

Hawaii Statewide Evaluation of the Nita M. Lowey 21st Century Community Learning Centers Program (CCLC)

PROGRAM YEAR 2021-2022 ANNUAL EVALUATION REPORT

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INTRODUCTION

The following report provides information on the full program year 2021-22 (PY 2021-22, encompassing Summer 2021 through Spring 2022) of the Nita M. Lowey 21st Century Community Learning Centers (21CCLC) grant program throughout the State of Hawaii. In particular, it examines program information related to participation, activities, hours of service, outcome analysis, and program strengths, successes, and challenges.

The previous report focused on Program Year 2019-20, encapsulating the summer and fall of 2019 and spring of 2020. Of course, in March of that spring the world changed. Like everything else, the 21CCLC program was heavily impacted by the pandemic. While the previous report (no report was conducted in 2020-21) attested to the pandemic, this report is complete with it. Throughout this report you will hear of consistent messages of “due to the pandemic,” because of “COVID-19.” It is consistent because it changed everything about how these programs were forced to operate, including the recruitment of staff and students, let alone programming.

While the numbers of students participating during the 2021-22 program year were lower than prior years, the subgrantees and centers worked beyond their expectations to deliver as much as could be expected during a difficult time. This report tells some of that story and provides information on what they did and how.

During the 2021-22 program year, the Hawaii 21stCCLC program:

- operated in 14 subgrantees and 51 centers.¹
- served a total of 7,910 students in 2021-22, including 1,640 during the summer and 6,939 during the school year. Forty-three percent of participating students in 2021-22 were at the PK-5 level (3,430) compared to 57 percent at the 6-12 level (4,480).
- provided 735 paid staff jobs and 106 volunteers and included supporting 353 teachers.
- had 643 partners, including 38 paid partners, averaging 46 partners per subgrantee.
- served 3,287 family members.
- had 44 percent of students who attended 30 days or more during the school year, the same as in 2019-20.

In PY 2021-22, the Hawaii 21CCLC program included 14 subgrantees. These subgrantees provided 21CCLC services through 51 centers to 7,910 students during the 2021-2022 program year from Summer 2021 through Spring 2022. The results described in this report point to the significant contributions that 21CCLC programs have made to the academic achievement and youth development of the students served across the state.

For transparency, it is important to note that this year’s 2021-22 evaluation report is hamstrung by certain data that was used in past years but unavailable for this report. In the past, *Data Stories* and *Output Reports* provided critical information regarding the 21CCLC program at various subgrantees and centers. However, due to technical issues, these sources were not provided to the evaluator to aid the research and analysis for this report.

This year’s report is based on the following three types of data:

- Aggregate Annual Performance Reports

¹ Two subgrantees, Boys and Girls Clubs of Maui (BGCM) and the KKP Complex Kau-Keeau-Pahoa (KKP) Complex operated in summer 2021 as a closeout of their grant. We did not include data on these two projects in this report.

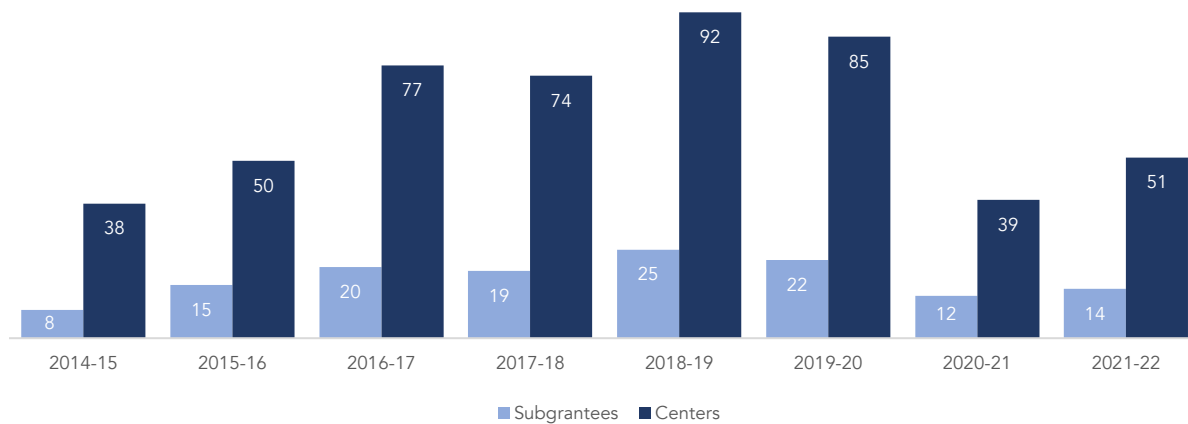
- Subgrantee Triannual Reports (summer, fall, and spring)
- Subgrantee Evaluation Reports

1. OVERVIEW OF HAWAII'S NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

1.1. Program Overview

During the 2021-22 program year (Summer 2021 through Spring 2022), the Hawaii 21CCLC program provided services via 14 subgrantees and 51 centers to 7,910 students. As shown in Exhibit 1 below, the number of subgrantees and centers steadily increased over time until 2018-19. During the 2019-20 program year, the number of subgrantees and centers declined slightly. However, the pandemic took a toll on program operations in both 2020-21 and 2021-22. During the 2020-21 year, there were 12 subgrantees and 39 centers. This rebounded to 14 subgrantees and 51 centers in 2021-22.

Exhibit 1. Number of Subgrantees and Centers



SOURCE: Annual Performance Report (APR) data, Output Reports, Subgrantee Evaluation Reports.

The Exhibit below illustrates CCLC programs since 2014 through five cohorts (10 through 14). In 2021-22, two subgrantees closed out their programs (BGCM and KKP) and four new programs commenced (CBESS, Castle, Kahuku, and TMCA of Honolulu). During 2021-22, there were six (6) subgrantees from Cohort 12, six (6) from Cohort 13, and four (4) from Cohort 14. Cohort 14 subgrantees are funded until 2026.

All but four of the subgrantees held summer programs. In summer 2021, 31 of 55 centers operated summer programs, four of which were closeout programs (centers at BGCM and KPP).

Exhibit 2. Subgrantee Organizations and Cohorts, 2014-2026

COHORT	SUBGRANTEE	PERIOD	COHORT	SUBGRANTEE	PERIOD
10	Castle Complex	2014-2019	11	Waipahu Complex	2015-2020
10	Friends of the Future	2014-2019	12	ASAS - Kalakaua*	2018-2023
10	McKinley Complex	2014-2019	12	Boys & Girls Clubs of Maui**	2018-2023
10	MEDB	2014-2019	12	KKP Complex**	2018-2021
10	Molokai Complex (HLLM CA)	2014-2019	12	Molokai Complex*	2018-2023
10	Nanakuli Complex	2014-2019	12	Pacific American Foundation*	2018-2023
10	PACT	2014-2019	12	Waialua High & Intermediate*	2018-2023
11	Campbell Complex	2015-2020	13	Jarrett Middle*	2020-2025
11	Hana Complex	2015-2020	13	King Intermediate*	2020-2025
11	HCAP	2015-2020	13	Nanakuli-Waianae Complex*	2020-2025
11	Kahuku Complex	2015-2020	13	Pearl City-Waipahu Complex*	2020-2025
11	Kaimuki McKinley Roosevelt Complex Area	2015-2020	13	Waiakea Intermediate*	2020-2025
11	KALO	2015-2020	13	Washington Middle*	2020-2025
11	Kapolei Complex	2015-2020	14	CBESS*	2021-2026
11	Kohala Complex	2015-2020	14	Castle Complex*	2021-2026
11	Lanai High and Elementary Foundation	2015-2020	14	Kahuku Complex*	2021-2026
11	Pearl City Complex	2015-2020	14	YMCA of Honolulu*	2021-2026
11	Waianae Complex	2015-2020			

*Included in this report

**Not renewed for years 4 and 5

Exhibit 3. Subgrantee Gantt Chart of Organizations and Cohorts, 2018-2026

Subgrantee	Period	Cohort	Years Served	Summer Component	2018	2019	2020	2021	2022	2023	2024	2025	2026
1. ASAS - Kalakaua	2018-2023	12	6, 7, 8	Yes									
2. Boys & Girls Clubs of Maui**	2018-2023	12	PK-12	Yes									
3. KKP Complex**	2018-2023	12	K-12	Yes									
4. Molokai Complex	2018-2023	12	7-12	Yes									
5. Pacific American Foundation	2018-2023	12	6, 7, 8	Yes									
6. Waialua High & Intermediate	2018-2023	12	7, 8	Yes									
7. Jarrett Middle	2020-2025	13	PK-12	Yes									
8. King Intermediate	2020-2025	13	K-12	Yes									
9. Nanakuli-Waianae Complex	2020-2025	13	6, 7, 8	Yes									
10. Pearl City-Waipahu Complex	2020-2025	13	6, 7, 8	Yes									
11. Waiakea Intermediate	2020-2025	13	—	No									
12. Washington Middle	2020-2025	13	K-12	No									
13. CBESS	2021-2026	14	K-12	No									
14. Castle Complex	2021-2026	14	K-12	No									
15. Kahuku Complex	2021-2026	14	6, 7, 8	Yes									
16. YMCA of Honolulu	2021-2026	14	PK-12	Yes									

