

Waianae Sub-Grantee External Evaluation Report Year 1

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Report Submitted December 20, 2017

Executive Summary

Waianae Sub-grantee received a 21st Century Learning Center grant (CCLC) on behalf of its schools that were characterized by high poverty, low academic achievement, high dropout rate and a high number of homeless students. The grant was submitted on behalf of six schools and was awarded after the start of the school year. The only school operational in the 2015-16 school year was Waianae Intermediate School (WIS) with After School All Stars subcontracted to provide the services. The other five schools have started their programs in Fall of 2016. WIS serves students in grades 6-8.

A wide variety of services were offered at WIS including STEM, Literacy, tutoring, homework help, physical activities including sports,

Some of the accomplishments include:

- 394 students participated
- 179 (45.4%) were regular attendees
- 944 parents participated in activities
- 82.5% of those participating are educationally disadvantaged
- Of teachers completing a teacher survey, 83.4% of the regular attendees demonstrated improvement in homework completion and class participation.

PROGRAM DESCRIPTION

A. Origin of the program

Waianae Sub-grantee received a 21st Century Learning Center grant (CCLC) on behalf of six schools that were characterized by high poverty, low academic achievement, high dropout rate and a high number of homeless students. More than 56% of students at each of the six schools are Native Hawaiian. The grant proposed to build on positive trends that had occurred over the previous years and to address the Hawaii Department of Education (HIDOE) Strategic Goal 1: Student Success. Academic performance at all schools was below the proficiency targets with science being the lowest and the grant proposed to focus on STEM.

The Waianae Complex schools include a high school, intermediate school and four elementary schools that were included in the grant application. Since the grant was awarded well into the school year, the start of CCLC was delayed for all but one school-Waianae Intermediate School (WIS).

The only school operational in the 2015-16 school year was Waianae Intermediate School (WIS) with After School All Stars (ASAS) subcontracted to provide the services. ASAS had provided services in the past and were ready to continue with the new grant. The other five schools have started their programs in Fall of 2016. WIS serves students in grades 6-8. During the first year of this grant, 179 students received services.

The Complex grant application included the following elements:

- **After-School All-Stars Hawaii** - A comprehensive after-school program for intermediate school students (grades 7-8) to help them achieve in school and in life.
- **STEM Programs** – After-school programs that cultivate design thinking, problem solving, love of learning and improve proficiency in math and science skills for elementary students (grades K-6).
- **DimensionU** - An interactive educational gaming tool that will improve students' attitude toward school and academic proficiency in math and ELA for students in grades 3 through Algebra.
- **Credit Recovery** – Using the Compass Program (purchased with previous 21st CCLC funds), students will repeat classes they did not pass in order to recover needed credits for graduation.
- **College Readiness** – Provide preparatory activities for students to improve their results on the SAT and ACT tests. Parents and students will receive information on college entry and assistance to complete college application.

B. Goals of the program

The project goals are:

- Support college and career readiness of Waianae students with out of school opportunities that are appropriate for each stage of their educational journey: elementary, intermediate and high school;
- School sites will offer a range of educational, developmental and recreational services (aligned to DOE Strategic Plan Goal 1: Student Success-All students demonstrated that they are on a pathway toward success in college, career and citizenship);
- Students in the 21st CCLC program will demonstrate academic improvement based on formative and summative assessments given throughout the school year (aligned to DOE Strategic Goal 1).

C. Clients involved in the program:

Characteristics of students in program.

- What are the characteristics of the intended clients of the program (e.g., age, socioeconomic status, experience, special needs, and ability level)?
- Program demographics – indicate for each site **and** the total:
 - How many participants were:
 - FRPL
 - EL
 - Special Education
 - Male
 - Female
 - Program attendance – indicate for each site **and** the total:
 - Summer – how many attended the summer program? What was the summer time period?
 - School year – how many attended during the school year? What was the school year time period

Characteristics of the program materials and resources:

- *What program materials were used?*
- *What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?*
- *In what activities were program participants expected to take part?*
- *What specific procedures, if any, did program staff follow?*
- *How was the program administered?*

Staff and others involved in the program:

The staff involved in the program include Keoni Inciog, Project Director who oversees the entire project and meets with the project coordinator. Services at WIS are provided on a subcontract by After School All Stars and the staff involved include a site coordinator, 3 teachers, 2 non-teaching staff, and two community and two high school volunteers.

