinator hours vary according to program size, and range from 10-20 hours per week. The utilization of community experts has improved the staff to student ratio, offering better opportunities to form mentorships.

Exhibit 7. Number of Staff by Position

Center	Administrators		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
Honokaa Intermediate & High School	1	#	#	#	3	#	#	#	#	#	3	#	2	#	#	#	#	#
Paauilo School	1	#	#	#	2	#	#	#	#	#	7	#	2	#	#	#	#	#
Waimea Elementary School	2	#	#	#	16	#	#	#	#	#	5	#	5	#	#	#	#	#
Waimea Middle School	1	#	3	#	11	#	#	#	#	#	2	#	2	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Center name	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Subgrantee Total	5	0	3	0	32	0	0	0	0	0	17	0	11	0	0	0	0	0

Exhibit 8. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Honokaa Intermediate & High School	10	#	4	#	#	4	4	#	#
Paauilo School	10	#	4	#	#	4	4	#	#
Waimea Elementary School	15	#	4	#	#	4	4	#	#
Waimea Middle School	10	#	4	#	#	4	4	#	#
Center name.		#	#	#	#	#	#	#	#
Center name.		#	#	#	#	#	#	#	#

Center name.	#	#	#	#	#	#	#	#	#
Center name.	#	#	#	#	#	#	#	#	#
Subgrantee Total	35	0	16	0	0	16	16	0	0

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	
Contribution Type	**# Paid Partners**	**# Unpaid Partners**
Provide evaluation services	#	#
Raise funds	#	#
Provide programming/activity related services	4	#
Provide goods	2	#
Provide volunteer staffing	#	#
Provide Paid Staffing	3	#
Other	2	#
Subgrantee Total	11	0

Partnership Description

Provide a brief description of successes with partnerships.

Partnerships have been established with scientific program providers, including Canada-France-Hawaii and Keck Observatories to increase students' interest in the sciences, and with local cultural practitioners, musicians, chefs, gardeners and artists to further enrich the lives of the students. Amazingly, a 21stCCLC student was awarded a $10, 000 scholarship as a result of the partnership with CFH and Keck Observatories!

Provide a brief description of challenges with partnerships.

In such a small community with such a high cost of living it is difficult to find partners who are able to donate services and time.

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.

Family nights are presented three times a year. These programs involve showcasing accomplishments from the summer and school year programs. 60 or more adults attend

family nights with their children.

A mother-daughter sewing class was well attended and enjoyed, and a line dancing class for adults was requested and presented.

Information on programs is disseminated through notices in the North Hawai'i News that run prior to each event. This paper is sent through the mail to residents in all three (3) communities. We also send information to the Community Calendar which is sent via email to 550 residents in North Hawai'i, and forwarded to two (2) local newspapers as well as posted on the Waimea Community Association's website. Program flyers are sent home through all participating schools' newsletters and weekly envelopes, public and private. Announcements are also made on Honoka'a High and Intermediate School's website as well as the 21stCCLC web site located at www.babystepshawaii.org.

4. Evaluation

4. A. EVALUATION PLAN

4. A.1. Evaluation Design Overview
Provide a one-paragraph brief overview of the evaluation design.

Program evaluation assists in the development of recommendations for changes resulting in program improvement. This evaluation is a requirement of the grant and is designed to yield honest and accurate information for stakeholders, being careful not to exaggerate nor downplay successes. Tools used for evaluation include interviews, surveys, observations, attendance logs and feedback from students and family members. Community Learning Center staff members are surveyed regarding satisfaction with program goals and objectives, parents and students are surveyed regarding satisfaction with availability and selection programs, behavioral surveys are completed by teachers and interviews with key community members are conducted to assess community awareness and impact

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	What challenges have been faced in implementing programs, and how are

are being answered?	those challenges being addressed? Are participants and parents satisfied with the experience? Were there any negative results from participation in the program? Are key people in the community cooperating with program efforts? What are the plans to ensure effective program implementation next year?
What data collection methods are being used (e.g. interviews, observations)?	Tools used for evaluation include interviews, surveys, observations, attendance logs and feedback from students and family members.
What is the timing of data collection?	Data is collected at the end of each program, at the end of each quarter and at the end of the schoolyear

Community Learning Center staff members are surveyed regarding satisfaction with program goals and objectives, parents and students are surveyed regarding satisfaction with availability and selection programs, behavioral surveys are completed by teachers and interviews with key community members are conducted to assess community awareness and impact.