**Closeout subgrantees

Exhibit 4. Subgrantee Organizations and Time of Operations, Project Year 2021-22

21CCLC PROJECTS SY2021-22	SUMMER 2021	FALL 2021	SPRING 2022
ASAS - After-School All-Stars	King David Kalakaua MS	King David Kalakaua MS	King David Kalakaua MS
Boys and Girls Club Maui (BGCM) - Closeout	Kihei ES		
Castle Complex		Ahuimanu ES	Ahuimanu ES
		Ben Parker ES	Ben Parker ES
		Castle HS	Castle HS
		Heeia ES	Heeia ES
		Kahaluu ES	Kahaluu ES
		Kaneohe ES	Kaneohe ES
		Kapunahala ES	Kapunahala ES
		Windward Nazarene Academy	Windward Nazarene Academy
CBESS		Connections PCS	Connections PCS
Jarrett Middle School	Jarrett MS	Jarrett MS	Jarrett MS
Kahuku Complex		Hauula ES	Hauula ES
		Kaaawa ES	Kaaawa ES
		Kahuku ES	Kahuku ES
		Kahuku HS + IS	Kahuku HS + IS
		Laie ES	Laie ES
Kau-Keeau-Pahoa (KKP) Complex Area - Closeout	Kau HS & Pahala ES		
	Keaau MS		
	Pahoa HS & IS		
King Intermediate School	King IS	King IS	King IS
Molokai Complex	Kaunakakai ES	Kaunakakai ES	Kaunakakai ES
	Kualapuu ES	Kualapuu ES	Kualapuu ES
	Maunaloa ES	Maunaloa ES	Maunaloa ES
	Molokai HS (SY1920)	Molokai HS (SY1920)	Molokai HS (SY1920)
Nanakuli - Waianae Complex Area (NWCA)	Nanakuli ES	Nanakuli ES	Nanakuli ES
	Nanakuli HS + IS	Nanakuli HS + IS	Nanakuli HS + IS
		Waianae ES	Waianae ES
	Waianae IS	Waianae IS	Waianae IS
	Waianae HS	Waianae HS	Waianae HS
PAF - Pacific American Foundation	-	Blanche Pope ES	Blanche Pope ES
	-	Kailua ES	Kailua ES
	Kailua HS	Kailua HS	Kailua HS
	Keolu ES	Keolu ES	Keolu ES
	Malama Honua PCS	Malama Honua PCS	Malama Honua PCS
	Olomana	Olomana	Olomana
	-	Puohala ES	Puohala ES
	-	Waiahole ES	Waiahole ES
	Waimanalo ES & IS	Waimanalo ES & IS	Waimanalo ES & IS
Pearl City - Waipahu Complex Area (PCWA)	August Ahrens ES	August Ahrens ES	August Ahrens ES
		Honowai ES	Honowai ES
	Kaleiopuu ES	Kaleiopuu ES	Kaleiopuu ES
		Lehua ES	Lehua ES
	Pearl City ES	Pearl City ES	Pearl City ES
	Waiau ES	Waiau ES	Waiau ES
	Waikele ES	Waikele ES	Waikele ES
	Waipahu ES	Waipahu ES	Waipahu ES
	Waipahu IS	Waipahu IS	Waipahu IS
	Waipahu HS	Waipahu HS	Waipahu HS
Waiakea Intermediate School	Waiakea IS	Waiakea IS	Waiakea IS
Waialua Complex	Waialua HS & IS	Waialua HS & IS	Waialua HS & IS
Washington Middle School	Washington MS	Washington MS	Washington MS
YMCA		Lincoln ES	Robert Louis Stevenson MS
		President Theodore Roosevelt HS	President Theodore Roosevelt HS
		Robert Louis Stevenson MS	Lincoln ES
16	31	51	51

1.2. Program Summaries

The following provides brief summaries of the 21CCLC programs.

After-School All-Stars Hawaii (ASAS) serves over 1,400 students at several 21st CCLC centers, including Kalakaua Middle, Jarrett Middle, King Intermediate, Waiakea Intermediate, Waialua Complex, and Washington Middle School. School-year services at these schools took place five days per week and three hours per day, as well as five days per week and four hours per day during the summer. Activities included supervised academics, daily athletics, and enrichment activities, including field trips, guest speakers, experiential/hands-on learning, sports, arts, service learning, cultural learning, career exploration, social-emotional learning and enrichment activities. The program provided after school programming and summer programming. The centers partnered with schools, nonprofits, cultural organizations, sports leagues and other community entities to provide an array of experiences for students.

Castle Complex served 679 students at seven (7) public schools and one (1) private school during academic year 2021-22, with most of the programming aimed at K-6 level. Castle did not provide summer programming during the 2021-22 program year. The programs combined instructional support, enrichment activities designed to engage students and foster positive learning behaviors, college and career awareness, and family learning activities. Some of the before and after school activities included cooking, fitness, and STEM.

Community Based Education Support Services (CBESS) provides services through its after-school program (academic year only), Studio Shaka, which allows media students to use industry standard equipment and software and document activities via photography and videography as well as music. The 137 students who participated during the 2021-22 academic year were able to integrate Hawaiian and pop culture into their activities. Students developed entrepreneurship skills by creating products using laser printers and/or by growing produce on the school's agricultural property. CBESS promotes social-emotional wellness with athletics, such as paddling, track, and fitness training.

Kahuku Complex served over 800 students at five centers during the 2021-22 academic year. They did not offer a summer program. The Title 1 schools provided programming to help students connect their learning to the home community, develop healthy and sustainable lifestyles, and be college and career ready.

Molokai Complex, in its fourth year of operation, provided services to 477 students at three elementary schools and one high school. Each of their schools offered a summer component.

Nanakuli – Waianae Complex Area (NWCA) operated through five centers, serving almost 700 students at two elementary schools, two intermediate schools, and one high school. The intermediate schools were operated by After-School All-Stars (ASAS). NWCA operates during the summer and academic year, providing academic tutoring with an emphasis on credit recovery to help students who were failing or needed to make up a class to graduate on time. Services at the elementary and intermediate schools included activities that promote social emotional learning, sports, music, and other academic enrichment activities. Family members were encouraged to participate even when not allowed on campus.

Pacific American Foundation (PAF) was able to serve over 600 students at nine (9) sites. All sites offered activities related to academic support, Hawaii's history and culture, health and fitness, and social emotional learning. A new partnership with the Windward District Office's Behavioral Health Branch enabled PAF to address staff and student morale, which were negatively impacted by pandemic challenges. Consultants and specialists from UH West Oahu and the WINDO Behavioral Health Branch helped administrators and lead teachers create effective strategies to address staff burnout, family communications and student behavior.

The Pearl City/Waipahu Complex Area (PWCA) provided services to over 2,500 students at 10 centers, including

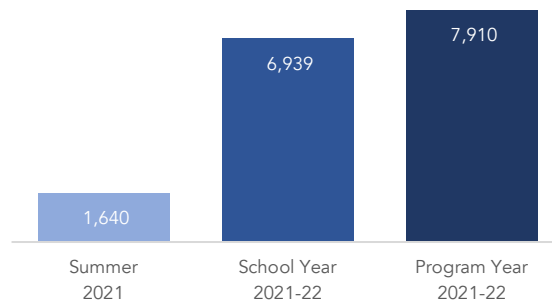
before and after school, weekends, and summer programming. Core academic activities focused on tutoring and homework assistance. Students are provided opportunities to connect with college, career, and community readiness processes and recreation activities included cooking, gardening, performing arts, physical fitness, youth leadership, and counseling. Program activities were also provided for adult family members. PWCA worked closely with school-day staff to identify and recruit students for enrollment in OST programs in support of their learning.

The YMCA Hawaii program is a gathering place for the community to support the holistic development and growth of youth connecting in- and out-of-school time learning, with a focus on experiential and social emotional learning, critical thinking, problem solving, collaboration, and aspirational qualities to excite youth to learn in and out of the classroom support academic achievement. The program served 475 students at three schools: an elementary school, middle school, and high school. During the summer, the YMCA provided two weeks of programming to complement summer activities at each school as well as nearby community programs. During the school year, academic tutors focused on homework completion and other supports approved by the school's grade level teachers. Enrichment Instructors focused on experiential learning and connected in-class concepts to real life application, inclusive of the concepts of self-management, positive risk taking, and college readiness.

1.3. Students Served by 21CCLC Centers

As illustrated below in Exhibit 5, a total of 7,910 students (unduplicated) were served during the full program year, including summer. This is down significantly from 2019-20 when the number of participating students totaled 13,658. Surely these changes can be attributed largely to the pandemic. During Summer 2021, 1,640 students participated and 6,939 students during the academic year.

Exhibit 5. Number of Students Served, 2021-22



SOURCE: Annual Evaluation Reports

NOTE: Program year data are unduplicated.

Exhibit 6 provides data regarding the characteristics of students participating throughout the program during PY 2021-22.

- Forty-three percent of participating students in 2021-22 were at the PK-5 level (3,430) compared to 57 percent at the 6-12 level (4,480).
- A slightly higher percent of students at the PK-5 level were girls (52.1 percent) compared to boys (47.2 percent).

- Over half of the students served at each level were eligible for Free or Reduced (F/R) lunch², with a higher percentage of eligible students in PreK-5 (55.1 percent) than in grades 6-12 (54.4%).
- Approximately 14.9 percent of PK-5 students were English Language Learners (ELL) compared to 11.6 of 6-12 students.
- Eight percent (8.4) of PK-5 students were identified as Special Needs (SpEd) compared to 13.1 percent of those in Grades 6-12.
- With regard to race/ethnicity, approximately one-third of students were Native Hawaiian/Pacific Islander (34.1 percent); 25.4 percent Asian; 17.2 percent two or more races; 16.1 percent Latino; 5.8 percent White; and 0.5 percent Black. There were only slight variances by grade level.