Activities provided and time offered are in the following table:

Activity	# of days per week	# hours per Day	Average # participants	College and Career Readiness?
STEM	4-5	1	30+	yes
Literacy	1-2	1	30+	yes
Tutoring	1-2	<1	11-20	yes
Homework Help	5	<1	11-20	yes
Physical Activity/Sports	5	1-2	30+	no
Entrepreneurship	2	1	30+	yes
Arts and Music	5	<1	30+	yes
Community Service	Once/week	1-2	30+	yes
Drug Prevention	Once/term	1	30+	yes
Youth Leadership		1-2	30+	yes

On site monitoring was done by the coordinator with the Project Director making periodic visits to the site. Staff participated in webinars offered by HODOE and a notebook with information needed to comply with program guidelines was provided to the site.

Partners. At WIS, ASAS was the primary partner and they were able to utilize their partners to support the program. Those partnerships include: Be a Jerk (Underage drinking prevention), Boys and Girls Club, Hawaiian Humane Society, Police Activities League and the feeder elementary schools.

Evaluation Design and Results

Purpose. The purpose of the evaluation is to determine project outcomes, identify any implementation challenges and how they were addressed, and to make recommendations for program improvement.

Methodology

Performance Indicator	Method/Timeline
80% of regular program students will improve in classroom participation and homework completion	Teacher survey/Spring yearly
80% of students will demonstrate improved behavior	Teacher survey/Spring yearly
80% of regular program students will submit homework on time	Teacher survey/Spring yearly
80% of regular attendees will attend class regularly	Teacher survey/Spring yearly
80% of regular attendees will come to school motivated to learn	Teacher survey/Spring yearly
80% of regular attendees will improve getting along with others	Teacher survey/Spring yearly

Performance Indicator	Method/Timeline
100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Program reports/quarterly
100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Program reports/quarterly
80% of students will report satisfaction with enrichment and support activities	Student survey/spring yearly
100% of sites offer services to parents and other family members of students enrolled in the program	Program report/sign-in logs
80% of parent/family participants will report satisfaction with provided services	Parent/family survey/Spring yearly

Performance Indicator	Method/Timeline
More than 85% of centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs	
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	
High-need communities: 100% of centers are located in high-poverty communities.	

Performance Indicator	Method/Timeline
80% of regular program participants students will demonstrate improvements in reading and literacy as reported by teacher	Teacher survey/grade comparison/spring yearly
80% of regular program participants will demonstrate improvement in math as reported by teachers	Teacher survey/grade comparison yearly
80% of regular program participants will demonstrate improvements in science as reported by teacher	Teacher reports/grades

Evaluation Timeline

Implementation Outcome

Performance Indicator Results

The first part of this section describes why the evaluation was conducted, and what it was intended to accomplish. The second part of this section describes the methodology of the evaluation—how the program was evaluated. Samples of all instruments should be made available, with the exception of widely used published tests or tests that by law cannot be reproduced. Samples can be placed in an appendix, but it is helpful to the reader to have a few typical items reproduced in the body of the text.

Finally, this section presents the results of the various measurements, observations, and other data collection methods used to assess outcomes and program implementation. This section might also include anecdotal evidence, testimonials about the program, or excerpts from interview transcripts. This kind of information enlivens the report and often conveys the quality of the program and its results in a way that cannot be expressed as numbers.

Before you begin to write the results section, all data should have been analyzed, and recorded in tables, graphs, or plots. Scores from tests are usually presented in graphs and tables showing means and standard deviations for each group. Results of questionnaires are frequently summarized on a copy of the questionnaire itself.

