

# Hawai'i 21st CCLC Evaluation Report Template – SY2017-18

## OVERVIEW

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

Evaluation Element	Complete?
<b>1. General Information</b>	✓
Exhibit 1: Basic Information Table	✓
Exhibit 2: Center Information Table	✓
<b>2. Executive Summary</b>	✓
<b>3. Program Description</b>	✓
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	✓
<b>4. Evaluation</b>	✓
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	✓
<b>5. Sustainability Plan</b>	✓
5.A. Original Sustainability Plan	✓
5.B. Updated Sustainability Plan	✓
<b>6. Conclusions and Recommendations</b>	✓
6.A. Conclusions	✓
6.B. Recommendations	✓
6.C. Evaluation Dissemination	✓

# 1. General Information

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

**Exhibit 1: Basic Information Table**

Required Information	Enter Information
Date Evaluation Report Submitted	12/14/2018
Grantee Name	Parents and Children Together (PACT)
Program Director Name	Cheryl Johnson
Program Director Email	cjohnson@pacthawaii.org
Evaluator Name	Denise Uehara
Evaluator Email	duehara@hawaii.edu
Year of Grant	2017-18

**Exhibit 2: Center Information Table**

Center	Name of Center	Grade Levels Served
Center 1	Parents And Children Together	6-12

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

## 2. Executive Summary

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

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

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

### Program Description.

PACT's 21<sup>st</sup> CCLC is integrated with the existing afterschool PACT Community Teen Program at Kuhio Park Terrace in Kalihi. Services and activities of PACT'S 21ST CCLC expands and enhances existing PACT services, including targeting new groups of youth, as well as focuses on youth with specific challenges who do not regularly participate in existing after school services on partner school campuses. Lessons learned from the previous years resulted in different approaches to recruiting and engaging participants and their families. Re-conceptualizing the drop-in and study hall activities and use of partnerships resulted in a more streamlined program with higher number of consistent participants.

### Evaluation Design.

The evaluation design of the PACT'S 21ST CCLC program has been iterative, evolving as the program develops and adapts to the needs of its participants. While consistent and long-lasting participation has been challenging, there has been qualitative improvements in the lives of individuals who choose to attend PACT'S 21ST CCLC activities. Therefore, we adopt a Success Case Study model of evaluation where qualitative data is used to describe and inform how the contextual factors impacted the lives of participants. Additional data collected includes pre and post assessments for specific groups of youth. Additionally, to ascertain student satisfaction with the 21<sup>st</sup> CCLC program, PACT administers a Client Satisfaction Survey each year.

### Evaluation Results.

As defined by the 21<sup>st</sup> CCLC personnel, success has many facets and interpretations. Based on the program's definition, results can be summarized as:

Regular participation by youth who may not have other alternatives

Participation in "meaningful" activities by youth who typically do not engage in school or community supports

Improved peer relationships as noted by staff

Developed and maintained strong relationships with positive adult role models who are often times the only consistent adult in youth participants' lives.

Improved school performance related to attendance, attitude, and behavior  
Serving “one kid at a time” exemplifies the dedication of personnel who remain consistent throughout the grant period. Their positive attitude reflects qualities that are critical when working with the community.

#### Conclusions and Recommendations

Collecting grant program data via the Hawaii State Department of Education continues to be a challenge particularly as it relates to obtaining the necessary agreements from the appropriate State office.

Hiring and retaining program personnel was another challenge faced this past year. However, staff were able to provide some coverage as well as fill in for specific activities when needed. Participant recruitment and active continued participation remains elusive along with family involvement. Program personnel continue to aggressively recruit with little change in the number of families who actually show up for events.

There are many activities for youth to engage in that offer academic and non-academic opportunities.

Data collection efforts have not been standardized including tool development, scoring, recording and storing.

#### Recommendations

A series of recommendations include:

- Develop relationships with neighborhood leaders who might be able to support increasing family involvement.
- Tie incentives to family participation that is meaningful and useful to parents.
- Create more career readiness and workforce readiness programs.
- Advertise for staff in a variety of venues such as on college campuses, other non-profits such as We Are Oceania, YMCA/YWCA, partner school campuses (three C21 staff worked on the Dole campus during off hours and the school found that to be very helpful in helping to manage the behavior some of their most difficult kids).
- Identify speakers from different career fields to keep participants motivated and interested in future opportunities.
- Continue to nurture relationships with role models who represent the community (Dr. Mary Hattori, Dr. Vid Raatior, Mrs. Jocelyn “Josie” Howard, Dr. Joakim “Jojo” Peter, Ms. Kathy Jetñil-Kijiner) as well as former participants
- Measure specific outcomes of activities that align with the overall grant program goals.
- Consistently engage with an evaluator to regularly develop tools to measure program outcomes both formatively and summatively.
- Continue piloting different methods to keep participation consistent and on-going to impact attendance. Youth identified as regular participants will have higher rates of “success.”
- Allow for a few hours/week for staff to collect and record data through a standardized procedure and database.

### 3. Program Description

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#### 3.A. PROGRAM DESCRIPTION

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

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

##### **Description of the Organization:**

Parents And Children Together (PACT) was founded in 1968 as the Parent Child Center of Kalihi, a federal Head Start initiative and key strategy of the “war on poverty.” The goal of the program was to foster nurturing parent-child relationships and optimal child development through parenting and early childhood development education—ultimately providing equal opportunities and positive life outcomes for those in poverty. PACT’s administrative offices and four of its 18 programs are still headquartered at Kuhio Park Terrace (KPT), the largest low-income public housing complex in our state. PACT’s mission is *Working together with Hawaii’s children, individuals, and families to create safe and promising futures.*

During our fifty-year history, PACT’s services have expanded from early education to community teen programs, family and parent resources, domestic violence prevention and intervention, group and family counseling, early childhood developmental screening and intervention, behavioral therapy for at-risk youth and their families, in-home parenting programs, visitation services for families in crisis, community building, and family financial strengthening. Over the years PACT has developed an extensive organizational knowledge about the dynamics and challenges that living in poverty has on families and their neighborhoods.

**Grant Year:** Year 4 (2017-18)

##### **Description of the Community and Schools Involved in the Program:**

Kuhio Park Terrace/Kuhio Homes. A total of 748 housing units comprise the two, 17-story high rise buildings and low-rise homes, which are home to 2,812 low-income working and non-working households.