Exhibit 6. Number and Percent of 21CCLC Participating Students, by Various Characteristics and School Level, PY2021-22

Level	Number						Percentage				
	# Students	# Female	# Male	# ELL	# F/R Lunch	# SpEd	% Female	% Male	% ELL	% F/R Lunch	% SpEd
PreK-Grade 5	3430	1795	1627	471	1888	291	52%	47%	14%	55%	8%
Grades 6-12	4480	2179	2297	599	2420	527	49%	51%	13%	54%	12%
Overall	7910	3974	3924	1070	4308	818	50%	50%	14%	54%	10%

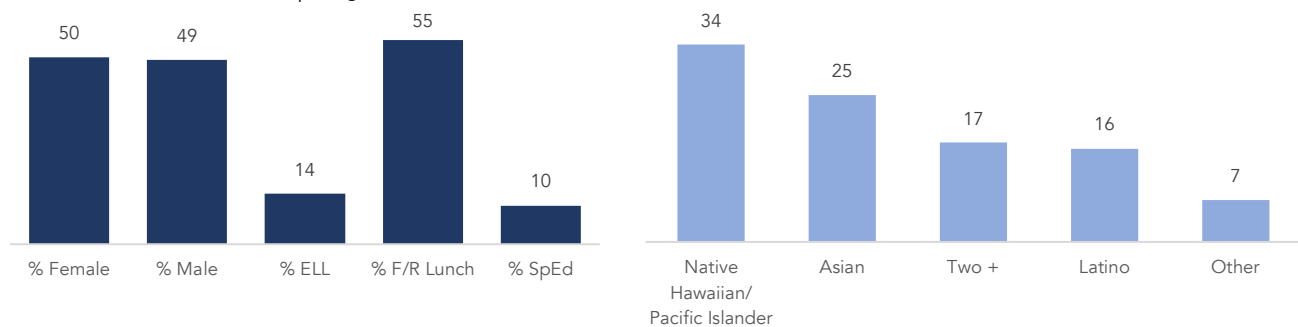
Exhibit 7. Percent of 21CCLC Participating Students, by Race/Ethnicity and School Level, PY2021-22

Level	# Students	AI/AN	Asian	Black	Latino	NH/PI	White	Two +
PreK-Grade 5	3430	0%	21%	0%	17%	37%	4%	19%
Grades 6-12	4480	0%	29%	1%	16%	32%	6%	16%
Overall	7910	0%	25%	1%	16%	34%	5%	17%

SOURCE: Annual Performance Reports

AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; Two+ refers to two or more races.

Exhibit 8. Characteristics of Participating Students, PY2021-22



SOURCE: Annual Evaluation Reports

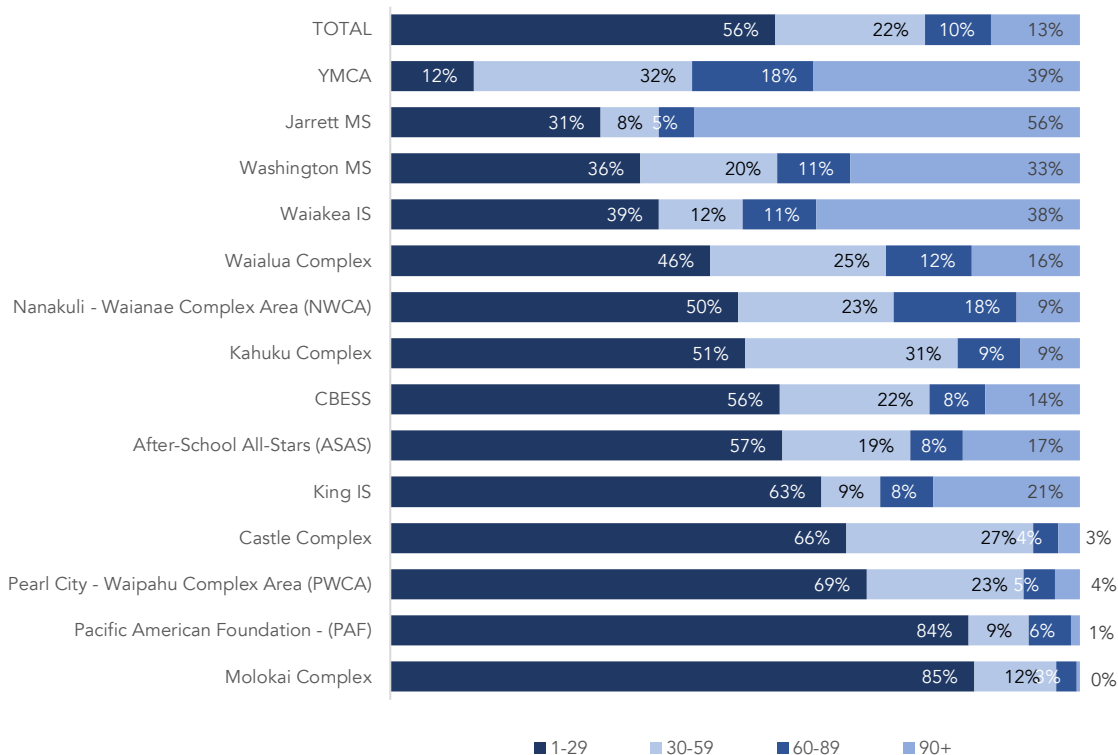
² Some schools participate in the Community Eligibility Provision Program, which allows a school to serve free meals to all students. These schools are counted as 100% F/R lunch.

1.4. Participation

Exhibit 8 provides a visual of the student participation (by days). Overall, 56 percent of 21stCCLC students attended less than 30 days during the 2021-22 program year, meaning that 44 percent attended at least 30 days. Twenty-three percent attended 60 or more days.

Focusing on subgrantees, YMCA had the highest percentage of students at a 30+ day level with 88 percent, followed by Jarrett (69 percent), Washington (64 percent), and Waialua (54 percent). Jarrett had the highest percentage of students attend 90+ days, with 56 percent. The YMCA was second with 39 percent, followed by Waiakea (38 percent) and Washington (33 percent).

Exhibit 9. Attendance by Days, by Subgrantee, PY2021-22



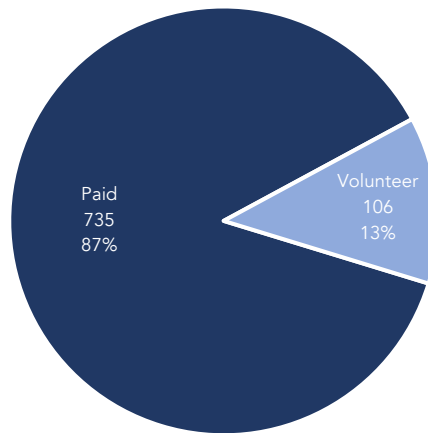
SOURCE: Annual Performance Report

1.5. Staffing

In 2021-22, there were 735 paid staff and 106 volunteers across the 14 subgrantees (Exhibit 9). The proportion of paid vs. volunteer 21CCLC staff varies greatly according to the type of staff (Exhibit 10). Half (48 percent) of the paid positions were school day teachers (353), followed by community members (145; 20 percent), other non-teaching school staff (87; 12 percent), college students (72; 10 percent), and administrators (30; 4 percent). Forty-two percent of volunteers were high school students (45 students), followed by community

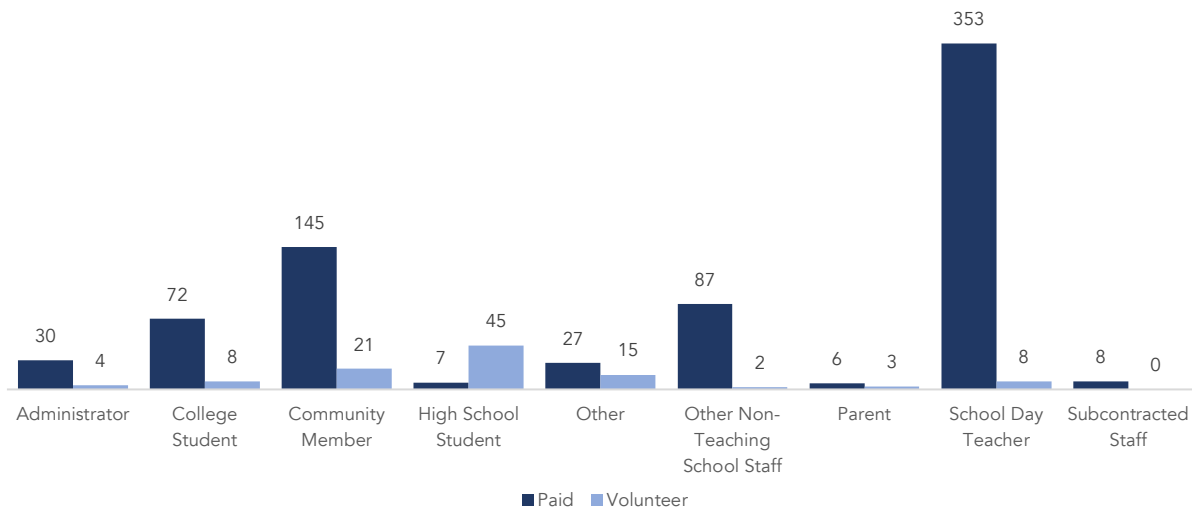
members (21; 20 percent), college students (8; 8 percent), and school day teachers (8; 8 percent).