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?

What outcomes questions are being answered?	How has behavior changed as a result of participation in the program? Are participants and parents satisfied with offerings? What factors have affected program success?
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, and behavior incidents)?	Tools used for evaluation include interviews, surveys, observations, grades, attendance logs and feedback from students and family members
What is the timing of data collection?	Data is collected at the end of each program, at the end of each quarter and at the end of the schoolyear

Community Learning Center staff members are surveyed regarding satisfaction with program goals and objectives, parents and students are surveyed regarding satisfaction with availability and selection programs, behavioral surveys are completed by teachers, grades and standardized test scores are reviewed and interviews with key community members are conducted to assess community awareness and impact.

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.

Over the course of the fourth year the CLC has experienced growth in the following areas: number of participating youth, number of participating community members and number of new programs offered. Each school has instituted programs that meet their unique needs, mindful of their ability to deliver high quality programming, while fitting within the requirements for this grant. Programs beginning with early childhood/school readiness activities reaching all the way to adult offerings have been implemented, with increased attention paid to family events. After school activities are in place at each school. Working with four (4) sessions coinciding with four (4) quarters of the school year, each session was seven (7) weeks long. Offerings are different at each site during the 10 hours per site per week. The increase in high school attendees deserves special mention.

New programs are developed and implemented each year to supplement the school-day curriculum. Coordinators are working with teachers to monitor academic programs and to actively recruit struggling students into appropriate programs. CLC staff members do their best to establish new programs in response to requests and suggestions from students and parents. Staff and facilities for programs are planned for well in advance of startup.

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

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)
Honoka`a HIS	100%
Paauilo School	100%
Waimea Elementary School	100%
Waimea Middle School	100%
Center name.	%
Center name.	%
Center name.	%
Center name.	%

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
Honoka`a HIS	100%
Paauilo School	100%

Waimea Elementary School	96%
Waimea Middle School	100%
Center name.	%
Center name.	%
Center name.	%
Center name.	%

KPI Objective 1 Discussion

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

Changes in classroom behavior and/or school attendance for students who participate in CLC activities 30 days or more were analyzed at the end of the school year. Of the surveys completed and returned teachers reported 100% of the participating students showed improvement in class participation and homework completion, and 96% of students showed improvement in classroom behavior. Teachers felt that students were more confident because they were better prepared, having participated in the after school enrichment program. The increased confidence made them more likely to participate in class discussions.

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

Click here to type or paste description of challenges related to Objective 1.

4. B.3   Key Performance Indicators – Objective 2

Objective 2: 21st 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)**
Honoka`a HIS	Y	Y	Y	
Paauilo School	Y	Y	y	Specify other services.
Waimea Elementary School	Y	Y	y	Specify other services.
Waimea Middle School	Y	Y	y	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.
Center name.	Y/N	Y/N	Y/N	Specify other services.

Core Educational Services Discussion

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

The Honoka'a Complex staff currently consists of a Program Director, an Assistant Program Director and three (3) Site Coordinators. The Site Coordinators and Assistant Program Director are on site daily, and the Principals, Vice-Principals and Program Director are available for questions and problems. All teachers and community experts selected for the afterschool activities have a background in their respective subject areas as well as experience with the age group involved.

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)**
Honoka`a HIS	Y	Y	N	N	y	Specify other services
Paauilo School	Y	Y	N	N	y	Specify other services
Waimea Elementary School	Y	Y	N	N	y	Specify other services
Waimea Middle School	Y	Y	N	N	Y	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services
Center name.	Y/N	Y/N	Y/N	Y/N	Y/N	Specify other services

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.**
Honoka`a HIS	10	Line dancing
Paauilo School	5	Line dancing
Waimea Elementary School	60	Family nights
Waimea Middle School	6	Mother/daughter sewing
Center name.	#	Click here to type or paste description of family services.
Center name.	#	Click here to type or paste description of family services.

