Hawaiʻi 21st CCLC Evaluation Report Template – SY2017-18

OVERVIEW

To assist sub grantees with meeting state evaluation requirements, for SY2017-18 the HIDOE is implementing a standardized template for evaluations of the 21st CCLC programs. Each sub grantee 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	☐
3.B.2 Objectives	☐
Exhibit 3: Students Served	☐
Attendance Discussion	☐
Exhibit 4: Characteristics of Students Served	☐
Exhibit 5: Race/Ethnicity of Students Served	☐
3.D. Summer and Intersession Programming	☐
Exhibit 6: Students Served During Summer	☐
3.E.1 Program Materials	☐
3.E.2 Resources	☐
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	☐

Evaluation Element	Complete?
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	☐
5. Sustainability Plan	☐
5.A. Original Sustainability Plan	☐
5.B. Updated Sustainability Plan	☐
6. Conclusions and Recommendations	☐
6.A. Conclusions	☐
6.B. Recommendations	☐
6.C. Evaluation Dissemination	☐

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	Kohala Complex
Program Director Name	Tia-Michelle Ubilas
Program Director Email	tubilas@kohalahs.com
Evaluator Name	Ann Earles
Evaluator Email	earlesan@gmail.com
Year of Grant	Year 3, SY 2017-2018, Cohort 11

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Kohala Elementary School	K-5
Center 2	Kohala Middle School	6-8
Center 3	Kohala High School	9-12
Center 4		

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

Program description
This comprehensive program includes long and short term learning activities, embedded academic assistance across all content areas, and an ongoing program of community education.   This diversified approach helps to improve student outcomes in both academic and social-behavioral arenas. Academically, there will be an increase in both reading and math achievement scores and overall grades. Social-behaviorally, the complex seeks to create greater liking for school, support higher rates of homework completion, lower levels of behavioral problems and drug use, and increased self confidence, social competence, leadership skills, civic engagement, attendance, graduation rates, and post high school aspirations.
The Kohala Complex staff endeavors to implement a value added program that will enrich the lives of Kohala's youth through: 1) yearlong mentorships that provide students with the ability to develop skill sets with both depth and breadth alongside a community role model; 2) 9-18 week interest-based modules in STEM areas (chosen based on student interest) via school-based personnel and community partnerships; 3) academic support—tutorial, enrichment, homework assistance; 4) incorporation of a coherent professional development program for teachers and staff; and, 5) parent workshops.
Evaluation design
Project Evaluation is an ongoing process, and involves both formative and summative assessments. The project objectives are aligned with performance indicators, measurement tools, and outcomes to ensure that assessments are indeed measuring what they are intended to measure.
Conclusions
In the last year there was turmoil again with the hiring of a new program director, and the departure of a veteran site coordinator. Although there are manuals which were instituted by Dan Williams they were not enough to ease the transition of an individual with no prior exposure to 21st Century Community Learning Center programs into the position as program director, with the added responsibility of being the site coordinator for Kohala High School's program. This is in addition to her day job as Activities Coordinator at the high school. The director/coordinator has only been in the position for three months. Webinars and meetings

helped to guide her through the process of planning and implementation of programs, data collection and end of the year reporting. Programs ran smoothly through the transition however there are gaps and inaccuracies in the data collected. Institution of a new process for collection and reporting added to the chaos.

Coordinators continue to encountered problems recruiting teachers for after school programs. Restriction of extracurricular hours for teachers employed by the DOE, strict requirements for outside instructors, the isolation of this community and the limited number of hours available combined to limit interest.

All coordinators expressed the need for ongoing training, considering the changes in reporting mechanisms and requested data for the grant. Despite the difficulties encountered programs were run at two sites during the summer and all sites during the school year, and the number of participants served increased. Two sites conducted summer programs, open 5 days per week, averaging 5 hours per day. All sites had school year programs, averaging two and a half hours per day, 5 days per week. An evening session has been added, running three hours, from 6-9pm on Mondays. One Complex wide event was held in the spring called the Jamboree.

While special events for families were planned and well attended, no ongoing programs for adult family members have been instituted.