The profile of KPT/Kuhio Homes indicates that this community is at great risk. The median family income for KPT/Kuhio Homes is \$23,095. (\$28,290 is poverty level income for a family of four, Federal Register, 82 FR 8831, January 26, 2017. Most residents (70%) at KPT/Kuhio Homes are working. Thirty-one percent of the households receive cash public assistance and

81% received SNAP benefits. Nearly 13 percent of the households receive SSI and 28% receive Social Security benefits. Of those families living in poverty, 79% are headed by single females. Children and youth ages 0 to 19 make up nearly half of the KPT/Kuhio Homes population. Linapuni, Fern, and Kalihi-Waena are the elementary schools that serve KPT/Kuhio Homes children. Well over 87% of their students qualified for free or reduced-cost lunch (School Status and Improvement Reports, School Year 2016-17). Dole and Kalakaua are the middle schools and Farrington the high school that serve this community with 78%, 65%, and 57% of students qualifying for free/reduced lunch, respectively. This grant targets youth who live and around Kuhio Park Terrace and attend Dole and Kalakaua middle schools and Farrington High School. The primary target population are youth who typically are chronically absent from school, experience at least some level of school failure, and are not likely to attend after school programming at their schools.

The KPT/Kuhio Homes community is a mix of long-time residents and the newly arrived. Fifty-six percent of the children attending Linapuni Elementary School, which is located at KPT, have limited English proficiency; two-thirds of the school population are Compact of Free Association (COFA) migrants, followed by 21% who are Samoan (School Status and Improvement Report, School Year 2016-17). Recent statistics available from the American communities survey, 2016 five-year data summary paints a picture of high civilian unemployment (15.2% as compared to 5.0% in the rest of Kalihi), low educational attainment with 28% of adults having less than a high school diploma; high numbers of families living below the poverty line (59%), and a significant number speak a language other than English in the home (68.6%).

Demographic statistics from the 2016 American Community Survey 5-Year Estimates show that the Kuhio Park Terrace Census Tract 62.02 continues to experience significantly greater socio-economic challenges than the City and County of Honolulu as a whole. It has a young population profile, with nearly 50% of the population under 18 years of age, a disproportionately high number of single parent families with high fertility, single mothers as heads of households, a significant proportion of grandparents, over half are grandmothers, who are responsible for their grandchildren (41% as compared to 21% for the county), and very low household incomes. Census data also shows the concentration of people with disabilities is one of the highest in Hawaii. Kuhio Park Terrace residents are economically isolated, and face educational, linguistic and cultural barriers as well as numerous environmental risks.

Public housing communities, such as Kuhio Park Terrace which have concentrations of extremely low-income households and disproportionate numbers of children and youth, are among the most distressed communities in the nation (Hunt, 2012). Other risk factors associated with youth living in public housing include exposure to familial substance abuse, family violence and conflicts, and lack of supervision. Kalihi is notorious for high urban youth gang activity since the late '80s and was targeted by the State as a locale for a youth gang response intervention. The major drug bust at the KPT/Kuhio Homes community in December 2016 that resulted in the arrest of 22 adults and young adults for drug trafficking and firearms charges and the indictment of 37 people shocked the community into realizing the easy and blatant availability of drugs to Kalihi's youth. This incident hit home the fact that adult and youth gangs were in collusion to forge economic opportunity by selling drugs to all-

comers in an “open air, open market” style in this gated, public housing community which, by all appearances during the day, resembles a relaxed island village of multi-ethnic families, their wandering pet dogs, and preening chickens scratching around the commons.

**Prior Experience Offering Out-Of-School-Time programming:**

PACT’s Community Teen Program has been providing comprehensive youth development services to youth and families living in Kuhio Park Terrace in Kalihi and Puuwai Momi Halawa Housing in Aiea since 1990, two of Hawaii’s most at-risk communities. Program services are based on the evidence-based, pro-social Positive Youth Development (PYD) model, designed to reduce or enhance identified risk and protective factors and provide opportunities for youth to develop the skills, attitudes, abilities, and behaviors to become active, vital members of their community and successfully transition to adulthood. The model promotes youth’s healthy development along five core competencies: 1) positive sense of self; 2) self-control; 3) decision-making skills; 4) moral system of belief; and 5) pro-social connectedness. Research indicates the model can increase youths’ feelings of connectedness with family, school, and community; decrease negative choices, such as tobacco/alcohol use and delinquent behavior; and increase supportive relationships, positive social norms, and skills-building in youth.

### 3.B. PROGRAM GOALS AND OBJECTIVES

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

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

#### 3.B.1. Goals

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

1.	<i>SAMPLE: Improve academic achievement in math</i>
1.	To assist youth in improving their non-cognitive skills by offering a broad array of high-quality youth services and programs.
2.	To assist youth with improving their academic skills by providing academic enrichment opportunities during out-of-school time.
3.	To provide an array of services for families of youth enrolled in the CCLC that will increase family engagement.



### 3.B.2. Objectives

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

Goal	Objective	Measure
1.	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21<sup>st</sup> CCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>
1.	1.1 PACT's 21st CCLC will offer a variety of high quality services and activities to promote non-cognitive (SEL) skill development.	Monthly Calendars/Schedules
	1.2 At least 3 non-cognitive (SEL) skill development activities will be offered each quarter or semester.	Monthly Calendars/Schedules, Group Attendance Forms
	1.3 75% of regular participants will demonstrate improved behavior in school.	Teacher Surveys
2.	2.1 PACT's 21st CCLC will offer a variety of high quality services and activities to assist youth in improving academic skills	Monthly Calendars/Schedules
	2.2 At least 2 academic enrichment groups/activities will be offered each quarter or semester.	Monthly Calendars/Schedules, Group Attendance Forms
	2.3 60% of youth who regularly attend PACTs CCLC activities will improve homework completion and class participation.	Teacher Surveys
3.	3.1 At least 4 parent/family engagement activities will be offered each program year.	Monthly Calendars/Schedules, Group Attendance Forms

## 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
Parents And Children Together from fall and spring ONLY (as reported in APR data submitted to CEB)*	155	53	6-12
Parents And Children Together - Summer, Fall and Spring Data	164	61	6-12
<b>Subgrantee Total</b>	155	44	

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

We included both sets of numbers – Fall/Spring as reported for the APR and Summer/Fall/Spring as requested here. While we were able to update the Gender and Ethnicity for the nine students who only participated during the summer from PACT demographics, the data obtained from the DOE (Free/Red. Lunch, ELL, and SPED participants) included below will not include those additional 9 students. This data was obtained from the iResults report recently provided to us by the CEB.

## Attendance Discussion

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

PACT has prioritized students who are facing some of the most difficult academic, attendance, and behavioral challenges. The tendency for these young people is to not get involved in activities or services intended to “help” them achieve academic success.