Exhibit 10. Distribution of Paid and Volunteer Staff, SY 2021-22



SOURCE: Annual Performance Report (APR) data

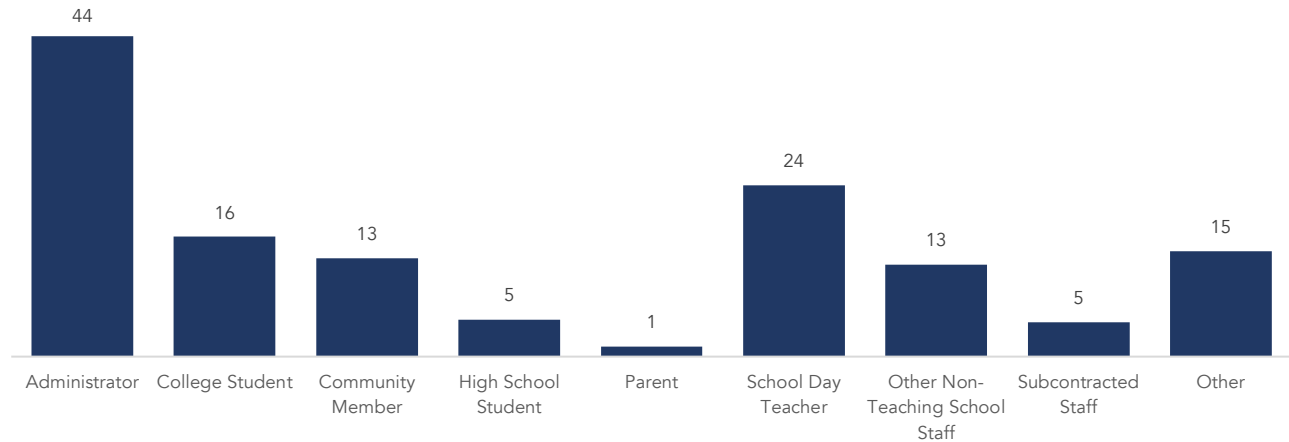
Exhibit 11. Number of Paid and Volunteer Staff, by Type, SY 2021-22



SOURCE: Annual Performance Report (APR) data

With regard to time on task, the highest average weekly hours by staff (per subgrantee, not person) were administrators (44 hours), followed by teachers (23.5 hours), college students (16.5 hours), community members (13.5 hours), and other nonteaching school staff (12.6 hours). Across all subgrantees, the total number of hours per week worked (on average) was 616 for administrators, 329 for teachers, 214 for college students, 175 for community members, and 164 for other non-teaching school staff.

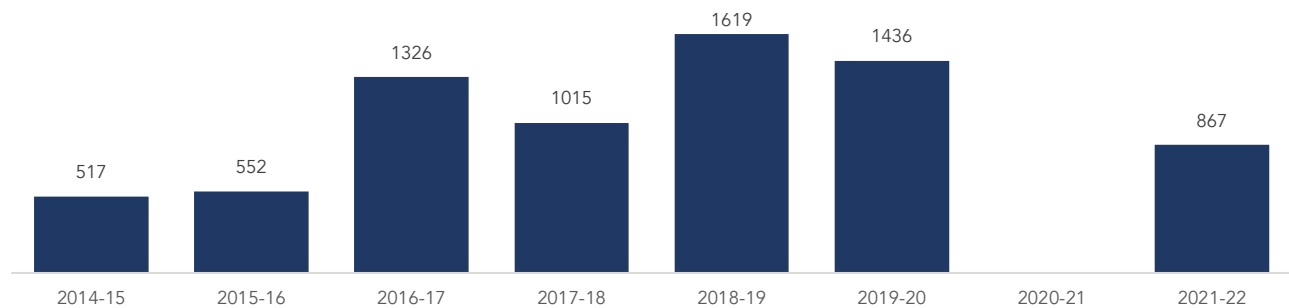
Exhibit 12. Average Hours per Week of Staff, by Type, SY2021-22



SOURCE: Subgrantee evaluation reports.

As illustrated in Exhibit 12, the total number of staff, including those who are as well as volunteers, was dramatically down from prior years (note that 2020-21 data were unavailable for this report). In total, the 867 staff in 2021-22 represent only 60 percent of the 1,436 staff in 2019-20 and 54 percent of total staff in 2018-19. This is surely due to pandemic-related issues.

Exhibit 13. Change in Total Number of Staff Over Time, 2014-15 to 2021-22



SOURCE: Subgrantee Evaluation Reports

1.6. Professional Development

21CCLC subgrantees provided a variety of professional development opportunities for staff in 2021-22. As with all things in this particular year, COVID impacted professional development, pushing many of the sessions towards focusing on the well-being of staff, students, and families. Many dialogues and meetings focused on pandemic restrictions and how to deal with them. Centers also used the opportunity to offer trainings to further develop cultural understanding as well as conformity with equity issues.

ASAS Hawaii provided professional development to a number of their project centers, including Kalakaua Middle School, Jarrett Middle School, King Intermediate School, Waiakea Intermediate School, and Washington Middle School. These services focused on received staff training focused on new hire trainings, classroom management, lesson planning, participant recruitment, first aid/CPR, seizure recognition, youth mental health, positive coaching, archery, tobacco awareness, Choose Aloha/SEL, career exploration and innovation, staff

burnout prevention, vaccine and COVID education, developing teen relationships, STEM, social emotional learning, behavior management and Youth Program Quality Assessment. As well, Site Coordinators participated in a group retreat, involving topics such as Strengths Finder, leadership, PikMyKid, goal setting, recruitment, team building, policies and procedures, and program planning/calendarizing the upcoming year. In addition, these sites received BellxCel curriculum training; COVID 19-ASAS Safety Procedures; Trauma Informed Program Provision; Safe Schools and HCAMP Training; CampReady Transition to High School Curriculum; Seizure Recognition and Seizure First Aid Certification; COVID and the Vaccine - Dispelling the Myths with Facts from Medical Professionals. First Aid and CPR certification; Emergency Drills; Policies and Procedures; Classroom Management; Lesson Planning; Youth Mental Health; Positive Coaching Alliance Models of Coaching; Clifton Strengths; and Becoming a Strength Based Team.

Castle Complex focused much of their professional development on the wellbeing of teachers and staff. In spring 2022 a PD session titled “Nurturing the Well-Being of Our Keiki and Ourselves: The Power of Pilina,” which focused on relationships and support and was offered to 31 staff at Malama and Lokahi. A follow-up was planned for June 2022 but cancelled due to rising COVID numbers. CPR/FA (Cardiopulmonary Resuscitation/First Aid) training was offered twice by the Pacific American Foundation (PAF). Further training targeting Teacher Wellness were planned later in the year to all Lokahi teachers.

CBESS staff met monthly to discuss issues, primarily about COVID safety. They also utilized the Cayen video conferences.

Kahuku Complex created professional development activities based on conversations during Center Coordinator Meetings. They plan to set up further PD activities with PAF focused on culture-based education and stewardship, digital learning resources on STEM, and Na Hopena A'o.

Molokai Complex provided staff information on the Cayen Systems program. In addition, CPR/FA training was provided.

PAF provided CPR certifications since most of their certifications expired in December 2021. They also provided training and certification sessions to comply with 21CCLC safety requirements. Due in large part to the pandemic, PAF utilized experts from the Windward District Office’s Behavioral Health Office to provide SEL (Socio and Emotional Learning) support to teachers and staff. Nine PAF teachers attended a professional development conducted by the Hawaii Institute of Marine Biology (HIMB) to visit Moku o Loe (Coconut Island). Teachers were engaged in hands-on practical learning science practice.

Pearl City-Waipahu CA participated in the Hawaii Afterschool Alliance ‘Aha Lokahi: Hawai’i COMMUNITY Conference and were trained CPR/FA. Staff also reviewed administrative procedures, emergency readiness plans, and program goals/objectives. Pandemic and emergency protocols were provided to staff, who reviewed teacher procedures for signing in/out of students, recess procedures, general health & safety protocols, and room assignments/supplies needed.

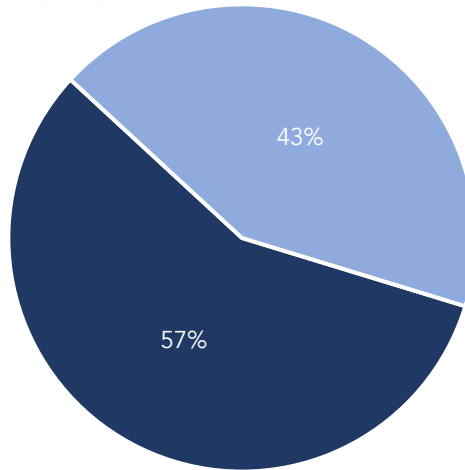
Waialua Complex took advantage of Apple PD classes sponsored by the Hawaii DOE Central District Office. These classes focused on lesson plan development program for innovation and improvement/ Waialua also participated in weekly virtual collaboration meetings provided by The Hawaii Afterschool Alliance. Four parent nights were provided for Families of participating students. During the summer, robotics and STEM Entrepreneurship PD was provided. As well, online Equity, Diversity, and Inclusion training was provided to all participating students and adult mentors. Concussion awareness was offered as professional development to support sports and physical activities. Athletes, parents, and coaches earned a certificate as proof of completion.

The YMCA provided professional development opportunities to students so they can self-identify needs and solutions for their community. They also provided student mentorship programs to work with students at Lincoln Elementary School.

1.7. Subgrantee Evaluation Practices

All subgrantees conducted an evaluation of their grant-funded programs. As shown in Exhibit 13 below, most contracted with external evaluators (57 percent, down from 77 percent in 2019-20). The 14 evaluations were conducted by nine (9) evaluators; one (1) evaluator conducted the five (5) evaluations for ASAS while another conducted the evaluations for Castle and Kahuku.

Exhibit 14. Use of Internal vs. External Evaluators (N=14)



SOURCE: Subgrantee Evaluation Reports

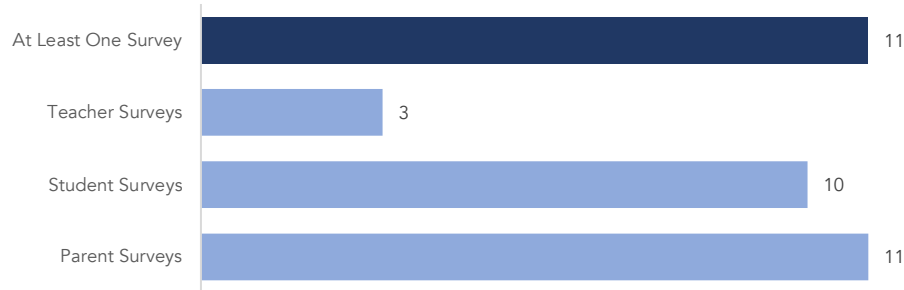
Subgrantees used a variety of data sources to help with evaluations or provide basic reporting needs. Subgrantees utilized many different sources for describing and operating their programs. In addition to using parent, student, and teacher surveys as noted above, here are some of the other data sources in use by subgrantees and centers:

- Participant Data/Behavioral
- Program Enrollment/Attendance
- Program Descriptions/Highlights
- Parent/Family Participation
- Community Engagement Reports
- Focus Groups
- Student Progress Reports
- State Assessment Scores (e.g., ELA/Math Scores)
- Program Implementation Reports
- Annual Performance Reports
- Data & Design Reports

In addition, most subgrantees (11 of 14) reported conducting surveys as part of their evaluation approach (Exhibit 14 and Exhibit 15). One grantee (CBESS) reported that they did not conduct surveys due to the pandemic. NWCA reported using surveys at the intermediate and high school levels, but those were conducted by ASAS. There was no information regarding surveys provided by YMCA. Surveys were typically utilized to

gauge student interests and gauge the types of activities parents would like to engage in. Survey data helped assess student outcomes and/or program satisfaction and to provide student voice in the planning of activities.