The Kohala Complex CLC is a unique entity. The community is quite isolated so must rely on its own members to provide extended educational opportunities and after school enrichment programs. Community partnerships offer a rich pool of expertise and quality resources to support program offerings. Community based education is a means to address the challenge to expand schools' traditional role and create interdependent relationships among school, home, and wider community. With the incorporation of community based educational opportunities, this project fosters learning as a lifelong process, utilizes resources efficiently, and develops important partnerships with parents to ultimately improve student achievement.

Data such as grades, standardized test scores, teacher surveys and attendance statistics were not made available for reporting. Neither were council reports or community meeting notes.

Recommendations

•	Continue to offer unique programming at each school site based on requests and interests

•	Establish formal communication between program director, principals and coordinators via regular scheduled meetings

•	Explore new ways to establish adult programming

•	Investigate transportation options to provide access to programs complex wide

•	Institute regular coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems and solutions

•	Provide intense training for CLC staff in data collection and grant requirements

•	Maintain written instruction manuals of policy and procedures for reference

•	Plan annual Complex-wide events, with all site coordinators participating

3.   Program Description

3.A.   PROGRAMDESCRIPTION

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?

Kohala Complex schools consist of Kohala Elementary School with 350 students, Kohala Middle School with 189 and Kohala High School with 250. Sixty-nine percent (69%) of the student population qualifies for free or reduced lunch across the three campuses. This school-based program is in its third (3rd) year. This complex was awarded a 21stCCLC grant in 2009 that ran for 5 years.

In addition, Kohala Mission School, a small private, faith-based school of 22 students has elected to participate in the programs offered through the 21st Century Community Learning Center. There are also a number of home-schooled children in the community. This totals more than 811 potential students to be served along with their families.

3.B.   PROGRAM GOALS AND OBJECTIVES

All Hawaiʻi 21st CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see Section 4B: Evaluation Results. In addition to these KPIs, sub grantees 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.	50% of student participants will demonstrate academic improvement on interim and yearend summative assessments
2.	Student engagement in school will increase as evidenced by 30% decrease in negative behavioral incidents and reports
3.	Parent interaction with schools will increase as evidenced by 30% increase in parent participation at

	program events and parent offerings
4.	
5.	

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: 1.150% 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: 1.2The 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.	Participants will demonstrate academic improvement in reading and/or math.	Yearend grades
2.	Participants will show improvement on measures such as attendance and decreased behavior referrals.	Teacher surveys, attendance sheets, disciplinary action reports
3.	Objective 3: School relationship with parents will show improvement on measures of parent attendance at activities and response rate of mail and email correspondence	Parent sign-in sheets, electronic log-in by parent
4.		
5.		

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
Kohala Elementary School	74	47	K-5
Kohala Middle School	16	4	6-8
Kohala High School	60	17	9-12
Sub grantee Total	150	68	

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

Attendance Discussion

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

Kohala Complex schools consist of Kohala Elementary School with 350 students, Kohala Middle School with 189 and Kohala High School with 250. Kohala Mission School, a small private, faith-based school of 22 students has elected to participate in the programs offered through the 21st Century Community Learning Center. There are also a number of home-schooled children in the community. This totals more than 811 potential students.

Of these only 150 participate. That is less than 20% of the student population. The major barrier to participation is transportation. There is none. Program attendees are responsible for walking to and from program activities. Parents fear for their children's safety, walking on streets with no sidewalks and little light after dark.

Students and the community are continually polled so that programs of interest can be established.

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

Kohala Elementary School	56	75%	5	.06%	2	.02%	30	40.5%	44	59.5%
Kohala Middle School	9	56%	7	43%	1	.06%				
Kohala High School	31	52%	4	.06%	2	.03%				
Sub grantee Total										

Exhibit 5: Race/Ethnicity of Students Served

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	% White	% White
Kohala Elementary School	NA	0%	NA		NA		NA		NA	0%	NA	
Kohala Middle School	1	6.2%	7	43.8%	5	31.3%	0	0%	1	6.2	2	12.5%
Kohala High School	1	1.7%	18	30%	26	43.3%	0	0%	0	0%	10	16.7%
Sub grantee Total	21		25		31		0		1		12	

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.