While we have met our enrollment goals – and no shortage of kids who want to come to our Center to hang-out – we continue to struggle with youth participation in “meaningful” activities – i.e., study hall, academic enrichment groups, and non-cognitive/SEL skill development groups.

Efforts to increase participation include:

- Staff strive to develop great relationships with kids, which is a critical factor when trying to improve participation and attendance. While this does not always transfer to motivation to change their school performance (although it does in some cases), it increases the likelihood that these youth will continue to participate in services and to increase their participation in the more meaningful activities.
- Staff work very hard to develop activities that are attractive to the kids yet provide opportunities for them to learn and improve academic or life skills.
- Staff offer incentives for participation – primarily through the use of Shaka Bucks which are given for group participation. Youth can purchase snacks, school supplies, and field trip participation with their Shaka Bucks.
- While word of mouth and community presence are our biggest recruitment efforts, staff also recruit at community events, set up tables in the building lobbies to meet parents and youth after school, and meet kids while they are walking home from school at “the bridge” for Farrington and Kalakaua students or by Sunny’s Mart for Dole students.

### 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	
Parents And Children Together	138	89%	14	9%	54	35%	115	71%	49	29%
<b>Subgrantee Total</b>	138	89%	14	9%	54	35%	115	81%	49	29%

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

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White
Parents And Children Together	3	2%	10	6%	145	89%	4	2%	0	0%	2	1%
<b>Subgrantee Total</b>	3	2%	10	6%	145	89%	4	2%	0	0%	2	1%

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.

PACT's 21<sup>st</sup> CCLC continues to operate during school intersessions with slightly increased hours of operation. Since study hall is not offered when school is not in session, staff increase the number of enrichment and recreational activities offered to keep youth engaged. These times are often used to plan field trips as the youth's availability increases when not in school.

A more formal program is planned during the summer. In 2017, activities included a summer academics program followed by summer lunch for the KPT community, and enrichment/recreational activities in the afternoons. 21<sup>st</sup> Century also participates in the Kalihi-based Late Night Basketball League during the summer.

Summer academics included:

- Math – Staff setup a Khan Academy classroom for youth to access. Khan academy allows staff to set the base academic level, assess student's progress on each math concept and provide reports on the number of activities and the success rate of participants.
- Reading – Staff led reading circles with youth. Focus was on youth's understanding of literary elements (character, setting, plot and resolution) and youths' confidence in reading. Staff lead discussions before or after each reading session and used worksheets to supplement learning.
- Science – The University of Hawaii at Manoa offers science kits through their Center for Microbial Oceanography Research and Education. These kits can be borrowed from a number of sites across the island. Kits include: assessments, activities, worksheets, videos, a teachers manual and lab materials (i.e. carbon dioxide sensors, dissection microscopes etc.) Kits are aligned to national and state science standards.

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
Parents And Children Together	68	6-12
<b>Subgrantee Total</b>	68	

### 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)?

##### Dole Tech Group

- Laptops and software

##### Making Proud Choices (MPC)

- MPC curriculum including: supplemental videos, slideshows, games and posters, provided by HYSN
- Sample contraceptives for demonstrations.

##### Volleyball Club

- Volleyball net and volleyballs.
- Free instructional videos and other resources from [theartofcoachingvolleyball.com](http://theartofcoachingvolleyball.com)

##### C21 Boys Group

- MPC curriculum including: supplemental videos, slideshows, games and posters, provided by HYSN.
- Sample contraceptives for demonstrations.

##### Dole Boys Individual Tracking

- Dr. Tonya Featherston's teen life coaching training including: POWERUP process handouts, and access to her online portal

##### Food & Nutrition Semester 2

- Recipes modified from Kapiolani Community College's Cooking Up a Rainbow, Kokua Kalihi Valley's recipe book and youth's researched recipes
- Math in Foods curriculum including worksheets linked directly to national math and science standards (i.e. measurements, proportions, nutritional analysis etc.). Worksheets were modified to reflect the recipes being used each week.

##### Study Hall (All Staff)

- Computers and internet access, printing capabilities for worksheets and essays, paper, pens, pencils, calculators, rulers, markers, colored pencils, and folder paper.

##### We Lit

- Paper, pens, markers, laptops, I-Pads, TV to hook up laptop to show videos, chart paper, dry erase boards, dry erase markers

##### Tech Group

- Chart paper, paper, pens, pencils, dry erase boards, dry erase markers, laptops, headphones, laptop chargers

##### World Cultures

- Paper, pens, markers, laptops, I-Pads, TV to show movies and videos, chart paper, dry erase boards, dry erase markers

##### Dance Club

- Laptop, TV, Audio speaker, fabric and t-shirts for dance outfits

##### Fired Up!

- Balls, cones, field space/ gym use.

##### SPARK

- Balls, cones, field space/ gym use.
- R&B
- iPads with apps

### 3.E.2 Resources

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

Grant Funds: In addition to 21<sup>st</sup> CCLC grant funds (both regular and supplemental), other PACT grant funds are used to provide services to youth enrolled in the 21<sup>st</sup> CCLC. Through these other funds, 21<sup>st</sup> CCLC students have access to a wider variety of activities and services provided by staff funded by those grants.

Facilities:

- Use of Dole Middle Schools new Innovation Learning Center for classes and recruitment of Dole middle school students into the group through their on-campus afterschool program.
- PACT's Teen Program space at the KPT Resource Center is used for staff offices and program activities
- Better Tomorrows provided resources such as space in the B Building tower at KPT and use of outdoor space to support CCLC programs.

Community Partnerships:

- Purple Mai'a provided access to their online curriculum as well as staff support via phone calls or emails with instructors, and invitations to Purple Mai'a events for staff and students.
- Our on-going partnership with Kalihi youth serving agencies continues to work together to provide our popular Late Night Basketball League and the 808 Junior Chef competition each year.

### 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.

PACT's 21<sup>st</sup> CCLC was staffed by a Program Director (assigned part-time to this grant) and four Project Specialists (two were assigned to the project for their full 35 hours per week and two were assigned for half of their weekly hours). Additionally, four other PACT staff provided intermittent services to 21<sup>st</sup> CCLC youth through other grant funds. A contracted evaluator provides evaluation services.

The Program Director is responsible for oversight of all Teen programs and contracts including the 21<sup>st</sup> CCLC. Responsibilities include: budget development and management, supervision of staff, fulfilling reporting requirements, and administrative oversight.