Center name.	#	Click here to type or paste description of family services.
Center name.	#	Click here to type or paste description of family services.

Parent/Family Services Discussion

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

Family nights are presented twice a year. These programs involve showcasing accomplishments from the summer and school year programs. Movies are shown and activities are available for students and siblings. A mother-daughter sewing class was well attended and enjoyed, and line dancing classes for adults was requested and presented. The 21stCCLC is committed to having a presence at all public and private school open-houses and other community events to advertise programs, disseminate information and answer questions. BSTL, a take home book bag program is also popular with parents and children.

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

The high cost of living in Hawaii forces many parents to hold more than one job. This limits their ability to engage in evening and weekend activities.

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**
Honoka`a HIS	10	0
Paauilo School	10	0
Waimea Elementary School	10	40
Waimea Middle School	10	40
Center name.	#	#
Center name.	#	#
Center name.	#	#
Center name.	#	#

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

Objective 3 - 21st 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 21st 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

Objective 4.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
Center	**Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring**	**Primary Source of Data on Improvement:**		
		Grades/ Course marks?	**Assessment/ Test Scores?**	**Teacher Surveys**
Honoka`a HIS	NA	☐	☐	☐
Paauilo School	NA	☐	☐	☐
Waimea Elementary School	NA	☐	☐	☐
Waimea Middle School	NA	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐

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

Objective 4.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	**Percentage of regular program participants with IMPROVEMENT in math from fall to spring**	**Source of Data on Improvement:**		
		Grades/ Course marks?	**Assessment/ Test Scores?**	**Teacher Surveys**
Honoka`a HIS	NA	☐	☐	☐
Paauilo School	NA	☐	☐	☐
Waimea Elementary School	NA	☐	☐	☐
Waimea Middle School	NA	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐
Center name.	%	☐	☐	☐

KPI Objective 4 Discussion

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

21stCCLC staff was advised to use only teacher surveys to determine the progress made by student attendees. No grade or standardized test scores were gathered.

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
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.	*Smarter Balanced Assessment*	*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*	*Met*
Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors (behavior outcomes).	Database; School Principals; Site Coordinators, teacher surveys	Changes in classroom behavior and/or school attendance for students who participate in CLC activities 30 days or more were analyzed at the end of the school year. Of the surveys completed and returned teachers reported 100% of the participating students showed improvement in class participation and homework completion and 96% showed improvement in behavior	Met
100% of centers offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation	Program calendars, Site Coordinators	Partnerships were established with scientific program providers, including Canada-France-Hawaiʻi and Keck Observatories. Culturally significant enrichment and stimulating technological programs are ongoing	Met

		including Engineering, homework help, Yoga, computer science and drumming	
More than 75% of centers offer services 10-16 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	Program calendars, class rosters, Site Coordinators	After school activities are in place at each school. Working with four (4) sessions coinciding with four (4) quarters of the school year, each session was seven (7) weeks long. Offerings are different at each site with at least ten (10) hours per site per week. Waimea Elementary and Waimea Middle School offered three week summer school programs with a science, math and enrichment focus. Classes ran six hours per day and were open to all Complex students	Met
100% of centers are located in high-poverty communities.	Database, school records, program calendars, Hawaii.gov.	The number of low-income participants per site was determined by calculating the number of participants qualifying for free and reduced lunch, number of A+ kids participating per site, number of scholarships awarded per site. The CEP program allows a school district, a group of schools or a single school to serve free meals to all students even if they do not qualify for free or reduced-priced lunch reimbursements as long as at least 40% of the student population meet FRL income requirements. Waimea Elementary and Waimea Middle Schools were added to this state wide program.	Met
Click here to enter objective.	Click here to enter measure.	Click here to enter results.	Select one