Summer 2018	**Elementary School**	**Middle School**	**High School**
		Holokai Summer Camp	Summer Bridge & Credit Recovery
Holokai is a summer camp program allowing students to learn skills toward becoming a voyager.			

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
Kohala Elementary School	0	K-5
Kohala Middle School	23	6-8
Kohala High School	37	9-12
Sub grantee Total	60	

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)?

Hawaiian implements, garden tools, cameras, photography equipment, credit recovery curriculum, Legos, art supplies, musical instruments, food and kitchen items

3.E.2 Resources
What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?

Holokai is a ten-day wa'a summer camp program allowing students to learn skills to becoming a voyager — on the wa'a and in their community. This wa'a program is an outdoor camp to be held at Kamehameha Schools' Kahalu'u Manowai site in Keauhou, Kona.

Learning activities include training in the waters as well as onboard the navigational wa'a Makali'i in Keauhou Bay. Building on the foundation of our philosophy "he wa'a he moku, he moku he wa'a" learnings also focus on environmental relationship, Hawaiian culture, values and traditions to strengthen cultural identities and build leadership skills. Students connect to the 'āina through team work and service give-back in the community.

Unupa`a is an `aina based program which teaches about the old Kohala community through stories, chants and dances. Local kapuna are brought in to interact with students.

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.

Little staffing information is available. The hours put in by staff were not tracked, nor were the roles listed. No volunteer hours were noted, nor names submitted.

Exhibit 7. Number of Staff by Position

Center	Administrators Paid	Administrators Vol	College Students Paid	College Students Vol	Community Members Paid	Community Members Vol	High School Students Paid	High School Students Vol	Parents Paid	Parents Vol	School Day Teachers Paid	School Day Teachers Vol	Non-Teaching School Staff Paid	Non-Teaching School Staff Vol	Sub-contracted Staff Paid	Sub-contracted Staff Vol	Other Paid	Other Vol
Kohala Elementary School	1				1						2		4					
Kohala Middle School	1										1		4					
Kohala High School	1				1				3		2		2					

Center	Adminis-trators Paid	Vol	College Students Paid	Vol	Community Members Paid	Vol	High School Students Paid	Vol	Parents Paid	Vol	School Day Teachers Paid	Vol	Non-Teaching School Staff Paid	Vol	Sub-contracted Staff Paid	Vol	Other Paid	Vol
Sub grantee Total	3	0	0	0	2	0	0	0	3	0	5	0	10	0	0	0	0	0

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
Kohala Elementary School									
Kohala Middle School									
Kohala High School									
Sub grantee Total	0	0	0	0	0	0	0	0	0

3.G. PARTNERSHIPS

Partnership Data

Enter sub grantee-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	NA	NA
Raise funds	NA	NA
Provide programming/activity related services	NA	NA
Provide goods	NA	NA
Provide volunteer staffing	NA	NA
Provide Paid Staffing	NA	NA
Other		
Sub grantee Total	NA	NA

Partnership Description

Provide a brief description of successes with partnerships.

Nā Kālai Waʻa is working with West Hawaiʻi Schools to recruit participating schools. This participation will include having teachers embark on this voyage along with students and in doing so will continue the learned lessons once students return to their school communities. Nā Kālai Waʻa is an education-based 501 (c) 3 non-profit organization dedicated to the maintenance of cultural values and customs through the teaching and application of non-instrument navigation and open-ocean voyaging.

The N Kohala Community Resource Center is a 501(c)3 nonprofit founded in 2002 located in the northern tip of Hawaii Island. Their mission is to increase the number of successful community projects that benefit North Kohala. Currently they support Master art teacher Peter Kwolke and HIP Agriculture.

HIP Agriculture is a community organization that focuses on teaching environmental stewardship through sustainable agriculture practices. They are committed to empowering the next generation through programs designed to engage Hawaii's youth in sustainable agriculture and land stewardship.

The Kohala Village HUB is a non-profit organization located in North Kohala that supports community sustainability through programs focused on education, culture, arts, and food. They support Food Corps Hawaii.