Direct service staff's responsibilities include:

- Development and implementation of all program activities
- Track attendance, pre/posttest assessments and other data as required
- Assist with 21<sup>st</sup> CCLC reporting requirements
- Recruitment of youth and family participation

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

Center	Adminis-trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Parents And Children Together	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	4	4
<b>Subgrantee Total</b>	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	4	4

**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
Parents And Children Together	16	0	0	0	0	0	0	As needed	25
<b>Subgrantee Total</b>	16	0	0	0	0	0	0	As needed	25

### 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		1	0
Raise funds		0	0
Provide programming/activity related services		0	8
Provide goods		0	0
Provide volunteer staffing		0	0
Provide Paid Staffing		0	0
Other		0	0
<b>Subgrantee Total</b>		1	8

### Partnership Description

Provide a brief description of successes with partnerships.

Our partnership with Purple Mai'a Foundation (PMF) has been very successful over the past several years. Through them PACT staff have participated in STEM/technology training that we would not have had the opportunity to participate in without the partnership. This has enabled us to expand the STEM services and activities we have been able to offer to our program participants.

Provide a brief description of challenges with partnerships.

Our partnerships have been very successful overall. One challenge that goes along with developing successful partnerships is the time commitment required to nurture them.

### 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.

A total of 20 parents participated in at least one of the planned family engagement activities. Because of our lack of success in engaging parent and family participation, staff are working on redefining parent & family involvement for this community. We wanted to provide more opportunities for parents to engage in and with the activities their children participate in after school, so we offered Ho'ikes or showcases where youth presented an activity or demonstration of what they learned in their sessions. Unfortunately, we found little success in these activities, so we changed what was planned for the 2017-18 school year.

In an attempt to gain more parent participation, we offered high interest activities (i.e. BINGO and swap meet or donation table) to get more parents to attend a family night but, again, without much success – even with continued extensive recruitment efforts. We also attempted to offer a parent focus group to gain some insight on the activities and services they believe should be offered through our program but, were unsuccessful.

A snack or small meal was offered at each parent/family activity as an incentive for participation, as well as Bingo prizes or raffle prizes, including rice, canned goods, detergent and other household supplies.

We did find a small success when we identified our most academically and challenged clients, many of whom rarely attended school, were failing most of their classes, and were at very high risk of dropping out of high school. The Youth Challenge Academy (YCA) offers an alternative to these kinds of students so we invited YCA staff to meet parents and students here at KPT. Because, these parents were very frustrated at what their children were doing, most of those invited did attend our YCA meeting night. Two of these events were held during the 2017-18 program year (December 2017 and May 2018) with 7 parents attending at least one of the sessions. Six youth from the program enrolled in January 2018 and graduated in June. Five youth enrolled in July 2018 and are on track to graduate this month. This small success has started staff thinking about how to design parent activities that will meet specific needs of individual youth and families.

## 4. Evaluation

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### 4.A. EVALUATION PLAN

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

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

The evaluation design of the PACT'S 21ST CCLC program has been iterative, always evolving as the program develops and adapts to the needs of its participants as a result of its participants active/passive participation, inconsistency and transiency. While consistent and long-lasting participation has been challenging, there has been qualitative improvements in the lives of individuals who choose to attend PACT'S 21ST CCLC activities on a regular basis. Therefore, we adopt a Success Case Study model of evaluation where qualitative data is used to describe and inform how the contextual factors impacted the lives of participants. Furthermore, this in depth narrative provides a much needed story behind the numbers that tend to portray less than successful "outcomes" as typically defined.

#### 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?

- Has the program been implemented as planned in the grant application?
- What challenges have been faced during program implementation and how are they being addressed?
- To what extent are program participants satisfied with the activities?
- Which program activities have yielded high participation and /or retention rates and have demonstrated continued success as defined by the program?
- Which partnerships continue to collaborate and/or provide supports?
- What are the plans for appropriate program implementation or organizational institutionalization in the coming years?



<b>What data collection methods are being used (e.g. interviews, observations)?</b>	<ul style="list-style-type: none"> <li>• Direct service staff collect data on attendance and administer group pre and post assessments</li> <li>• Assigned program staff gather enrollment data and compile demographic and attendance data</li> <li>• PACT's Client Satisfaction</li> <li>• Beginning with the 2016-17 School Year – we collected aggregated DOE demographic &amp; assessment data from iResults</li> <li>• Site visits</li> </ul>
<b>What is the timing of data collection?</b>	<ul style="list-style-type: none"> <li>• Data collection is conducted on a regular basis by direct service staff (quarterly or by semester depending on the group)</li> <li>• At the end of reporting periods (i.e., Summer, Fall, and Spring)</li> <li>• Annually</li> </ul>

Obtaining data sharing agreements from the Hawaii Department of Education to access student grades and attendance has been a continuing challenge. While it has been over three years since filing for these agreements, PACT'S 21ST CCLC just received the agreement for 2017-18. Data for this school year has been obtained through the Community Engagement Branch and is included in the State evaluation report.

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

Describe how program outcomes are being evaluated.

##### Sample Outcomes Questions:

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

<b>What outcomes questions are being answered?</b>	<ul style="list-style-type: none"> <li>• To what extent do students who participate in the program show improvements in behavior?</li> <li>• To what extent do students who participate in the programs show academic gains?</li> <li>• To what extent has the program achieved its objectives?</li> <li>• What factors have affected program success?</li> </ul>
<b>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</b>	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> CCLC Teacher Surveys were used to measure improvements in behavior and academic gains</li> <li>• Staff meet to determine program schedules and develop individual activity plans to meet program objectives</li> <li>• Staff discuss what has contributed to the success or lack of success of planned activities</li> <li>• Attendance data is tracked for all program activities</li> <li>• PACT's Client Satisfaction Survey is conducted annually.</li> <li>• Staff meet to discuss individual client successes</li> </ul>
<b>What is the timing of data collection?</b>	<ul style="list-style-type: none"> <li>• Data collection is conducted on a regular basis by direct service staff (quarterly or by semester depending on the group)</li> <li>• At the end of reporting periods (i.e., Summer, Fall, and Spring)</li> <li>• Annually</li> </ul>

The summative evaluation established the degree to which the objectives and outcomes have been completed. The evaluation concentrated on the project's desired outcomes as a result of implementing various activities. The summative evaluation takes the form of a Success Case Study method where the evaluation seeks to uncover the most impactful successes and failures of a program and then tell the stories behind them, backed by evidence.

## 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.

What challenges have been faced during program implementation and how are they being addressed?

