

Pearl City Complex
21st Century Community Learning Centers Project

Pearl City Complex, Leeward District, O'ahu

Year 2
Evaluation Report

Reporting Period: May 31, 2016 – May 26, 2017

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Executive Summary

What was Evaluated

Three elementary school sites running before- and/or after-school activities at Pearl City Complex schools were evaluated. Evaluation centered on the implementation of the project and its success in meeting the goals of the grant proposal: 1) Provide opportunities to improve achievement in core academic subjects during non-school hours; 2) Offer enrichment and recreation activities to reinforce and complement the regular academic program of participating families; 3) Provide opportunities for literacy, technology, and other related educational development for families of students served by community learning centers; and 4) Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity.

Why was the Evaluation Conducted?

Evaluation of these programs serves to assess the implementation and impact of the programs on student achievement and learning behaviors within the schools attended by participating students. The 21st Century Community Learning Centers (CCLC) Teacher Survey was used to measure improvement in student learning behaviors.

Major Findings

- All sites exceeded their yearly student enrollment goals. Sites will work to increase the number of students attending regularly (thirty days or more).
- All sites provided high-quality classes and enrichment activities during the before- and/or after school and/or Intersession periods.
- All sites worked to provide Family Engagement activities at least once during the school year and/or Intersession periods.
- The program is well managed. All sites participated in a Monitoring and Technical Assistance audit to review fiscal, personnel, and programming processes resulting in no findings.

Program Description

Origin of the Program

The *Pearl City Complex: 21st Century Community Learning Centers Project* was established to meet the community and student academic needs of the Pearl City area. Site programs intend to address three identified needs. The first is a lack of after school programming. The second is persistent achievement gaps in its eligible schools. The third is student transience.

Over the past five years, Pearl City Complex (PCC) schools have made significant academic strides. During this time, the three schools eligible to apply for the 21st CCLC grant, Lehua Elementary (LEL), Pearl City Elementary (PCEL), and Waiiau Elementary (WEL), have increased their Strive HI index scores to well above 320. While PCC is proud of these accomplishments, the observed academic improvement has not been equitably distributed throughout the schools' student populations. The most recent achievement gap rate between high-needs¹ and non-high-needs students at these schools can be seen in the following table.

Table 1. Achievement gap rates, 2013-14

School	Achievement gap rate
Lehua Elementary	25%
Pearl City Elementary	26%
Waiiau Elementary	34%

Furthermore, the average achievement gap rate of these three schools, 28.3%, is higher than the average achievement gap rate of the remaining elementary schools in PCC, 25.8%. With this project, PCC wishes to address not only the achievement gaps at these three schools, but the "gap in gaps" between the achievement gaps at these three schools and other PCC schools.

Goals of the Program

The goals and objectives of the program were established in the grant proposal. The goal in the second year of implementation was to build on the capacity of each site to enroll students, hire staff, and run programming. At the end of the school year (May 2017), the objectives were reviewed using the evaluation designations of *Met Objective*, *Progressed Toward Objective*, and *Objective Not Met*.

¹ Defined as students who qualify for free/reduced priced lunch, are English Language Learners, or are classified as Special Education learners

Goal 1: Provide academic opportunities, improving achievement standards in core academic subjects during non-school hours.		
1.1	Establish a Math Academy at each site to provide math literacy instruction, tutoring, and enrichment to increase understanding of concepts, acquire appropriate terminology, and construct high quality written responses.	Progressed toward objective
1.2	Establish reading and science enrichment activities at all sites providing learning activities focusing on providing highly engaging content that fosters an excitement in learning.	Met objective
1.3	Demonstrate and document student academic and behavioral improvements. Students regularly participating in the program will show improvement in achievement through measures including Strive HI individual scores and quarterly report card marks.	Met objective

Goal 2: Offer enrichment and recreation activities to reinforce and complement the regular academic program of participating students to improve positive behavior changes.		
2.1	Provide enrichment programs such as fine arts, performance arts, recreational, and health and wellness programs.	Met objective
2.2	Integrate the General Learner Outcomes (GLOs) to provide high expectations for students' learning and behavior.	Met objective
2.3	Provide homework assistance centers.	Met objective