Founded in the year 2000, The Kohala Center is an independent, community-based center for research, conservation, and education. Their goal is to turn research and ancestral knowledge into action, so that communities in Hawaiʻi and around the world can thrive—ecologically, economically, culturally, and socially. Their main areas of focus are food, water, place, and people.

Unupaʻa is an ʻaina based program which teaches about the old Kohala community through stories, chants and dances. Local kapuna are brought in to interact with students.

NOAA, PBS Hawaii and the University of Hawaii also provide programming and services.

Provide a brief description of challenges with partnerships.

With the economy as strained as it is, it is difficult to find people and locally owned businesses able to donate goods or services. We endeavor to foster relationships with our larger partners that will extend beyond the grant cycle and involve the community as much as possible.

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.

While special events for families were planned and well attended, no ongoing programs for adult family members have been instituted. Communication with parents is ongoing, with written notices sent home with students and online services available to all parents and the community.

4.   Evaluation

4.A.   EVALUATION PLAN

4.A.1. Evaluation Design Overview

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

Project Evaluation involves both formative and summative assessments. The project objectives are aligned with performance indicators, measurement tools, and outcomes to ensure that assessments are indeed measuring what they are intended to measure. The included table delineates how this project aligns its objectives, performance indicators, outcomes, and methods of evaluation.

Data Collection

Component	Type of Data Reported	Testing Frequency, or Frequency of Collection
Performance Assessments	Standardized Test Data Percentage of participants meeting grade level benchmarks/levels	Formative – 3 x per year Summative—1 x per year In spring semester
	Grade Reports Percentage of participants attaining a 3.0 gpa in reading, math, and/or science In elementary: percentage of participants meeting standards in reading, math, and/or science	Quarterly grade reports in October, January, March, and June
Behavioral Data	Electronic Comprehensive Support System (ECSSS) inputted data on Class A,B,C, and D offenses	Quarterly
Attendance Data	Student Information System (eSIS) data on student attendance data Decrease the number of absences for identified students	Quarterly data will be used to track number of school absences per participant.
Personal Communication	Student Progress Teachers (middle and high) Tuesday envelopes teacher progress reports; mentor progress reports	Information updated every two weeks Weekly and monthly communication sent home to parents

Learning Logs/Reflections	Student entries for each module and or mentorship	Quarterly review
Sign in sheets Login data	Parent Involvement/Engagement Percentage of parents attending program events. Activities, and parent workshops Percentage of parents accessing electronic communication tools	Collected at each event Quarterly
Satisfaction Surveys	School Quality Survey Program generated parent surveys Percentage of the number of parent response rates on the School Quality Survey	Annually in spring semester quarterly
Focus Groups	3e. Percentage of positive parent feedback on program activities.	Quarterly for all parents After each parent meeting/workshop/module

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?	Does programming reflect student interests? Are relevant programs being developed and implemented?
What data collection methods are being used (e.g. interviews, observations)?	Attendance data, behavioral data, personal communication, learning logs, parent sign in sheets, satisfaction surveys
What is the timing of data collection?	Quarterly, at annual events. Formative 3 times per year, summative once per year.

The evaluation process is designed to determine the strengths and weaknesses of each center's activities, improve our ability to plan and implement programs, document the Complex's progress toward meeting its goals, discuss and pinpoint unmet community needs, assess the impact of current program offerings, and to prepare a tool that provides feedback to staff, volunteers, parents and participants, and communicates to community partners and other prospective funding sources about program effectiveness.

Program implementation refers to how well a proposed program is put into practice. Implementation evaluation is performed to identify problem areas in order to make changes and improvements as programs are being implemented. This provides both quantitative and qualitative data to teachers, mentors and the Advisory Council for the purpose of improving instructional delivery and identifying the gaps that may occur. The primary purpose of this evaluation is to assist the current Kohala Complex staff as they try to implement this well designed program amid the turmoil of staff and policy change.

Programs have been implemented as planned except for the inability to provide summer programming at the elementary school site and the challenges of adult programming.