Staff continues to develop activities that are attractive to youth, while youth still basically want a place to hang out. Mediating these two sides of the same coin remains an iterative process. They also continue to develop and maintain great relationships with kids, a necessary component when working with this population and especially in this environment. However, great relationships may not always transfer to changing school performance. There are various complexities and many variables that are difficult to simultaneously address.

There were a number of staff changes in the 2017-18 program year. Two staff worked 100% of their hours on the C21 contract and the remaining two direct service staff split their hours between C21 and another contract. One of the "part-time" staff resigned unexpectedly in February and was replaced later in the spring. At times throughout the year staff members' time was split to cover two other programs of ours. Staff changes were difficult for many youth to manage. However, the three remaining staff did a good job of helping them manage the transition. A 4th staff member was assigned to this contract to fill the part-time position. He was an existing Teen Program staff member who moved into the vacancy with already established relationships with the youth participants. However, he, too, resigned in May 2018.

Staff turnover can be primarily attributed to Center hours and competing positions at other youth serving programs. The later evening hours did not work for one employee who has older kids at home. Neither did these hours and Saturday hours work for a new father. With low local unemployment rates, there are available positions at other agencies with better hours and similar pay. Administrators assigned two staff to multiple contracts to address shortages, however staff changes are difficult on the other staff as well as youth participants.

The program continues to have challenges implementing their advisory committee. The list below outlines the advisory activities. The group of individuals recruited at the end of the previous year did not continue with the committee.

- We held one meeting in June 2017 with a second planned for early in the fall – no one was able to attend the second meeting.
- A staff member was assigned to coordinate the next meeting in the spring, but resigned unexpectedly.

Program staff will continue to work to form a strong group for the last year of the grant to help plan and guide PACT to sustain these valuable services. For the coming year, Teen Program staff are working with an existing community coalition who also struggles with membership, attendance and participation. The focus of this coalition is underage drinking and many of the participants are the same individuals we would like to invite as members for the 21<sup>st</sup> CCLC Advisory Board. Instead of competing for participants, we will work together to meet the needs of both groups and, in fact, strengthen both groups. The Teen Program will also be taking the lead on developing a youth coalition for the community coalition and are in the process of talking with Hawaii Pacific University (HPU) and/or the University of Hawaii (UH) to recruit field placement students to assist with the youth coalition. This will also increase youth involvement in the Advisory Board.

- To what extent are program participants satisfied with the activities?

PACT Client Satisfaction Survey – Community Teen Program results describe an overall positive experience. Over 90% of respondents marked “Yes” when asked if the services were convenient or helpful; whether staff treated them kindly; if they developed new skills and if their cultural background was respected. In addition, over 90% checked that they would recommend the program to others. A key characteristic of the program is its recognition and respect for the cultural backgrounds of their clientele.

- Which partnerships continue to collaborate and/or provide supports?

Through focused recruitment and strategic partnerships with surrounding schools, consistency in participation was with Dole Middle School, where staff also worked as Part Time Teachers (PTT).

- Staff offered game development curriculum at Dole Middle (developed and supported by Purple Mai’a Foundation) during the Ha’aha’a After School Program twice a week.
- Purple Mai’a Foundation: Partnership with a local non-profit technology education foundation provided staff training and classes for middle/high school aged youth at the center. Although we did not have an actual MOA with PMF this year, we continued to work with them and offered their curricula at Dole. They provided access to their online curriculum and assisted with trouble shooting and acted as resources and support for staff to implement this curriculum.
- Better Tomorrows: Provided resources such as space and materials to support C21 programs.

- Late Night Basketball: Kokua Kalihi Valley, Susannah Wesley Community Center, Palama Settlement, Kalihi YMCA, Honolulu Police Department Weed and Seed are the ongoing partners for this long-standing program (over 25 years).
  - 808 Junior Chef Competition: Kapiolani Community College Culinary Arts, Department of Health SNAP-Ed, Aloha Care, After School All Stars, Kokua Kalihi Valley, Susannah Wesley Community Center, Palama Settlement, Kalihi YMCA were the primary partners for this annual activity. A new partnership formed with Hula Grill and they were active in PACT's preliminary "Iron Chef" competition to select the winning team for the 808 Junior Chef award.
- What are the plans for appropriate program implementation or organizational institutionalization in the coming years?

PACT is committed to continuing services to the youth of this community and, in fact, has been able to fund services for nearly 29 years. The 21<sup>st</sup> CCLC has provided an opportunity to dramatically increase the number of middle and high school aged youth who participate in program services and activities and we do not want to lose this connection with them.

As explained in further detail in Section 6, PACT has a number of strategies to sustain these services, including:

- Applying for the next round of 21<sup>st</sup> CCLC funding – after careful review and analysis of existing services
- Seeking funding from other Federal, State, Local, and private sources

#### 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)
Parents And Children Together	41%

##### 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
Parents And Children Together	68%

### KPI Objective 1 Discussion

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

Staff are encouraged by gains in both objectives in KPI 1 – especially given the many challenges faced by program participants. These challenges include limited English Language Skills, low socio-economic status, etc.

PACT's 21<sup>st</sup> CCLC conducted study hall/homework help activities daily Tuesday through Friday during the school year, giving students a place with access to supplies and technology needed to complete their homework. This contributed to the achievement in academic gains as reported by the teachers.

Staff are really encouraged by the number of youth showing an improvement in classroom behavior on the Teacher Survey. Improving behavior is a one of the necessary first steps that will lead to increases in academic performance.

Four C21 staff attended the 2017 21CCLC Summer Institute in Philadelphia where they gained additional knowledge of Social and Emotional Learning (SEL) competencies and its implementation in other programs. A focus was placed on improving implementation of SEL activities and finding ways to measure accomplishments/success in this area

During December 2017-January 2018 staff were trained in a curriculum on teen life coaching. Staff attempted to implement the program but faced issues around the amount of staff time required to work individually with students and students who would not make the commitment to participate fully unless they were in crisis mode – i.e., failing a class and wanted help to solve the symptom and not really the root cause of the issue. Staff began exploring ways of using teen life coaching concepts in established groups.

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

Obtaining data sharing agreements from the Hawaii Department of Education to access student grades and attendance has been a continuing challenge. While PACT has submitted required documentation for several years, PACT'S 21ST CCLC just received the agreement for 2017-18. iResults data for 2017-18 has been obtained through the Community Education Branch.

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

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

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

**Objective 2.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)**

Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Parents And Children Together	Yes	Yes	Yes	Exploring World Cultures

### Core Educational Services Discussion

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

The Coding and Web Design classes were designed by technology experts from Purple Mai'a who have extensive experience in developing these services for Hawaii's youth.