Exhibit 15. Subgrantee Use of Surveys, 2021-22



N = 14 subgrantees

SOURCE: Subgrantee Evaluation Reports

Exhibit 16. Subgrantee Use of Surveys, by Subgrantee and Survey Population, 2021-22

Subgrantee	Parent	Student	Teacher	At Least One Survey
After-School All-Stars (ASAS)	1	1		1
Castle Complex	1	1	1	1
Community Based Education Support Services (CBESS)*				
Jarrett MS	1	1		1
Kahuku Complex	1	1	1	1
King IS	1	1		1
Molokai Complex				
Nanakuli – Waianae Complex Area (NWCA)**	1	1		1
Pacific American Foundation (PAF)	1		1	1
The Pearl City/Waipahu Complex Area (PWCA)	1	1		1
Waiakea IS	1	1		1
Waialua Complex	1	1		1
Washington MS	1	1		1
YMCA Hawaii				
TOTAL	11	10	3	11

N = 14 subgrantees

*Reported that they did not conduct surveys due to pandemic.

**Evidence of intermediate and high school surveys only (conducted by ASAS)

SOURCE: Subgrantee Evaluation Reports

ASAS Hawaii used quantitative and qualitative data to monitor program results across its five (5) centers. An external evaluator assessed the program and provided overall analysis of successful implementation. The evaluator met regularly with the lead staff member and gathered input from various stakeholders including program staff, teachers, and faculty members.

Castle Complex utilized a variety of evaluation tools to determine program effectiveness. Program impact was measured by utilizing the federally-mandated teacher survey, parent surveys, and student surveys, as well as available data on program implementation (attendance records, demographic information, progress reports, academic data, and specific program implementation). A process evaluation was supported by information from the grant application in addition to observations, center coordinator meetings, and advisory board meetings.

Assessment data was used to assess the progress toward the performance measures and evaluate the effectiveness of the program. The data collected was designed to answer three questions: (1) What factors have affected program success? (2) To what extent do students who participate in the program show academic gains? And (3) To what extent do students who participate in the program show improvements in behavior? The evaluation included recommendations for adjusting program strategies and activities to increase effectiveness of the program.

CBESS partnered with teachers of Connections PCS to identify strategies that foster academic growth. Teachers used action research to assess needs, implement new practices, collect data, and then re-assess and modify practices to inform decisions. Collaboration between school day teachers and Studio Shaka staff facilitated more effective after-school tutoring for students who are struggling to make academic gains. Renaissance Star Assessments in reading and math and Smarter Balanced results were used to measure student growth.

Kahuku Complex used several methods to determine whether objectives listed in the approved grant application were met. Annual performance data from Hawaii's Standardized Based Assessment (SBA) were used to measure impact. As well, teacher, parent, and student surveys provided input on program implementation. Information from the TransAct data management system provided student demographic data.

Molokai Complex conducted their own internal analysis based on stated goals and objectives in the application. Data were obtained via attendance sheets, Achieve 3000 Lexile ratings, iReady and Reflex Math, CFA (STAR Math) scores, credit recovery credits, disciplinary incident reports, and event evaluations.

Nanakuli - Waianae Complex Area (NWCA) conducted a quantitative and qualitative evaluation to measure implementation progress and program outcomes. Quarterly data on participation, attendance and activities offered were shared with the evaluator. The evaluator utilized attendance records and satisfaction feedback by students and parents to gauge implementation. Information from Data + Design as well as the program's APR data, Triannual report, and summary of services were utilized to determine outcomes including participation by number of days, number of family members that participated, partnerships utilized, grade improvement and academic achievement.

Pacific American Foundation (PAF) used a mixed-methods approach in which both quantitative and qualitative information was gathered. Academic performance data (e.g., course grades, SBA scores, and school attendance) were gathered as well as key qualitative data, particularly related to the social and emotional skills of participating students and student knowledge, understanding, and practice. Sources of data included surveys from parents and the teachers/program staff at each target school as well as direct feedback from students at the target schools.

Pearl City - Waipahu Complex Area (PWCA) utilized a formative and summative approach. The formative evaluation provides a basis for making decisions regarding the need to improve, replace, or augment implementation of the project. The summative evaluation provides information related to the achievement and degree of meeting project goals and objectives. Assessment measurement and strategies will include both performance-based and standardized approaches and collection data used in reporting student demographics (grade level, gender, economically disadvantaged status, etc.). Measurement tools include standardized test results (Smarter Balanced Assessments in reading and math), program attendance records, completed student surveys, and individual school-day data (official records of attendance, discipline, and participation in English Language programs, Special Education programs, and the free or reduced lunch program).

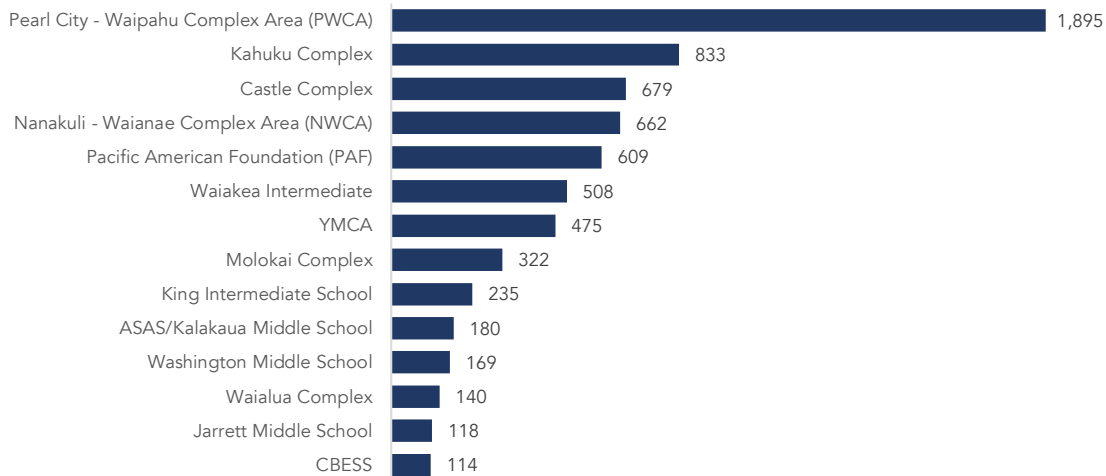
YMCA worked collaboratively with school personnel for timely and necessary data collection while following all

FERPA regulations. All families completed a registration form to participate through the Y's registration database (ActiveNet). This provided daily rosters, authorization lists, and medical rosters. All personnel were trained how to take accurate attendance and sign youth out following the same safety practices as APLUS, UPLINK, and other Y programs to ensure all attendance requirements are met. Goals of program were be determined using surveys, academic performance measurers (tests, reports cards, etc.), feedback from school staff, principals and families, and quality improvement visits.

1.8. Overview of School Year Programs

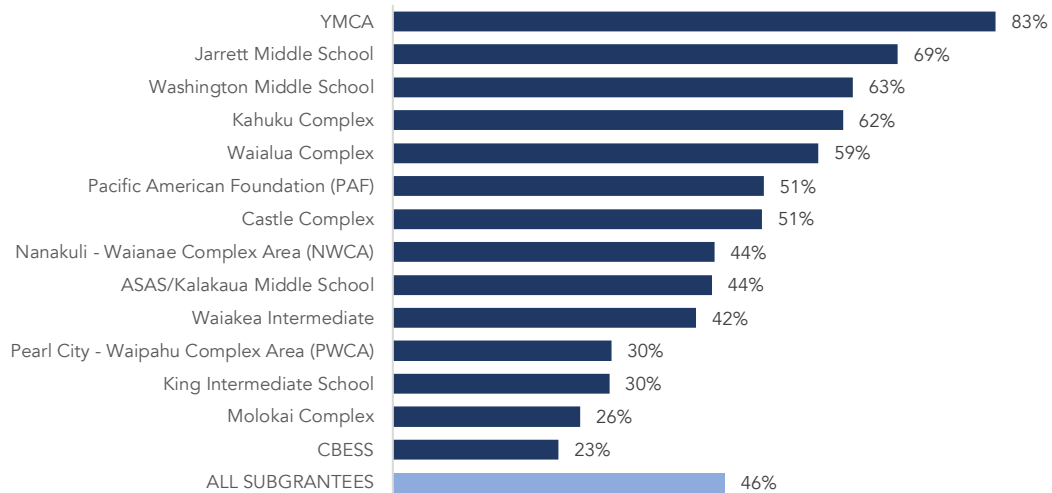
A total of 6,939 students were served in Hawaii's 21CCLC program statewide at 51 centers during SY 2021-22 school year. This is a significant decrease of 42 percent from the 11,893 students in 2019-20. Exhibit 17 illustrates the school year participation of subgrantees in 2021-22.