Goal 3: Provide opportunities for the educational development of adult families of students served by community learning centers.		
3.1	Provide educational opportunities for adult family members of 21 st CCLC student participants including parent meetings for program orientations and student support.	Progressed toward objective

Goal 4: Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity.		
4.1	Increase and maintain collaboration with stakeholders. An Advisory Council will be formed to monitor program progress, determine areas of need, and provide resources to the program.	Progressed toward objective
4.2	Supplement and sustain identified program components through partnerships and networking.	Progressed toward objective

Clients Involved in the Program

The Pearl City Complex 21st CCLC project began Year 2 programming in June of 2016. Sites serviced a total of 195 students from grades K-6 during the Summer Intersession. The grant funding paid for twenty-four staff including site coordinators, part-time teachers, and classroom cleaners.

Year 2: Summer Intersession 2016				
Site	Dates	Times	Enrollment	Staff
Lehua Elementary School	July 22 – Jul 25	7:45 am – 4:00 pm	38	2
Pearl City Elementary School	May 30 – July 22	8:30 am – 11:30 am 12:30 pm – 2:30 pm	79	8
Waiiau Elementary School	June 6 – June 30 July 5 – July 15	7:30 am – 12:00 pm 7:30 am – 12:30 pm	78	14
TOTAL			195	24

During the 2016-17 school year, Pearl City Complex 21st CCLC serviced a total of 512 students from K-6 grades. Sites had various start dates. The last day of programs was May 15, 2017. Combined with summer attendance, a total of 249 students attended thirty (30) days or more, to be designated *Regular Attendees*.

Year 2: Number of Students Serviced by Pearl City Complex 21 st CCLC			
Site	Program Start Dates	Student Attendees	Regular Attendees*
Lehua Elementary School	September 19, 2016	166	68
Pearl City Elementary School	September 6, 2016	170	109
Waiiau Elementary School	September 13, 2017	176	72
TOTAL		512	249

*Attending 30 days or more designates Regular Attendees

Year 2: Total Number of Student Participants by Grade Level and Site				
Grade Level	LEL	PCEL	WEL	Total
Kindergarten	53	35	38	126
Grade 1	9	12	26	47
Grade 2	8	7	16	31
Grade 3	13	26	22	61
Grade 4	21	22	22	65
Grade 5	27	38	36	101
Grade 6	35	30	16	81
TOTALS	166	170	176	512

Client Demographics

Additional client demographic data collected by this project includes (1) Gender, (2) Enrollment in Special Programs (English Language Learners, Economically Disadvantaged, Special Needs or Disabilities), and (3) Racial/Ethnic Group.

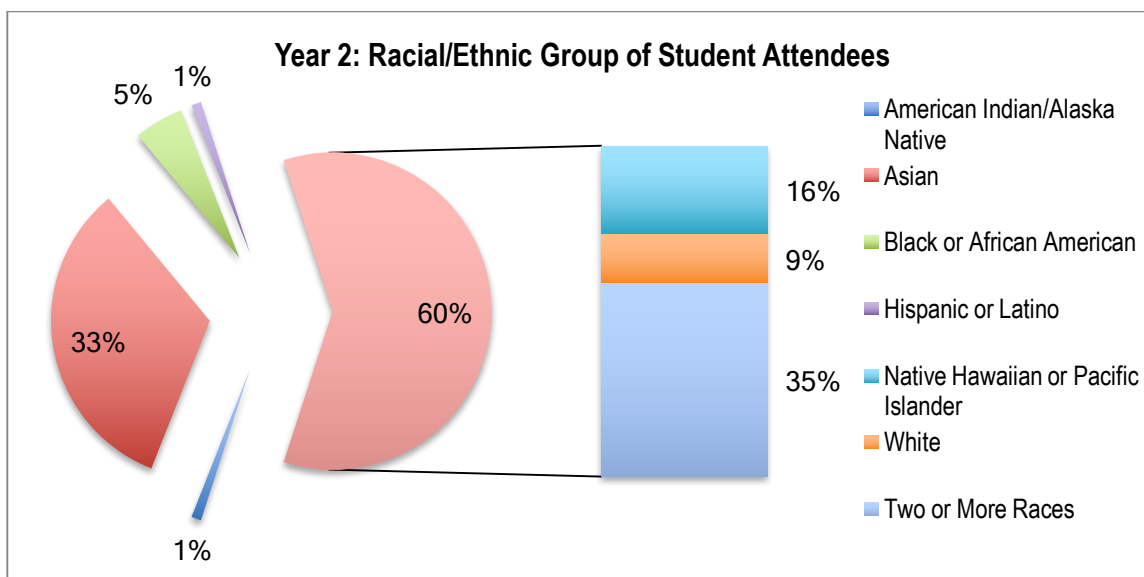
Year 2: Percentage of All Student Participants by Gender