Math activities were offered via Khan Academy and students were provided access to computers to access iReady during study hall sessions.

### 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)
Parents And Children Together	Yes	Yes	Yes	Yes	Yes	Teen Life Coaching/ Drug/Violence Prevention Truancy Prevention Food and Nutrition Comprehensive Sex Education

### 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.
Parents And Children Together	20	Parent Orientation Parent Night Field Day/Swap Meet Family Bingo Night Parent Focus Group Youth Challenge Academy Orientation Nights

### Parent/Family Services Discussion

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

Program staff have tried various methods to recruit parents and families. Through a trial and error process these numbers reflect consistent low attendance although slightly higher than

years prior. The following list represents program efforts to engage parents and families as well as the outcomes:

- Parent Orientation (offered at different times – 7 parents attended) – August 2017 – Staff invited parents to the program for an orientation on our program rules, hours, staff introductions and presentation of upcoming events and groups.
- Parent Night (5 attended) – Parents were informed about the upcoming events, groups and any changes that were made in the center. We also discussed about any rules in the centers.
- Field Day/Swap Meet (2 attended) – Parents were invited to come and have an outdoor field day with our members. We wanted to have families come down and support their kids while we ran field games. After the activities, we had a little Swap Meet, where we put out miscellaneous items, such as clothes, shoes, household items and accessories that each family could take home for free. We did not get any participation from families for our field day but we did get a few parents to come to our Swap Meet
- Family Bingo Night (3 attended) – Families were invited to join us in Tower A for dinner and a night of BINGO
- Parent Focus Group (0 showed up) – To gain parent input for program activities
- Youth Challenge Orientation Night (7 attended) – Youth and families interested in gaining more information or signing youth up for their program could attend. Two of these activities were held with a total of 7 parents attending.

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

Family/parent involvement has been an ongoing challenge with parents meeting the demands of multiple employment as well as cultural beliefs and practices surrounding this western expectation. Many of C21 families are first generation migrants from the Federated States of Micronesia (FSM) who must work several jobs to support their own as well as extended family members on island and from their home states. Participating in site sponsored events is often difficult, furthermore, the concept of involvement in their childrens' education through organizational or institutional opportunities is not a familiar practice. Generational differences in acculturation, language differences and misconceptions about school, beliefs and attitudes, and issues of community identity have been cited as barriers to authentic participation in educational supports from schools and organizations (Onikama, et al, 1998).

### 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
Parents And Children Together	20-25	25-29

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

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

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

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

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

Objective 4.1: Participants in 21 <sup>st</sup> 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
Parents And Children Together	NA	<input type="checkbox"/>	<input type="checkbox"/>	✓
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Objective 4.2: Participants in 21 <sup>st</sup> 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/ Coursemarks?	Assessment/ Test Scores?	Teacher Surveys
Parents And Children Together	NA	<input type="checkbox"/>	<input type="checkbox"/>	✓
Parents And Children Together	NA	<input type="checkbox"/>	<input type="checkbox"/>	✓

### KPI Objective 4 Discussion

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

At the end of the previous program year, the state only required use of Teacher Surveys to assess improvement on KPI 4. Unfortunately, the surveys did not provide the information needed to ascertain the percentage of regular participants who improved in reading/language arts and math. We will change how this is measured in the next program year.

While the program has found success in building relationships with youth but continues to struggle in keeping them difficult engaged and consistently participate in education related activities. Furthermore, parent/family engagement to support objective 4 has remained a challenge.



The program has struggled to motivate youth to complete their homework while at the Center. While there has been an increase in study hall participation from previous years it does not appear to be reflected in an improvement in grades. Staff learned that many youth were not telling the truth about having homework. Rather than completing their homework, youth did other activities such as: 1) iReady programs, their schools' online math and ELA tutoring program, 2) read a book (not school assigned), 3) write a one-page journal (not school assigned) or, 4) complete a worksheet C21 staff assigned. Attempts were made to remedy this situation however, because of school and teacher logistics and complexities, this challenge remains.

#### 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
  - No progress
  - Not met
  - Unable to measure
  - Progress

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

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

Objective	Measure	Results	Met/Not Met
<i>1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2017-18 was 9% compared to 15% in 2016-17</i>	<i>Met</i>
1.1 PACT's 21st CCLC will offer a variety of high quality services and activities to promote non-cognitive (SEL) skill development.	Monthly calendars, activity plans	These activities were provided as planned.	Met
1.2 At least 3 non-cognitive (SEL) skill development activities will be offered each quarter or semester.	Monthly Calendars, activity plans, attendance data	These activities were provided as planned	Met
1.3 75% of regular participants will demonstrate improved behavior in school.	Teacher Surveys	68% of surveys returned indicated improvement in student behavior	Progress

2.1 PACT's 21st CCLC will offer a variety of high quality services and activities to assist youth in improving academic skills	Monthly calendars, activity plans	Activities were provided substantially as planned.	Progress
2.2 At least 2 academic enrichment groups/activities will be offered each quarter or semester.	Monthly Calendars, activity plans, attendance data	These activities were provided as planned	Met
2.3 60% of youth who regularly attend PACTs CCLC activities will improve homework completion and class participation.	Teacher Surveys	41% of surveys returned indicated improvement in academic behavior	Progress
3.1 At least 4 parent/family engagement activities will be offered each program year.	Planning, recruitment, and attendance records	These activities were provided as planned	Not Met

### Achievement of Program-Specific Objectives Discussion

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

Objectives remained essentially the same while the activities to achieve these objectives continue to evolve to in response to personnel and participant needs.

Some successes/highlights include:

- Two groups of at-risk youth completed Making Proud Choices, an evidence based comprehensive sex education curriculum that has exhibited positive these positive outcomes:
  - Initiation of sexual behavior at a later age
  - Reduction in the number of partners
- Dole Technology Group – with a focus on becoming technology developers (vs. only technology consumers), youth
  - Increase in knowledge of computer programming, web design, animation and game development. Increased interest in developing technology
  - Learn about mobile/web design, game development and also learning other advanced concepts such as JavaScript languages, HTML and CSS.
- A Community Service group was successfully started where youth planned a variety of service projects. Goals for the group included
  - Improve self and social awareness
  - Demonstrate social responsibility
  - Expose students to current workforce expectations (showing up on time, following through with commitments, etc.

Challenges included getting consistent attendance especially in groups designed to increase academic performance.