Exhibit 17. Number of Participants, by Subgrantee, SY2021-22



SOURCE: Annual Performance Reports

Exhibit 18. Percentage of Regular Participants Versus Total Participants, SY2021-22



SOURCE: Annual Evaluation Reports

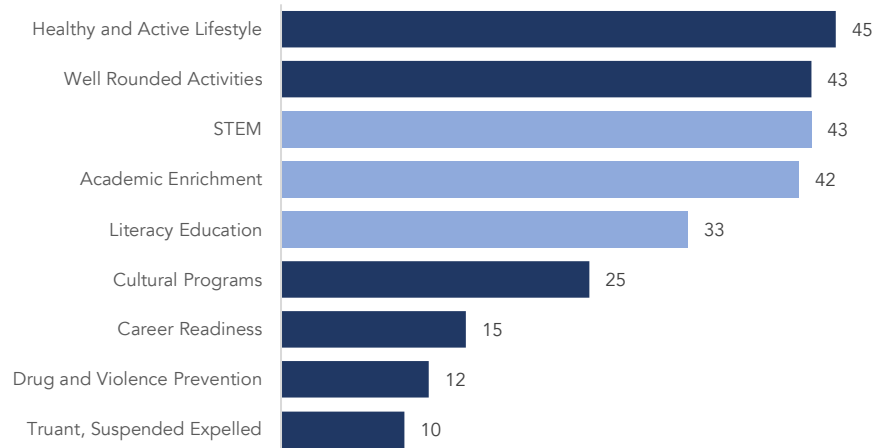
Exhibit 19. Number and Percentage of Total Participants Versus Regular Participants, SY2021-22

DISTRICT/Grantee	Total Participants	Regular Participants	Percentage
ASAS/Kalakaua Middle School	180	79	44%
Castle Complex	679	345	51%
CBESS	114	26	23%
Jarrett Middle School	118	82	69%
Kahuku Complex	833	516	62%
King Intermediate School	235	70	30%
Molokai Complex	322	83	26%
Nanakuli - Waianae Complex Area (NWCA)	662	293	44%
Pacific American Foundation (PAF)	609	311	51%
Pearl City - Waipahu Complex Area (PWCA)	1895	570	30%
Waiakea Intermediate	508	212	42%
Waialua Complex	140	82	59%
Washington Middle School	169	107	63%
YMCA	475	394	83%
ALL SUBGRANTEES	6939	3170	46%

SOURCE: Annual Evaluation Reports

During the academic year, 45 of 51 center provided “Healthy and Active Lifestyle” offerings, followed by “Well-Rounded Activities” (43 centers), “STEM” (43 centers), and “Academic Enrichment” (42 centers) (Exhibit 20).

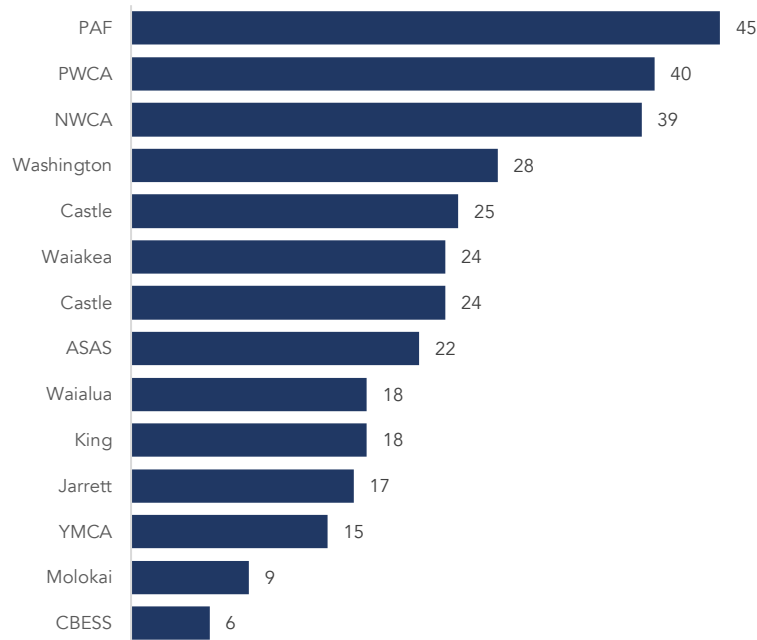
Exhibit 20. Number of Centers Offering Activities During the School Year, by Activity, 2021-22 (N=51)



SOURCE: Annual Performance Reports

The exhibit below illustrates the total number of different types of activities provided by subgrantees during the AY2021-22 (not including summer). In total, there were approximately 138 types of activities offered across the subgrantees.

Exhibit 21. Number of Total Activities (by Type) Offered by Subgrantees during, SY2021-22



SOURCE: Triannual Reports

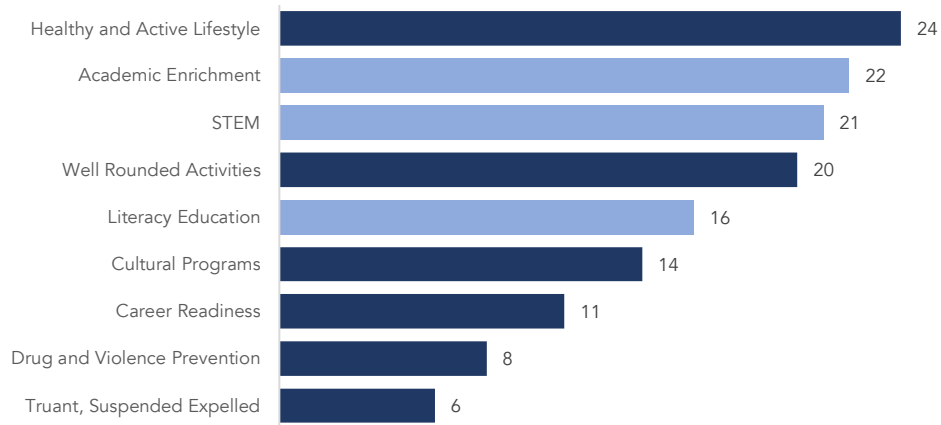
1.9. Overview of Summer Programs

During Summer 2021, 10 of 14 subgrantees provided summer programming.³ In total, 27 of 51 (53 percent) centers provided summer programs. Ten of the 14 subgrantees provided summer programs in at least one center, down from all of the subgrantees in summer 2019. This could be due to a pandemic effect. In total, 1,640 students were served in Summer 2021.

With regard to programming, 24 of the 27 centers offering summer programs provided “Healthy and Active Lifestyle” offerings, followed by “Academic Enrichment” (22 centers), “STEM” (21 centers), and “Well-Rounded Activities” (20 centers). (See Exhibit 22).

• ³ Not including BGBC and KPP, which did provide summer services as a closeout, but not analyzed in this report.

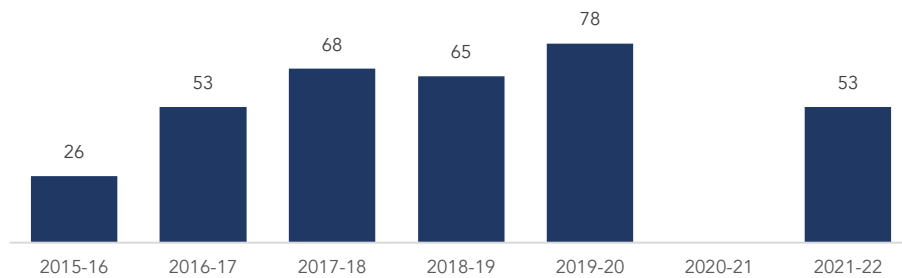
Exhibit 22. Number of Centers Offering Activities in the Summer, by Activity, Summer 2021 (N=51)



SOURCE: Annual Performance Reports (APR) data

Exhibit 23 illustrates the proportion of centers providing summer programming over time. Prior to the pandemic, summer programming had increased at centers. However, the pandemic resulted in an overall decline. Important to note is that the overall numbers are due, in part, to the smaller number of centers. Notwithstanding, the percentage of centers that offered summer programming declined 32 percent (from 78 to 53 centers) between 2019-20 to 2021-22. With regard to subgrantees, 10 of 14 centers provided summer programming.

Exhibit 23. Percentage of Centers Offering Summer Programming Over Time



SOURCE: Summer Annual Performance Reports (APR) data

2. ACADEMIC OUTCOMES

Academic outcome data were only available from the subgrantee evaluation reports, limiting our review of these issues due to data considerations during the 2021-22 program year. Still, the message is positive that 9 of 14 subgrantees met their academic goals in English/Language Arts and 8 of 14 met their mathematics goals. What follows is a breakdown by subgrantee in the two academic areas.

2.1. Improvement in English/Language Arts

ASAS Hawaii (Kalakaua Middle School, Jarrett Middle School, King Intermediate School, Waiakea Intermediate School, and Washington Middle School). Participants improved written and verbal skills through daily homework hour, enrichment classes and projects.

Castle Complex. Centers continued to offer an academic block focusing on core subject areas such as ELA, Math, Science and/or Social Studies. Staff continued to differentiate for its diverse learners in ELA through tutoring and homework and also offered accelerated learning opportunities. Progress Reports showed that 94 percent of students were making academic progress.

CBESS. Tutoring was provided daily. Students checked into the tutoring room each day and were able to work in the tutoring classroom for up to 3 hours each day.

Kahuku Complex. Each center offered an academic block such as Homework Help or English/Language Arts to support students in meeting the Common Core state standards. Before-school programming provided homework help for elementary students, allowing them to be better prepared to meet the challenges of the school day. Teachers incorporated music and art during language arts lessons which were positively received by students and parents.

Molokai Complex. The program targeted academic support and tutoring in ELA and Literacy to bridge the learning loss gap.

Nanakuli-Waianae CA. Participants improved written and verbal skills through daily homework hour, enrichment classes, tutoring and projects. The credit recovery program targeted on ELA were offered at the high school.