Achievement of Program-Specific Objectives Discussion

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

The Honoka'a Complex program is a well-planned and developed program located in a tight-knit, supportive community. CLC programs have been running since summer 2015 and continue to grow through May 2018. The staff has remained fairly stable, which is a key factor in program success. New programs continue to be developed and implemented with increasing support from community experts. The decision was made to focus more on enrichment and culturally sensitive programs. While continuing to work with infants and their families toward school readiness, and providing afterschool and summer programs for elementary, intermediate and high school students, with the ultimate goal of supporting college and career readiness, we have incorporated more enrichment activities. Our academic programming will continue to utilize a STEM theme to deliver richer and deeper exposure to the sciences, while building students' science and engineering skills in fun and exciting ways outside the classroom, ultimately improving student achievement and motivation. As we design new programs we put more emphasis on cultural and enrichment perspectives and rely more upon artists, musicians and other community supporters who are experts in their respective fields. Connections to the `aina (a relevant Native Hawaiian perspective) can be made for students through place-based learning involving experts from the community sharing their research and knowledge.

4. C.   ADDITIONAL DATA

4. C.1   Success Stories

A 21stCCLC student was awarded the Mauna Kea Scholarship of $10,000 to the college of her choice as a result of the partnership with Canada-France-Hawaii and Keck Observatories!

4. C.2   Best Practices

Click here to type or paste any promising best practices for students, centers, administration, evaluation, etc..

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.]*

Click here to type or paste any particularly relevant feedback from students, parents, staff or community members.

4. C.4   Pictures
Feel free to share any pictures you might have that show your 21st Century Community Learning Centers in progress.
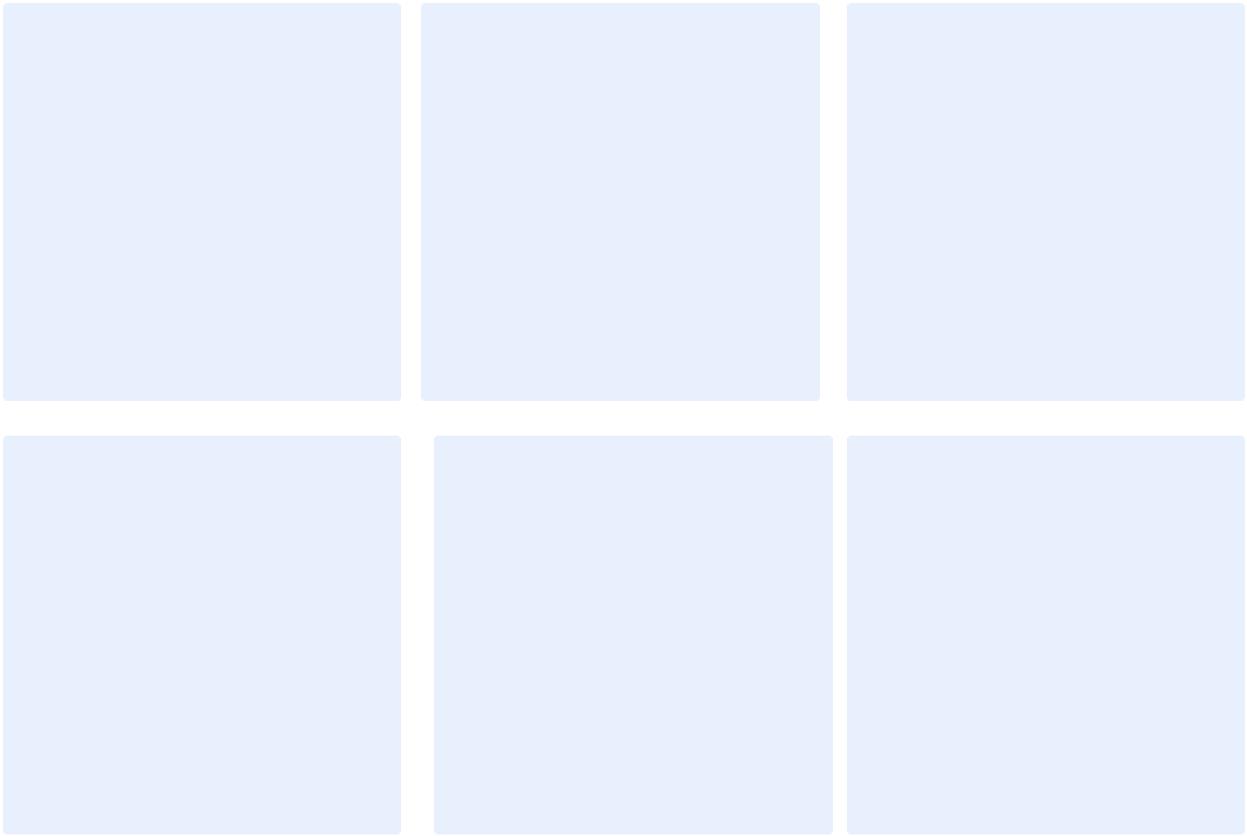
5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