School	Year 2	
	Male	Female
Lehua Elementary School	47%	53%
Pearl City Elementary School	49%	51%
Waiiau Elementary School	47%	53%
TOTAL COMPLEX-WIDE	48%	52%

Year 2: Total Number of Student Participants Identified by Special Services

Site	Free and Reduced Lunch Program		English Language Learners		Special Needs Program	
	Count	Percentage	Count	Percentage	Count	Percentage
Lehua Elementary	75	45%	37	22%	15	9%
Pearl City Elementary	87	51%	19	11%	18	11%
Waiiau Elementary	94	53%	4	2%	7	4%
TOTAL COMPLEX-WIDE	256	50%	60	12%	40	8%

Participants in the Pearl City Complex 21st CCLC Programs were predominately from a mixed racial/ethnic background. 35% of enrolled students identified as Two or More Races. The next largest group were students identifying as the Asian racial/ethnic group – 33% identified themselves in this sub-group. The third highest ethnic population identified was at 16% as Native Hawaiian or Pacific Islanders.



Characteristics of the Program Materials and Resources

Programming at each center complemented and supplemented regular school-day initiatives, using resources including curriculum (i-Ready), technology (computers, mobile devices), site recreational equipment and spaces (athletic equipment, band instruments), and physical facilities (classrooms).

Program Activities

Year 2: Lehua Elementary School Site Activities

Activity Name Activity Description	Activity Subject Areas	College and Career Readiness	Amount of Time Provided
Lehua Chorus, Gr. 3-6	Enrichment: Arts & Music	Yes	2 days per week, 1 hour per day
Lehua Learning Center, Gr. K-2	Tutoring	Yes	4 days per week, 1 hour per day
Lehua Learning Center, Gr. 3-6	Tutoring	Yes	4 days per week, 1 hour per day
Math Olympiad Team, Gr. 5-6	STEM	Yes	2 days per week, 1 hour per day
Student Lighthouse Team, Gr. 4-6	Character Education: Youth Leadership	Yes	1 day per week, 1 hour per day

Year 2: Pearl City Elementary School Site Activities

Activity Name Activity Description	Activity Subject Areas	College and Career Readiness	Amount of Time Provided
Computer Science and Programming, Gr. 5-6	STEM	Yes	2 days per week, 1 hour per day
Digital Media	Enrichment: Arts & Music	Yes	2 days per week, 2 hours per day
Mandarin Chinese, Gr. K-1	Enrichment: Arts & Music	Yes	2 days per week, 1 hour per day
PE Classes	Physical Activity	Yes	4 days per week, 1½ - 2 hours per day
Science Tech Class	STEM	Yes	4 days per week, 2-3 hours per day
Vocal Instruction	Enrichment: Arts & Music	Yes	2 days per week, 1 hour per day