## 4.C. ADDITIONAL DATA

### 4.C.1 Success Stories

The following 21<sup>st</sup> CCLC program activities were developed and implemented specifically for the target population. Each year has been experimental in trying to meet the needs of the youth through engaging educational, skill building, and recreational activities.

21 <sup>st</sup> CCLC Activities	Other activities available for participants.
<ul style="list-style-type: none"><li>• Coding and Web Design</li><li>• Teen Life Coaching</li><li>• Skill Building Groups<ul style="list-style-type: none"><li>○ Why Try</li></ul></li><li>• Comprehensive Sex Education</li><li>• Boys and Girls Groups</li><li>• Cooking and Nutrition<ul style="list-style-type: none"><li>○ FAN Fare</li><li>○ Iron Chef</li><li>○ Food and Math</li></ul></li><li>• Educational Activities<ul style="list-style-type: none"><li>○ Study Hall/Homework Help</li><li>○ Exploring World Cultures</li><li>○ Summer Academics</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Mini Me (Leadership)</li><li>• Cultural Based groups<ul style="list-style-type: none"><li>○ Kamalama</li><li>○ Keiki O Ka Aina</li></ul></li><li>• Skill Building Groups<ul style="list-style-type: none"><li>○ Solid As A Rock</li><li>○ Growth Mindset</li><li>○ PEP</li></ul></li><li>• Physical activities<ul style="list-style-type: none"><li>○ Fire Up!</li><li>○ SPARK</li></ul></li><li>• Capture the Moment (photo101ography)</li><li>• iPad</li></ul>

In keeping with the Success Case Method, the following narratives were provided by program staff to highlight individual models of success that are often overlooked when reviewing standardized indicators of “success.”

- MM and RM had been living with their father in KPT and staff were told by their father that he had been raising his children on his own for some time because his wife had left them a while back. Their father was a very humble man and we would always make an effort to talk to him and tell him about his daughter M because she was a member at our program. At the time, R wasn't of age to join the program just yet, so we allowed her to bring him in to the center so that while their father was out working, M could babysit her brother and still enjoy her time at the center. However, last year, their father had passed away and it was a very difficult time for the two and we did not see them for a while. Staff members were concerned about them and reached out to both kids, frequently checking in with them - just so they know that we would be here, always willing to help them in their time of grief and loss. Now that R is a member of the program (actually he joined the “Base” site for younger kids), we see him and M frequently at the centers and they really enjoy their time with the staff and other members.
- JP was a regular member who always likes to come in to the center and participate in most groups and activities that we offer in the program. He is a very positive, bubbly and happy-go lucky member and staff are always delighted to see him when he comes in.

However, he has been having an issue with his sexual orientation and his family's acceptance of him. There are times where JP would express to me about his life at home and how difficult it is for him to be himself in fear of getting disciplined by his father. He would explain to me how stressed out he would feel when he's at home and that the only place he can feel safe and accepted is at the center. There was a time when we did not see JP for a long while and so staff reached out to check in with him. We found out that he had to abide by his father's strict rules and that the center was a place that his father did not find suitable for him because it was a place where his son could freely express himself. Staff had visited his house several times to speak to his mother and explain to his family how wonderful their son was and that he held a lot of important roles in the center. We encouraged the mother to let JP come back to the center whenever possible and to let her know how much of a great helper and positive role model their son was. JP is now back at the center and it is nice to see that he is still his happy-go-lucky self. I was told by him that his father now encourages him to visit the center as it is a great place to be, not only because of the services we provide, but because he was convinced that his son is indeed a great person and his actions and attitudes at home reflects his positive and happy behavior at the center.

- L is a single mother of 6 who was unemployed for over half a year. Her kids were struggling to balance school attendance, personal life and family responsibilities. L made some questionable decisions (i.e. keeping kids from going to school to babysit the youngest child, not being present and involved in the home even though unemployed, allowing kids to get tattoos at 13/14, gambling with welfare money etc.). When the 5 older kids joined the center, they were able to make meaningful & positive relationships with kids and staff and participate & get involved in community building activities. The 2 eldest siblings were able to get their first job experience with us as youth interns. Though they later dropped out of high school, they were able to get a GED by attending Youth Challenge with staff support. They are now both employed. A younger brother has been doing Teen Life Coaching and is determined to move on to high school and graduate the traditional way. Mother has been employed for a while now but still often calls staff when she needs parenting support.
- Youth Challenge Academy is a quasi-military alternative education program for youth 16-18 years old. Their live-in program makes it possible for students to receive their high school diploma or GED in 7 months. This program has helped a few of our past program members find academic success when it seemed they had no options. This year we had a number of program members who were not attending school and were on the path to drop out of school. We contacted Youth Challenge Academy to do an orientation with our students and their families. From that first meeting in the Fall of 2017, 5 of our program member families learned about the program and signed their youth up for it. These 5 youth have since graduated with their GED and have either found work or are awaiting to join the military. A second meeting was held in May 2018.

#### 4.C.2 Best Practices

Community Teen Program philosophy and practices reflect the belief that all youth are worthwhile and can reach their full potential given opportunities to develop the knowledge, skills, competencies and abilities needed to “complete the business of growing up.” Our Community Teen Program is community-based and services are based on assets and strengths, focus on the achievement of outcomes, and incorporate the best practices of positive youth development (PYD). Youth Development programs, such as this, provide guidance and support; safe environments; a variety of opportunities that lead to healthy development; and help youth build a core set of assets and competencies that will help them to successfully navigate adolescents and adulthood. PYD programs also help meet the basic needs of youth, including: safety and structure; belonging and membership; self-worth and an ability to contribute; independence and control over one’s life; good relationships; and competence and mastery.

Staff also used evidence based curricula in group sessions. For example, Making Proud Choices is an evidence-based comprehensive sex education curriculum that has demonstrated outcomes of increasing the age at which young people first become sexually active and reducing the number of partners they have. Youth also learn other responsible sexual health decision making skills.

As participation fluctuates and staffing has been inconsistent, existing staff have been creative in modifying and improving program activities to best meet the needs of this environment.

- The Food and Nutrition Group: A curriculum called Math in Foods (2009) was incorporated into the cooking activity during the Spring of 2018. The program is able to address a core academic indicator by providing real life applications of math in a high interest activity.
- Dance Group: Older youth members/C21 kids teach the group sessions to younger peers. This adaptation was deemed successful because it offered the C21 kids a chance to gain some experience in teaching.
- World Cultures: Added a variety of ice breakers and online activities that facilitated interactions with each other, especially sharing about each other’s heritage and values from their own cultures. Participants researched how other youth their age, live on a daily basis. They also wrote about the differences and similarities in each country, including their own. They found connections with other youth from different parts of the world.