> The original sustainability plan included tasking the Advisory Council with looking at ways to continue and expand the CLC's work and presence in the communities.

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 new sustainability plan includes: looking at finding funding for pieces of our efforts (the successful ones), mostly summer programs and parts of our Baby Steps to Literacy program. We are looking at partnering with other programs (Native Hawaiian funding sources) for our summer schools.
> Other possible measures include:
> 1) Expand partnership with K.A.L.O/Kanu O Ka Aina New Century Public
> Charter School
>
> 2) Collaborate with North Hawaii Education and Research Center to offer
> Relevant enrichment activities for high school students, including Career PASS
>
> 3) Expand the number of presenters who are willing/able to be independent
> contractors which decrease payroll tax liabilities
>
> 4) Continue to expand use of program fees to support program costs
>
> 5) Seek corporate sponsorships
>
> 6) With the high percentage of Native Hawaiian students enrolled in the four (4)
> schools, seek federal Native Hawaiian Education Act funding
>
> The easiest way to sustain the funding would be to get another 21st century grant!

6. Conclusions and Recommendations

6.A CONCLUSIONS

The Honoka'a Complex program is a well-planned program located in a tight-knit, supportive community. CLC programs were up and running, starting in summer 2015 and growth has continued through May 2018. Staffing continues to be modified as the program evolves. The stable, cohesive group remains a key factor in program success. More programs were developed and the strategies for implementation functioned well. Web site access at www.babystepshawaii.org assists in raising community awareness resulting in continued growth in student enrollment.

21st CCLC programs supplement the school-day curriculum at each site. Coordinators work with teachers to monitor programs and actively recruit students into programs relevant to their unique needs.

Partnerships have been established with scientific program providers, including Canada-France-Hawaii and Keck Observatories to increase students' interest in the sciences, and with local cultural practitioners, musicians, chefs, gardeners and artists to further enrich the lives of the students. Over the course of the fourth year the CLC has experienced further growth in the following areas: number of participating youth, number of participating community members and number of new programs offered. Each school has instituted programs that meet their unique needs, mindful of their ability to deliver high quality programming, while fitting within the requirements for this grant. Programs beginning with early childhood/school readiness activities reaching all the way to adult offerings have been implemented, with increased attention paid to family events. After school activities are in place at each school. Offerings are different at each site during the 10 hours per site per week.

The Advisory Board that was established helped attract more community-based instructors and mentors. Further assistance in increasing the amount of financial/in-kind support from community partners and in the number of donors and amount of donations is a focus of the Board, however interest has diminished resulting in sporadic meetings, some of which are poorly attended.

The team continues to track potential partners and funding sources to maintain and supplement the program. Students eligible for free or reduced lunch or who receive other governmental financial assistance are permitted to attend programs free of charge. The Honoka'a Complex CLC charges a small fee (sliding fee scale and scholarships are available) for participation. This provides a sense of commitment on the part of the student and family and we hope will support continuing attendance. Funds collected are put back into the program.

6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

- Continue regular coordinator meetings to maintain cohesiveness, assist in problem

solving and share ideas
- Expand adult programming based on community needs and requests
- Sustain positive working relationship with school personnel
- Encourage ongoing regular communication with principals to insure their support
- Expand avenues for positive interactions with teachers
- Continue community awareness efforts through Advisory Council, newspaper and internet communication
- Ongoing staff training with written instruction manuals must be in place to address in advance the possibility of future staff turnover

6. C EVALUATION DISSEMINATION

The annual evaluations are made available through Honoka'a High and Intermediate School's website as well as the 21stCCLC web site located at www.babystepshawaii.org for public review.