Year 2: Waiiu Elementary School Site Activities

Activity Name Activity Description	Activity Subject Areas	College and Career Readiness	Amount of Time Provided
Morning Centers, Gr. 2-3	Homework Help	Yes	5 days per week, 1 hour per day
Morning Centers, Gr. 4-6	Homework Help	Yes	5 days per week, 1 hour per day
Morning Centers HLIP, Gr. 3-6	Homework Help	Yes	5 days per week, 1 hour per day
Afterschool Tutoring, Gr. K	Literacy	Yes	1 day per week, 1 hour per day
Afterschool Tutoring, Gr. 1	Literacy	Yes	1 day per week, 1 hour per day
Afterschool Tutoring, Gr. 2	Literacy	Yes	2 days per week, 1 hour per day
Afterschool Tutoring, Gr. 3	Literacy	Yes	2 days per week, 1 hour per day
Afterschool Tutoring, Gr. 4	Literacy	Yes	2 days per week, 1 hour per day
Afterschool Tutoring, Gr. 5	Literacy	Yes	2 days per week, 1 hour per day
Afterschool Tutoring, Gr. 6	Literacy	Yes	2 days per week, 1 hour per day
HLIP Afterschool Tutoring, Gr. K	Literacy	Yes	1 day per week, 1 hour per day
HLIP Afterschool Tutoring, Gr. 1	Literacy	Yes	1 day per week, 1 hour per day
HLIP Afterschool Tutoring, Gr. 2-3	Literacy	Yes	2 days per week, 1 hour per day

Activity Name Activity Description	Activity Subject Areas	College and Career Readiness	Amount of Time Provided
Art Enrichment Class, Gr. 5-6	Enrichment: Arts & Music	Yes	2 days per week, 1 hour per day
Book Club, HLIP Gr. 4-6	Literacy	Yes	1 day per week, 1 hour per day
Drama Enrichment Class, Gr. K-2	Enrichment: Arts & Music	Yes	2 days per week, 1 hour per day
Lego Club, Gr. K-1	STEM	Yes	1 day per week 1 hour per day
Lego Club, HLIP Gr. 1	STEM	Yes	1 day per week, 1 hour per day
Robotics/Aquaponics Enrichment Class, Gr. 3-4	STEM	Yes	2 days per week, 1 hour per day
Soccer Enrichment Class, HLIP Gr. 4-6	Physical Activity	Yes	1 day per week, 1 hour per day
Spring Break Intersession: Coding, Gr. 3-6	STEM	Yes	5 days per week, 3 hours per day

Staff and Others Involved in the Program

School administrators identified a Site Coordinator to implement and manage programs at their site. The Project Director met with site teams (i.e. site coordinator, administrator, other identified staff) to review goals and objectives of the project, discuss hiring, enrollment, reporting, and documentation procedures.

Site Coordinators submitted a Spring Report. Site Handbooks were distributed to house required documentation at each site.

Staffing included paid and volunteers to lead and assist with various activities offered to students throughout the summer, school year, and during Intersessions.

Year 2: Type and Total Number of Staffing at 21st CCLC Sites

Type of Staff Member	LEL	PCEL	WEL	Total
Site Coordinator	1	1	2	4
College Students	1	2	1	4
Community Members	0	1	0	1
High School Students	0	1	0	1
Parents	1	2	0	3
School Day Teachers	11	4	16	31
Other School Staff	2	3	2	7
Subcontracted Staff	0	0	2	2
Totals	16	14	23	53

Partners

Partnerships in Year 2 of this project allowed sites to identify which programs and activities could be supported by the community and volunteers.

Year 2: Project Partners

Partner	Contracted (Y/N)	Activities Provided
Department of Education	N	School sites provided facilities, recreational spaces, and equipment. School-day teachers and other school staff provided volunteers to lead and assist with activities.
Afterschool Care Programs	N	All sites work with the A-Plus Afterschool programs to coordinate attendance by identified students and/or to schedule activities enabling students to attend both programs Additionally, sites coordinate Family Engagement Activities with these programs to eliminate scheduling conflicts.

Evaluation Design and Results

Purposes of the Evaluation

Evaluation was conducted to assess the implementation and impact of the Pearl City Complex 21st Century Community Learning Centers program on student attendance, student behavior, and student achievement. The 21st CCLC Teacher Survey was used to measure improvement in student learning behavior, classroom achievement, and student participation.