Typical Content:

- A. *Purposes of the evaluation*
 - *Summarize the rationale behind the 21st CCLC program evaluation*
- B. *Evaluation plan*
 - *What was the implementation evaluation plan?*

- *What was the outcome evaluation plan?*

C. Evaluation Schedule

- *For each outcome of interest, what data were collected? What instruments were used?*
- *What was the schedule for data collection? When were instruments administered, or observations or interviews conducted, and who collected the data?*

D. Results of the implementation evaluation:

- *Has the program been implemented as planned in the grant application? If no, what changes were made and why? Describe what the program finally looked like.*
- *What challenges have been faced in implementing the program and how are these 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?*

E. Results of youth and program outcomes:

The outcome evaluation serves to address the following program performance indicators, established by the U.S. Department of Education for the 21st CCLC program:

Key Performance Indicators/Program Measures

Outcome Indicator	Performance Measure
Objective 1. <i>Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.</i>	
1.1 <i>Students participating in the program will show improvements on measures such as school attendance, classroom performance.</i>	1.1a <i>Percentage of regular program participants with teacher-reported improvement in turning in homework on time <u>AND</u> classroom participation</i>
	1.1b <i>Percentage of regular program participants with teacher-reported improvement in attending class regularly</i>
	1.1c <i>Percentage of regular program participants with teacher-reported improvement in student classroom behavior</i>
Objective 2. <i>21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.</i>	

<i>Outcome Indicator</i>	<i>Performance Measure</i>
<p>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.</p>	<p>Percentage of centers that offer high quality services in at least one core academic area, such as reading and literacy, mathematics, and science</p>
<p>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.</p>	<p>Percentage of centers that offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation</p>
<p>2.3 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, implementing, and sustaining programs.</p>	<p>Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs</p>
<p>2.4 Services to parents and other family members: More than 85% of centers will</p>	<p>Percentage of centers that offer services to parents and other family members enrolled in the program</p>

<i>Outcome Indicator</i>	<i>Performance Measure</i>
<i>offer services to parents and other family members of students enrolled in the program.</i>	
<i>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.</i>	<i>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</i>
<i>Objective 3. 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.</i>	
<i>3.1 High-need communities: 100% of centers are located in high-poverty communities.</i>	<i>Title I schoolwide eligible and percentage of students eligible for free or reduced lunch</i>
<i>Objective 4. Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.</i>	
<i>4.1 Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.</i>	<i>Percentage of regular program participants with teacher-reported improvement in reading/language arts</i>
	<i>Percentage of regular program participants with teacher-reported improvement in math</i>

Program Quality Outcomes

- Evidence of high quality programs, as documented on Program Observation Form utilized by Project Directors or other program quality assessment tools*

Conclusions and Recommendations (approximately 2 pages)

It may be more compelling to present this section in the form of a list rather than as a narrative. The recommendations or options can be the most influential part of the evaluation report. Be sure, therefore, to emphasize what is important, and to make clear which conclusions have been tentatively rather than firmly drawn. Take care that this section attends to all the concerns that were presented in your description of the purposes of the evaluation.

Many times the only part of an evaluation report that is read is the section dealing with recommendations and options. For this reason, you should prepare this section very carefully. Recommendations generally suggest a single course of action aimed at remedying weaknesses in the program and perpetuating strengths. You may prefer to provide the users with options for alternative courses of action. Each option is supported by major findings and data from the evaluation. Recommendations should follow logically from judgments made about the evaluation data. Your suggestions should be directed toward specific aspects of the program or to specific actions.

Typical content:

- A. *Conclusions*
 - *What are the major conclusions to be drawn about the effectiveness of the program as a whole? Of its various components? How firm are these conclusions?*
- B. *Recommendations regarding the program*
 - *On the basis of specific data, what recommendations can you suggest concerning the program?*
- C. *How will the evaluation results be used to refine, improve, and strengthen the program?*
- D. *How will the evaluation results be disseminated to the public?*

Waianae Grades

30-59 Math 61 NI 17 impr
 60-89 Math 38 NI 14 impr
 90+ Math 25 NI 8 impr

30-59 reading 24 NI 17 impr.
 60-89 reading 33 NI 7 impr
 90+ reading 27 NI 8 impr 29/6%

HI Statewide Assessment-%Proficient

		2013-14	2014-15	2015-16
Waianae Inter.	Math	40.4%	27%	17.1%

	English	50.9%	23%	17.5%
	Science	9.2%	12.2%	13%