PAF. Afterschool programming provides time for students to complete their homework assignments with teacher support. Teachers were able to focus on helping students understand and master key concepts through small group and 1:1 tutoring. Afterschool programming provided hands-on activities focused on core academic concepts, social skills, and daily living skills. Students showed improvement in ELA due to afterschool activities focusing on Orton Gillingham (OG; multisensory structured approach for reading, writing, and spelling) strategies. Students are able to receive guidance from teachers for extra assistance with OG/ELA concepts which include phonemic awareness, phoneme memorization, sight words, decoding, spelling, syllabication, and fluency. Students received small group instruction and support on their ELA homework. Students were able to use the Academic Support/Study Hall to receive support in their ELA classes (e.g., essay organization, reading comprehension).

Pearl City-Waipahu CA. Sites provided academic and enrichment programs aligned to ELA curriculum standards. Le Fetuao Samoan Language Center worked in partnership with five sites on Saturday mornings. Literacy

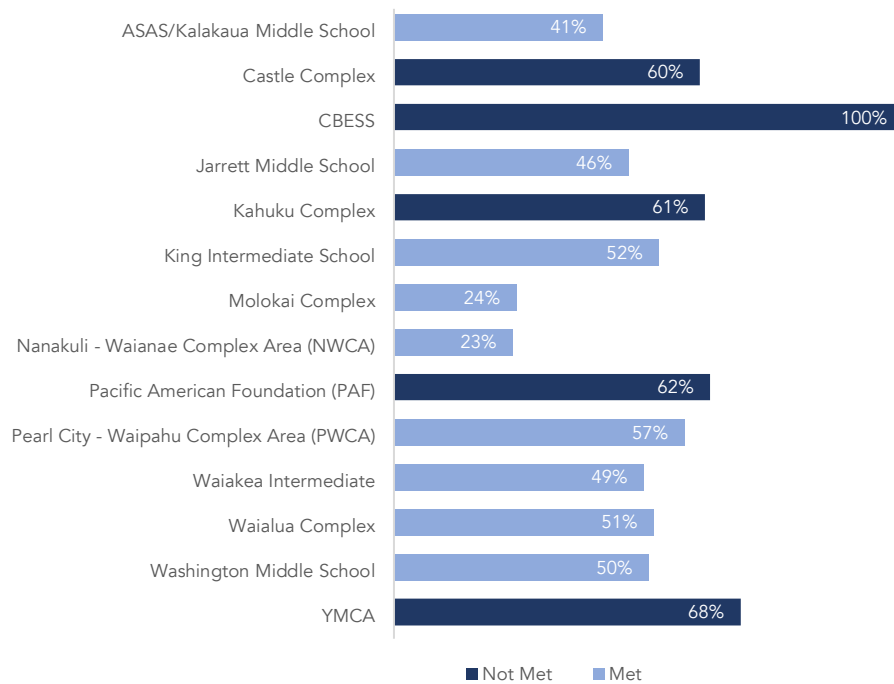
programs for grades 1-2 were provided, as was a Book Club for grades 4-6. These classes were conducted by school-day teachers familiar with the Hawaii Content Standards for ELA at the specific grade levels.

YMCA. Developed personalized tutoring for each grade level. Homework help was provided and tutors were able to develop additional curriculum in conjunction with the school's curriculum pathway for the students in need.

Waiialua Complex. Many students struggled in the middle school grade levels. Although many of our students started to show signs of improvement at the time, our Spring 2021 SBAC scores showed a significant decline vs. the pre-Pandemic period.

As illustrated in Exhibit 24, 9 of the 14 subgrantees showed improvement met (indicated by light blue bars) their English/Language Arts goal on Indicator 1.1 for 2021-22. CBESS had the highest percentage with 100 percent of students showing improvement and NWCA having the lowest percentage (23 percent).

Exhibit 24. Number and Percentage of Grade 4 to 8 Participants with Improvement in English/Language Arts, 2021-22



SOURCE: Annual Evaluation Reports

2.2. Improvement in Mathematics

As with English/Language Arts, mathematics was buttressed primarily by homework help and tutoring. It was mentioned that some sites saw a learning loss over the pandemic in mathematics particularly. Other STEM-related activities provided enrichment opportunities for students at the various centers.

ASAS Hawaii (Kalakaua Middle School, Jarrett Middle School, King Intermediate School, Waiakea Intermediate School, and Washington Middle School). Participants improved math, science and logic skills through daily homework hour, enrichment classes and projects.

Castle Complex. Centers continued to offer an academic block focusing on core subject areas such as ELA, Math, Science and/or Social Studies. In a survey conducted in May to parents of Lokahi students, it was reported that 72% of parents felt that the program helped their child improve in Math. Castle High School provided tutoring for STEM in partnership with UHawaii at Manoa.

CBESS. Provided daily tutoring.

Kahuku Complex. Each center offered an academic block such as Homework Help or STEM to support students meeting the Common Core state standards. Teachers engaged students in a variety of different math activities to promote student learning such as incorporating games and legos into class lessons which were received favorably.

Molokai Complex. The program targeted academic support and tutoring in Mathematics to bridge the learning loss gap.

Nanakuli-Waianae CA. Participants improved math, science, and logic skills through daily homework hour, enrichment classes, tutoring and projects. A credit recovery program targeted on math were offered at Waianae High.

PAF. Most of the PAF schools provided tutoring, homework hours, and enrichment activities to support Mathematics development. Schools provided a variety of other, specific activities in STEM areas.

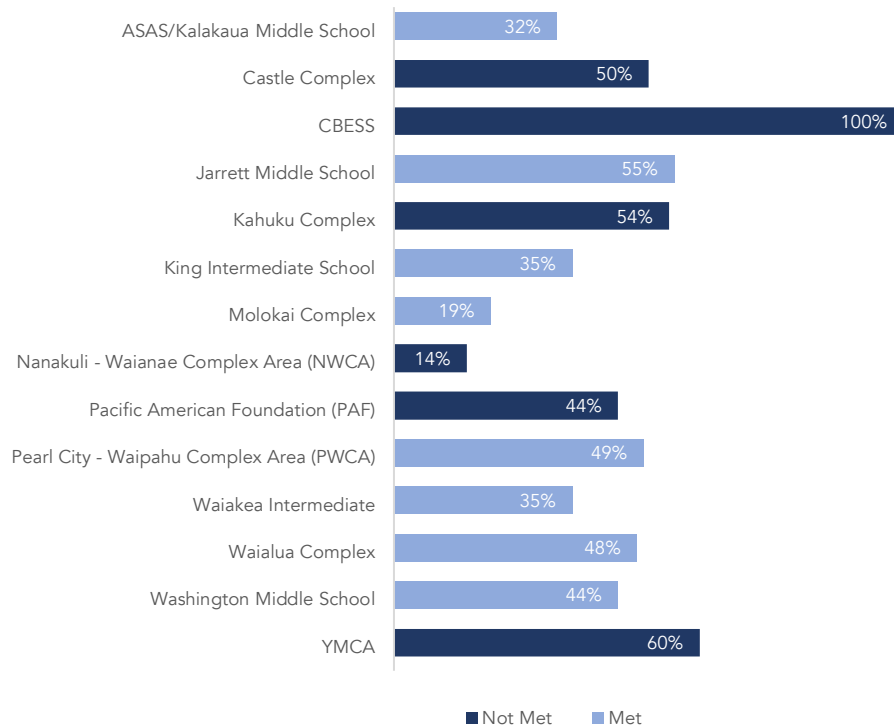
Pearl City-Waipahu CA. Sites provided academic and enrichment programs aligned to Math curriculum standards. Some schools provided up to three sections of math tutoring as well as general tutoring and homework help.

YMCA. Developed personalized tutoring for each grade level. Homework help was provided and tutors were able to develop additional curriculum in conjunction with the school's curriculum pathway for the students in need. Roosevelt High found it "slightly challenging" to have one tutor keep up with the various math levels.

Waialua Complex. Students struggled in the middle school mathematics.

As illustrated in Exhibit 25, 8 of the 14 subgrantees showed improvement met (indicated by light blue bars) their mathematics goal on Indicator 1.1 for 2021-22. As with English, CBESS had the highest percentage with 100 percent of students showing improvement and NWCA having the lowest percentage (14 percent).

Exhibit 25. Number and Percentage of Grade 4 to 8 Participants with Improvement in Mathematics, 2021-22



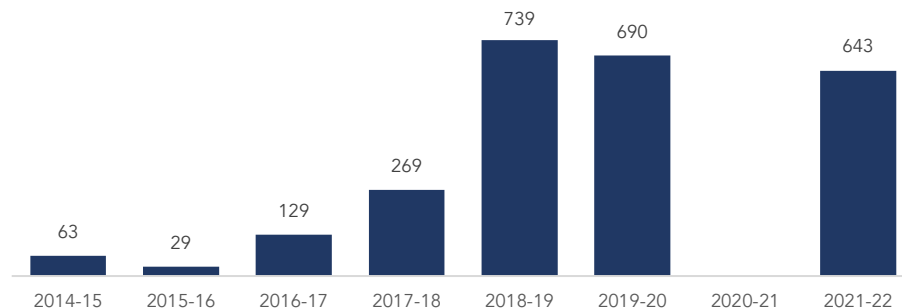
SOURCE: Annual Evaluation Reports

2.3. Other Key Performance Indicators

Community Partnerships

An important component of 21CCLC success is based on their partnerships. In 2021-22, there were 643 partnerships across the 14 subgrantees (Exhibit 34). This number is slightly down from 2019-20 (690) and 2018-19 (739), but is a healthy number given the impact of the pandemic.

Exhibit 26. Number of Partners Over Time, 2014 to 2022



SOURCE: Subgrantee Evaluation Reports

Exhibit 34 provides information on paid versus unpaid partners. Of the 643 total partners across the subgrantees, 38 (6 percent) were paid partnerships compared to 605 unpaid partnerships (94 percent). On

average, there were 3 paid and 43 unpaid partnerships per subgrantee. Castle Complex had the most paid partnerships with 10 while CBESS and YMCA listed zero. Waialua Complex had the most unpaid partnerships with 95, followed by NWCA (82) and King IS (79).