Evaluation Plan and Schedule

Site Coordinators gathered and used data from a variety of school sources. This information was used to monitor student progress and assist program staff with curriculum design. Site level data was collected, evaluated, and reported at the end of summer, quarterly throughout the school year, and at the end of the school year. Evaluation findings for this report are based on attendance of all student participants. Additional evaluation findings for this report are based on teacher surveys as reported by sites for students attending thirty days or more, designated as Regular attendees.

Results of the Implementation Evaluation

Year 2 Evaluation Results – U.S. Department of Education Outcomes		
Indicator	US DOE Desired Outcome	Pearl City Sub-Grantee Status
Core educational services	More than 100% of centers will offer high-quality services in at least one core academic areas, such as reading and literacy, mathematics, and science.	In Year 2, 100% of active centers offered high-quality services in at least one core academic area.
Enrichment and support activities	100% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.	In Year 2, 100% of active centers offered enrichment and support activities.
Community involvement	More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementation, and sustaining programs.	In Year 2, 100% of active centers worked with their on-site A-Plus Afterschool providers to collaborate in planning and implementation to provide a variety of academic and enrichment services.
Services to parents and other adult family members	More than 85% of centers will offer services to parents, and other adult family members.	In Year 2, 100% of active centers provided services for and with parents and other adult family members of enrolled attendees.
Extended hours	More than 75% of centers will offer services at least 15 hours on average and provide services when school is not in session, such as during the summer and holidays.	100% of centers provided services at least 15 hours on average before-, after-school, and/or during Intersessions and summer.
High-need communities	100% of centers are located in high-poverty communities.	100% of centers are located in high-poverty communities the Pearl City Complex as identified for the grant Request for Proposal by the state.

Results of the Youth and Program Outcomes

Key Performance Indicators/Program Measures

Outcome Indicator	Performance Measure	Pearl City Complex Grantee Status
Objective 1. Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.		
1.1 Students participating in the program will show improvements on measures such as school attendance, classroom performance.	1.1a Percentage of regular program participants with teacher-reported improvement in turning in homework on time AND classroom participation	100% of sites demonstrated improvement in: <ul style="list-style-type: none"> • Academic Achievement • Classroom Participation • Behavior
	1.1b Percentage of regular program participants with teacher-reported improvement in attending class regularly	
	1.1c Percentage of regular program participants with teacher-reported improvement in student classroom behavior	
Objective 2. 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.		
2.1 Core educational services: 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Percentage of centers that offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science	100% of sites offered high quality services in at least one core academic area.
2.2 Enrichment and support activities: 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Percentage of centers that offer enrichment and support activities such as academic assistance, remediation and enrichment nutrition and health, art, music, technology, and recreation	100% of sites offered enrichment and support activities during before-and/or afterschool times, including Intersessions.
2.3 Community involvement: More than 85% of centers will establish and maintain partnerships within the	Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning,	100% of sites established a partnership with their school's A-Plus Afterschool provider to collaborate facilities, student enrollment and attendance,

Outcome Indicator	Performance Measure	Pearl City Complex Grantee Status
community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	implementing, and sustaining programs	etc.
2.4 Services to parents and other family members: More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Percentage of centers that offer services to parents and other family members enrolled in the program	100% of sites offered services to parents and other family members of enrolled 21 st CCLC students.
2.5 Extended hours: More than 75% of centers will offer services at least 12-16 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.	Percentage of centers that offer services at least 12-16 hours per week on average and provide services when school is not in session, such as during the summer and holidays	100% of sites offered programming between 5-15 hours each week.
Objective 3. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.		
3.1 High-need communities: 100% of centers are located in high-poverty communities.	Title I schoolwide eligible and percentage of students eligible for free or reduced lunch	67% of sites were considered Title I Schools for the 2015-16 school year (Lehua Elementary and Pearl City Elementary).
Objective 4. Participants in 21 st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.		
4.1 Participants in 21 st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	Percentage of regular program participants with teacher-reported improvement in reading/language arts	100% of sites collect data on reading/language and math grades. Data collected this year on Regular Attendees will be used as a baseline as this is the first year there are "regular attendees."
	Percentage of regular program participants with teacher-reported improvement in math	

Student Attendance

Total Number of Students Served by 21st CCLC Programs in Pearl City Complex, Year 1-2

Site	Y1	Y2
Lehua Elementary School	43	166
Pearl City Elementary School	44	170
Waiau Elementary School	48	176
TOTAL SCHOOL YEAR ENROLLMENT	135	512

Of the 512 students enrolled in learning center programs, 49% or 249 students were designated as Regular Attendees, having attended 30 days or more.