#### 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.]*

PACT Client Satisfaction Survey – Community Teen Program results describe an overall positive experience with the program. Over 90% of respondents marked “Yes” when asked if the services were convenient or helpful; whether staff treated them kindly; if they developed new skills and if their cultural background was respected. In addition, over 90% checked that

they would recommend the program to others. A key characteristic of the program is its recognition and respect for the cultural backgrounds of their clientele.

#### 4.C.4 Pictures

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



Iron Chef Competition

#### COMMUNITY SERVICE PROJECTS



808 Horse Rescue Ranch







Papa Hana Kuaola



Ulu Ke Kukui Transitional Shelter

## 5. Sustainability Plan

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### 5.A ORIGINAL SUSTAINABILITY PLAN

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

Sustainability Plan. Finding funding is only one piece of a sustainability plan. Sustainability starts with designing and implementing a cadre of strong, evidence-based services that show positive results. Next, we must build collaborative partnerships that contribute to the quality of the program and have a stake in making sure the program continues. And we must create advocates for the program (i.e., leaders in education, business, government, and others) who will use their influence to generate support for the continuation of the program. Finally, developing a diverse and stable funding base is the last piece of a strong sustainability plan.

### 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 program will be using results from previous evaluations to inform a new application for funding next year. As seen by the challenges over the course of last year, the program may seek more “traditional” after school services on a school campus – but still maintain a focus of working with high at-risk kids. It is important that the program does not lose its presence at KPT.

Sustaining the program services beyond the funding period requires vision, planning, and persistence. PACT realizes the importance of maintaining its presence in a community to avoid the “coming and going” of services that makes the community wary of participating in services they fear may be transient and short-lived.

Because federal and state funding for youth development and prevention programs has declined significantly over the past decade, it is vital to find ways to sustain this important community asset. In particular, the program works with neighborhood families to support their unique needs related to poverty, migration and other stressful issues. The Center greatly decreases the long-term impacts of unattended children and youth being in risky situations afterschool. It also reduces the cost of future adult interventions often required if youth problems continue unaddressed. For every dollar spent on programs like the PACT Community Teen Program, the State can save \$9-\$13 in remediating costs down the road.



PACT actively seeks government, national and local private funding opportunities to operate this important program. PACT also employs a number of other fund development strategies including an annual evening fundraiser; the Keiki Day newspaper sale; online giving opportunities; and a social media presence. All of which raise unrestricted funds to supplement programs and operations, as well as awareness about community needs.

PACT looks to diversify funding sources and identify new funding streams, seeking alternative funding sources and partnerships that may not have been tapped before. For example, PACT recently submitted a proposal and received funding from Temporary Assistance for Needy Families (TANF), creating integrated services between the Teen Program and PACT's Family & Economic Development Center that will provide improved and more coordinated services to youth and families enrolled in both programs.

## 6. Conclusions and Recommendations

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### 6.A CONCLUSIONS

- Collecting grant program data via the Hawaii State Department of Education continued to be a challenge particularly as it relates to obtaining the necessary agreements from the appropriate State office. At the writing of this report, the DSA has been executed and is now in place.
- Hiring and retaining program personnel was another challenge faced this past year. However, staff were able to provide some coverage as well as fill in for specific activities when needed.
- Participant recruitment and active continued participation remains elusive along with family involvement. Program personnel continue to aggressively recruit with little change in the number of families who actually show up for events.
- The program has increased its number of regular participants.
- There are many activities for youth to engage in that offer academic and non-academic opportunities.
- Data collection efforts have not been standardized including tool development, scoring, recording and storing.

### 6.B RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Given the needs and demographics of this community, services must be responsive and timely as well as culturally sensitive and accessible to youth and their families. As noted in previous evaluations, a number of varied and innovative approaches were recommended and tried in an effort to recruit and sustain participation. Building on each year's trial and error processes, this set of recommendations pulls together suggestions from staff as well as findings from the evaluation.

- Continue to initiate and nurture connections with schools and individual teachers – Work with school advisory group members to identify dates to host a meet and greet with C21 personnel who work with students. Plan to meet with school officials before the start of each school year to better understand their needs. Share program activities with teachers who can provide information/monitoring of students as a two-way partnership.
- Develop additional job skill activities with partners who may be able to assist with job placement.
- Create more career readiness and workforce readiness programs and identify local or national programs that have demonstrated success with similar youth populations.
- Identify speakers from different career fields to keep participants motivated and interested in future opportunities.
- Explore different avenues for students to connect with their future – in order to motivate them in the present.

- Develop relationships with neighborhood leaders who might be able to support increasing family involvement.
- Tie incentives to family participation that is meaningful and useful to parents.
- Advertise for staff vacancies in a variety of venues such as on college campuses, other non-profits such as We Are Oceania, YMCA/YWCA, partner school campuses (three C21 staff worked on the Dole campus during off hours and the school found that to be very helpful in helping to manage the behavior some of their most difficult kids).
- Continue to nurture relationships with role models who represent the ethnic diversity of the participants and the community (Dr. Mary Hattori, Dr. Vid Raatior, Mrs. Jocelyn “Josie” Howard, Dr. Joakim “Jojo” Peter, Ms. Kathy Jetñil-Kijiner) as well as former participants.
- Measure specific outcomes of activities that align with the overall grant program goals.
- Consistently engage with an evaluator to regularly develop tools to measure program outcomes both formatively and summatively.
- Continue piloting different methods to keep participation consistent and on-going to impact attendance. Youth identified as regular participants will have higher rates of “success.”
- Allow for a few hours/week for staff to collect and record data through a standardized procedure and database.
- Seek additional advisory group members who can offer referrals or partnerships that contribute to the overall goals of the program.
- Continue to provide professional development of staff where new learning has transferred to program opportunities.
- Explore avenues of school-based services as an entrée for those who could also benefit from Center based services.
- Target specific age/grade levels for specific activities such as 12<sup>th</sup> graders for college/career readiness; middle schoolers for transition to high school; ninth/tenth graders.
- Consider innovating the talents of C21 staff by offering professional development to partner schools about working with youth in the community. Many teachers do not understand the cultural values, practices or beliefs of families from the community but are open to understanding how best to support the educational needs of these youth.

## 6.C EVALUATION DISSEMINATION

Evaluation report will be shared with the advisory group, partners, and PACT as appropriate. Staff will have access to an electronic copy of the report. Additionally, the report will be posted on PACT’s website.