The comprehensive program includes enrichment programs in reading, math, and science through high interest mentorships and modules that link to literacy standards within the Common Core Standards. The goals, objectives, and outcomes of this project are based on a comprehensive needs analysis of area schools conducted by school and community officials. The program recognizes the need to promote respect for self and others, to eliminate bullying, to improve school attendance and promote a higher percentage of graduating students. The relationships built, fostered in sustained mentorships along with skill acquisition, will promote the value of being "pono", of good moral character.

The biggest challenge at Kohala High School is getting ongoing consistent student participation. This continues to be the biggest area of struggle because of competing activities such as athletics, clubs, drivers education, courts, dances (prom, mayday, homecoming, winter-ball) and college level courses. Efforts to increase participation include putting announcements in the morning bulletins, putting up fliers around campus, talking to athletic coaches, and sending emails to the entire KHS staff encouraging them to recommend students to the programs. Early in the school year we created a survey given to all students to gauge what kind of programs the students were interested in so we could find programs to match. A Robotics program was requested. That program started in the Fall semester and resulted in a noticeable spike in enrollment.

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?	**Is there improvement in behavior? Are parents more engaged? Is there increased student participation? Is student achievement improving?**
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	**Decrease in percentage of chronic absences (15 or more) each quarter Decrease in the number of referrals that indicate student disrespect for self and others.** **Percentage of teachers reporting rate of on task behavior for program participants** **Percentage of parents attending program events. Activities, and parent workshops** **Percentage of the number of parent response rates on the School Quality Survey** **Percentage of parents accessing electronic communication tools Percentage of positive parent feedback on program activities. Attendance logs. Grades and standardized test scores.**
What is the timing of data collection?	**Quarterly, annually, at the end of each session**

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 above.

Programs have been implemented as planned except for the inability to provide summer programming at the elementary school site.

The comprehensive program includes enrichment programs in reading, math, and science through high interest mentorships and modules that link to literacy standards within the Common Core Standards. The goals, objectives, and outcomes of this project are based on a comprehensive needs analysis of area schools conducted by school and community officials. The program recognizes the need to promote respect for self and others, to eliminate bullying, to improve school attendance and promote a higher percentage of graduating students. The relationships built, fostered in sustained mentorships along with skill acquisition, will promote the value of being "pono", of good moral character.

The biggest challenge at Kohala High School is getting ongoing consistent student participation. This continues to be the biggest area of struggle because of competing activities such as athletics, clubs, drivers education, courts dances (prom, mayday, homecoming, winter-ball) and college level courses. Efforts to increase participation include putting announcements in the morning bulletins, putting up fliers around campus, talking to athletic coaches, and sending emails to the entire KHS staff encouraging them to recommend students to the programs. Early in the school year we created a survey given to all students to gauge what kind of programs the students were interested in so we could find programs to match. A Robotics program was requested. That program started in the Fall semester and caused a noticeable spike in enrollment.

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)
Kohala Elementary School	NA
Kohala Middle School	NA
Kohala High School	NA

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
Kohala Elementary School	NA
Kohala Middle School	NA
Kohala High School	NA

KPI Objective 1 Discussion

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

No surveys were distributed or retrieved

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

No surveys were distributed or retrieved

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)**
Kohala Elementary School	Yes	Yes	Yes	
Kohala Middle School	Yes	Yes	Yes	
Kohala High School	Yes	Yes	Yes	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	

Core Educational Services Discussion

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

The comprehensive program includes enrichment programs in reading, math, and science through high interest mentorships and modules that link to literacy standards within the Common Core Standards. The goals, objectives, and outcomes of this project are based on a comprehensive needs analysis of area schools conducted by school and community officials. The program recognizes the need to promote respect for self and others, to eliminate bullying, to improve school attendance and promote a higher percentage of graduating students. The relationships built, fostered in sustained mentorships along with skill acquisition, will promote the value of being "pono", of good moral character.