Year 2: Total and Regular Attendees by Site

	Lehua Elem	Pearl City Elem	Waiiau Elem
Total Attendees	166	170	176
Regular Attendees	68	109	72
Percentage	41%	64%	41%

Student Behavior

The Teacher Survey was distributed to the primary teachers of all Regular Attendees (enrolled students attending for 30 days or more). The survey questions required a retrospective view of changes in the students' academic achievement, participation, and behavior over the school year.

Changes are reported on a 5-point rating scale, ranging from "Significant Improvement" to "No Improvement." A rating of "did not need to improve" was also available. The federal government acknowledges a 75% or higher as having met the objective for improvement.

Year 2: Percent of Regular Attendees Demonstrating Improvement

	Behavior Indicators	Lehua Elementary		Pearl City Elementary		Waiiau Elementary	
Academic Achievement	Improvement in homework completion.	83%	Met	93%	Met	91%	Met
Participation	Improvement in class participation	94%	Met	94%	Met	92%	Met
Behavior	Improvement in behavior	91%	Met	90%	Met	91%	Met

Program Quality Outcomes

Sites completed Activity Forms and Semester reports as requested by Project Director to document high quality programs. Reports are filed with program documentation.

Conclusions and Recommendations

The Pearl City Complex 21st Century Community Learning Centers project successfully delivered an effective program for before- and after-school hours during the reporting period of May 31, 2016 through May 26, 2017. Some notable results include:

- All sites exceeded their yearly student enrollment goals. Sites will work to increase the number of students attending regularly (thirty days or more).

Recommendation: Work to increase Regular Attendees (only 49% of those enrolled attended for thirty days or more).

- All sites provided high-quality classes and enrichment activities during the before- and/or after school and/or Intersession periods.

Recommendation: Consider allowing students to select enrichment activities or suggest classes.

- All sites worked to provide Family Engagement activities at least once during the school year and/or Intersession periods.

Recommendation: Increase the number of Family Engagement activities. Budget/Personnel should reflect importance of this Outcome Indicator.

- The program is well managed. All sites participated in a Monitoring and Technical Assistance audit to review fiscal, personnel, and programming processes resulting in no findings.

Recommendation: Continue to document fiscal, personnel, and program processes.

Dissemination of Evaluation Results

This report is submitted to the Community Engagement Office. A hard copy is filed in Tab 12 of the Project Handbook.

Each site (Lehua Elementary School, Pearl City Elementary School, and Waiiau Elementary School) will receive two hard copies of this **Evaluation Report** documenting the complex-wide performance of the 21st Century Community Learning Centers grant programs in Year 2 (May 31, 2016 – May 26, 2017). Sites may request an electronic version of the Evaluation.

- One copy is filed in Tab 12 of the Site Handbook after sharing the results, conclusions, and recommendations with the 21st CCLC Staff.
- One copy is shared with the school administration with the intent to share with the broader school community including, but not limited to leadership team, school-day staff, parent group, and community partners.

Copies of this evaluation will be shared electronically with active, past, and prospective partners. Partners may request one hard copy.

Copies of these evaluations will be shared electronically within the Hawaii Department of Education. Individuals may request one hard copy.

- Pearl City/Waipahu Acting Complex Area Superintendent, Clayton Kaninau
- Pearl City Complex School Renewal Specialist, Melissa Nadeau
- Waipahu Complex School Renewal Specialist, Kristy Nishimura
- Pearl City/Waipahu Complex Area Business Manager, Lawrence Suan