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)**
Kohala Elementary School	Yes	Yes	No	No	Yes	
Kohala Middle school	Yes	Yes	Yes	Yes	Yes	
Kohala High School	Yes	Yes	No	No	Yes	
	Y/N	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	Y/N	

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

Center	Number of parents/family members participating	Description of services to parents and other family members.
Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Kohala Elementary School	0	
Kohala Middle School	0	
Kohala High School	0	

Parent/Family Services Discussion

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

> While special events for families were planned and well attended, no ongoing programs for adult family members have been instituted.

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

> Developing and implementing programs for adults is extremely difficult as many parents work two jobs and have little time for evening activities.

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

Center	Number of hours per week services offered during the school year	Number of hours per week services offered during summer and holidays
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.		
Kohala Elementary School	15	0
Kohala Middle School	15	25
Kohala High School	15	25

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**

[**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**
Kohala Elementary School	NA	☐	☐	☐
Kohala Middle School	NA	☐	☐	☐
Kohala High School	NA	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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**
Kohala Elementary School	NA	☐	☐	☐
Kohala Middle School	NA	☐	☐	☐

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
Kohala High School	NA	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

KPI Objective 4 Discussion

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

No data was collected

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
1.2Reduce 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*
Participants will demonstrate academic improvement in reading and/or math.	Student grades	NA	Unable to measure

Participants will show improvement on measures such as attendance and decreased behavior referrals.	Teacher surveys, attendance sheets, disciplinary action reports	NA	Unable to measure
School relationship with parents will show improvement on measures of parent attendance at activities and response rate of mail and email correspondence	Parent sign-in sheets, electronic log-in by parent	NA	Unable to measure
			Select one
			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.

Objectives have not changed, but major staff turnover again disrupted the collection of data resulting in the inability to measure progress.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

The increase in the number of students participating at Kohala High School is a major success.

4.C.2 Best Practices

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.]*

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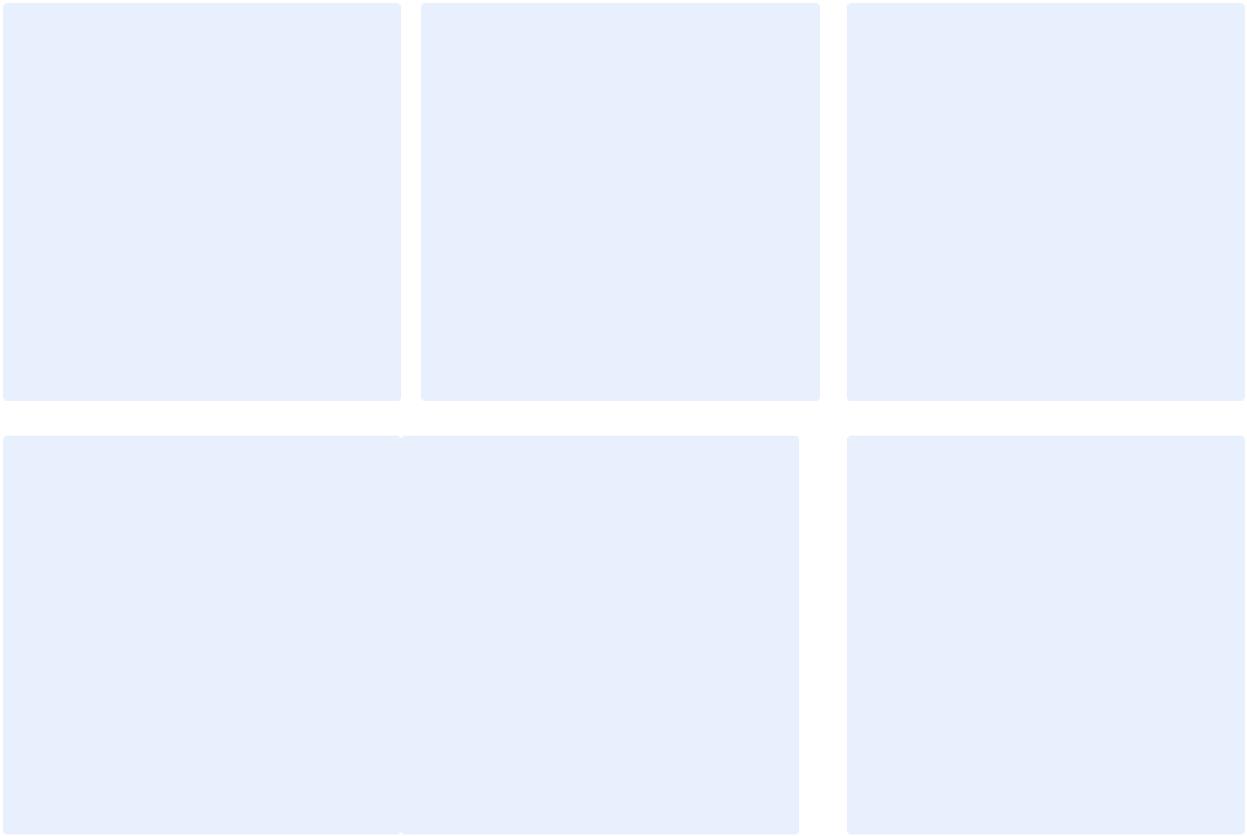
5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

No plan for sustainability was specifically outlined in the original proposal however the ongoing community partner alliances were established and maintained with sustainability in mind. In the time between this grant and the prior grant several partners were available to provide services for our students.

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.

Partnerships only fluctuate as their respective funding sources change. No partners have dropped off however Unupa`a is newly involved with this complex. Possible additional funding sources are always being explored.

6. Conclusions and Recommendations

6.A CONCLUSIONS

In the last year there was turmoil again with the hiring of a new program director, and the departure of a veteran site coordinator. Although there are manuals which were instituted by Dan Williams they were not enough to ease the transition of an individual with no prior exposure to 21st Century Community Learning Center programs into the position as program director, with the added responsibility of being the site coordinator for Kohala High School's program. This is in addition to her day job as Activities Coordinator at the high school. The director/coordinator has only been in the position for three months. Webinars and meetings helped to guide her through the process of planning and implementation of programs, data collection and end of the year reporting. Programs ran smoothly through the transition however there are gaps and inaccuracies in the data collected. Institution of a new process for collection and reporting added to the chaos.

Coordinators continue to encountered problems recruiting teachers for after school programs. Restriction of extracurricular hours for teachers employed by the DOE, strict requirements for outside instructors, the isolation of this community and the limited number of hours available combined to limit interest.

All coordinators expressed the need for ongoing training, considering the changes in reporting mechanisms and requested data for the grant. Despite the difficulties encountered programs were run at two sites during the summer and all sites during the school year, and the number of participants served increased. Two sites conducted summer programs, open 5 days per week, averaging 5 hours per day. All sites had school year programs, averaging two and a half hours per day, 5 days per week. An evening session has been added, running three hours, from 6-9pm on Mondays. One Complex wide event was held in the spring called the Jamboree.

While special events for families were planned and well attended, no ongoing programs for adult family members have been instituted.

The Kohala Complex CLC is a unique entity. The community is quite isolated so must rely on its own members to provide extended educational opportunities and after school enrichment programs. Community partnerships offer a rich pool of expertise and quality resources to support program offerings. Community based education is a means to address the challenge to expand schools' traditional role and create interdependent relationships among school, home, and wider community. With the incorporation of community based educational opportunities, this project fosters learning as a lifelong process, utilizes resources efficiently, and develops important partnerships with parents to ultimately improve student achievement.

Data such as grades, standardized test scores, teacher surveys and attendance statistics were not made available for reporting. Neither were council reports or community meeting notes.

6.B   RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

•   Continue to offer unique programming at each school site based on requests and interests
•   Establish formal communication between program director, principals and coordinators via regular scheduled meetings
•   Explore new ways to establish adult programming
•   Investigate transportation options to provide access to programs complex wide
•   Institute regular coordinator meetings to maintain the cohesiveness of the complex through sharing of ideas, problems and solutions
•   Provide more intensive training for CLC staff in data collection and grant requirements
•   Maintain written instruction manuals of policy and procedures for reference
•   Plan annual Complex-wide events, with all site coordinators participating

6.C   EVALUATION DISSEMINATION

Websites for each school site, CLC website, school and community meetings