Exhibit 27. Number of Paid/Unpaid Partners (N=643), 2021-22

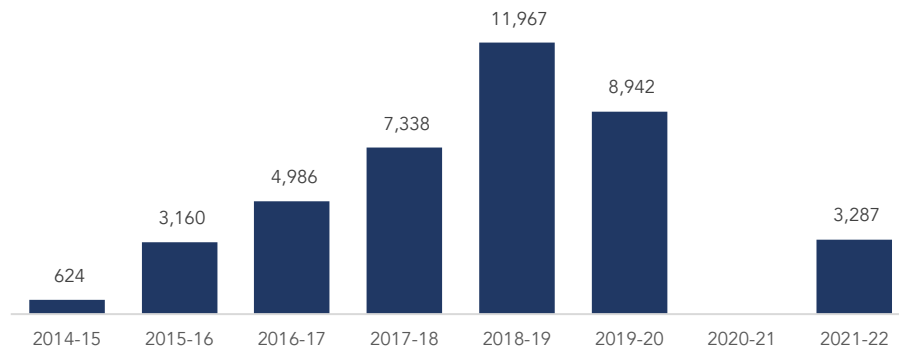
DISTRICT/Grantee	Paid Partners	UnPaid Partners	TOTAL Partners
ASAS/Kalakaua Middle School	2	76	78
Castle Complex	10	4	14
CBESS	0	3	3
Jarrett Middle School	2	75	77
Kahuku Complex	5	2	7
King Intermediate School	2	79	81
Molokai Complex	2	3	5
Nanakuli - Waianae Complex Area (NWCA)	2	82	84
Pacific American Foundation (PAF)	2	18	20
Pearl City - Waipahu Complex Area (PWCA)	5	15	20
Waiakea Intermediate	2	72	74
Waialua Complex	1	95	96
Washington Middle School	3	73	76
YMCA	0	8	8
TOTAL	38	605	643
Average	3	43	46

SOURCE: Subgrantee Evaluation Reports

Services to Parents and Other Family Members

Parental and family services and connections are also an important part of 21CCLC success (Exhibit 35). The 2018-19 year serves as the high point of service to family members, with 11,967 family members served. This declined to 8,942 in 2019-20, and after the pandemic, reduced further to 3,287 in 2021-22. The reductions are due to a small number of centers, but also illustrates the major impact of the pandemic on outreach due to restrictions. Exhibit 36 provides details by both subgrantee and center with regards to family members served in 2021-22.

Exhibit 28. Number of Family Members Served Over Time, 2014 to 2022



SOURCE: Annual Performance Reports (APR)

Exhibit 29. Number of Family Members Served by Subgrantee/Center, 2021-22

DISTRICT/Grantee	Parent/ Family Members	DISTRICT/Grantee	Parent/ Family Members
ASAS/Kalakaua Middle School	49	Pacific American Foundation (PAF)	33
Castle Complex	128	Blanche Pope Elementary	6
Ahuimanu Elementary School	8	Kailua Elementary	0
Ben Parker Elementary School	18	Kailua High	0
Castle High School	27	Keolu Elementary	5
Heleia Elementary School	25	Malama Honua PCS	1
Kahalu Elementary School	24	Olomana School	0
Kāneohe Elementary School	13	Puohala School	17
Kapunahala Elementary School	7	Waiahole Elementary	1
Windward Nazarene Academy	6	Waimanalo Elementary	3
CBESS	1	Pearl City - Waipahu Complex Area (PWCA)	971
Jarrett Middle School	429	August Ahrens Elementary School	257
Kahuku Complex	191	Honowai Elementary School	69
Hau'ula Elementary School	89	Kalei'opu'u Elementary School	45
Ka'a'awa Elementary School	5	Lehua Elementary School	12
Kahuku Elementary School	87	Pearl City Elementary School	28
Kahuku High/Intermediate School	3	Waiau Elementary School	175
Laie Elementary School	7	Waikale Elementary School	233
King Intermediate School	163	Waipahu Elementary School	61
Molokai Complex	44	Waipahu Intermediate School	91
Kaunakakai Elementary School	14	Waipahu High School	0
Kualapuu Elementary School	15	Waiakea Intermediate	67
Maunaloa Elementary School		Waialua Complex	262
Molokai High School		Washington Middle School	34
Nanākuli - Waianae Complex Area (NWCA)	584	YMCA	331
Nānākuli Elementary (NES)	27	Lincoln Elementary School	65
Nānākuli High/Intermediate (NHIS)	238	Stevenson Middle School	110
Waianae Elementary School	150	Roosevelt High School	156
Wai'anae Intermediate (WIS)	159	TOTAL	#REF!
Wai'anae High School (WHS)	10		

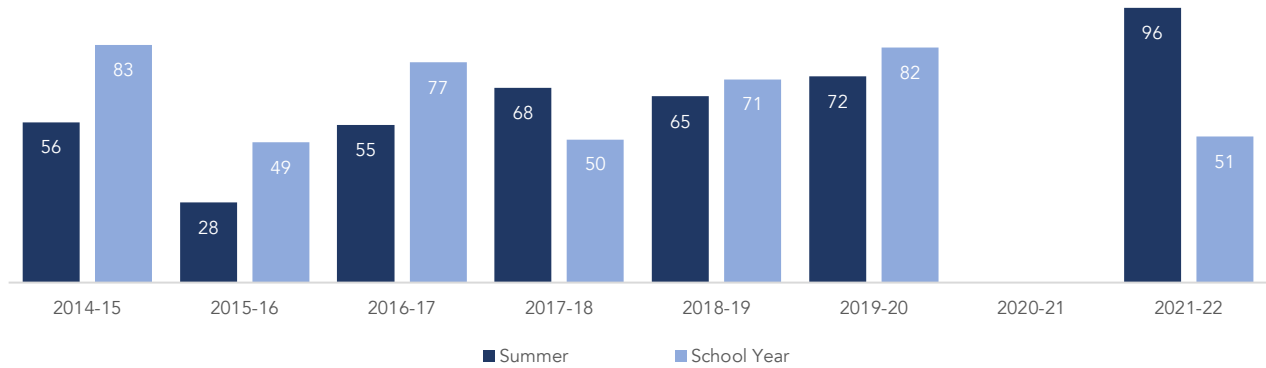
SOURCE: Annual Performance Reports (APR)

Hours of Operation

Ninety-six percent of summer programs provided 12 or more hours per week of operating time, as did 51 percent of programs during the school-year programs (Exhibit 37). In total, subgrantees provided 625 hours per week during summer 2021 and 579 hours per week during the school year. PAF and PWCA provided the most hours with 148 during the same (same for both). PAF provided 105 hours during the school year compared to 95 for PWCA. Ten of 14 subgrantees (71 percent) and 27 of 51 centers (53 percent) conducted summer programs in 2021.

Exhibit 39 provides additional information on hours served, this time breaking out the subgrantees by centers. As illustrated, centers provided an average of 12 hours per week during the summer and 11 hours during the school year.

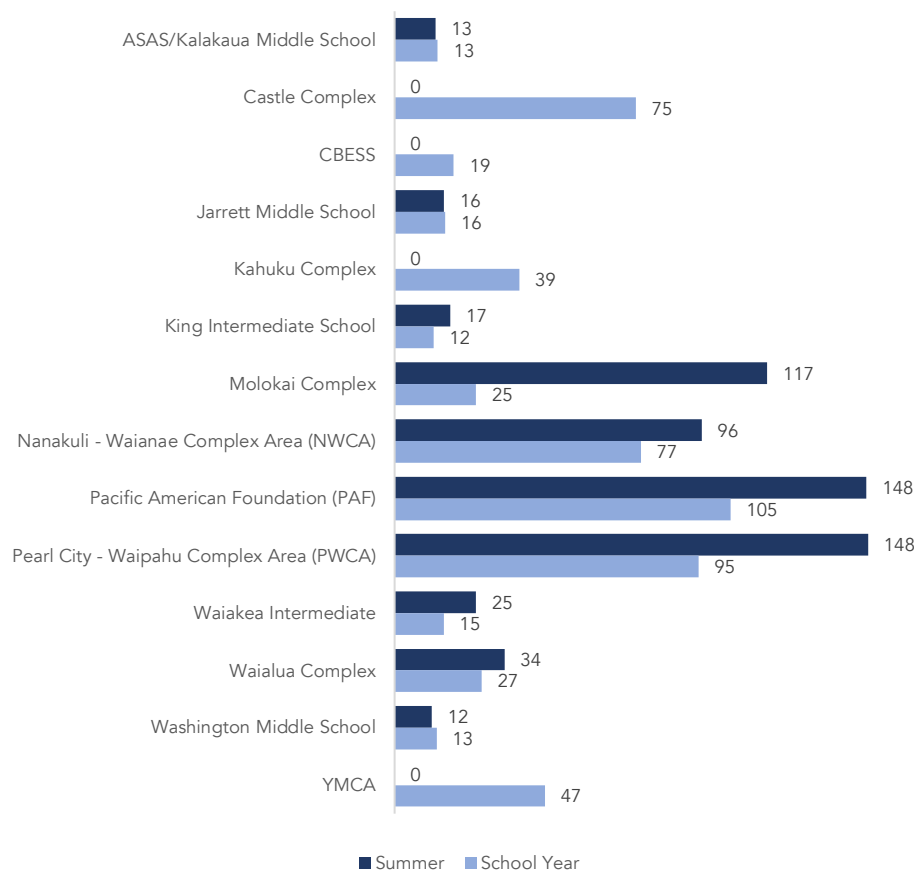
Exhibit 30. Percent of Centers that Averaged 12 or More Hours of Operation, by Year, 2014-15 to 2021-22



SOURCE: Subgrantee Evaluation Reports

NOTE: To calculate summer program percentage, only non-zero values were used (i.e., denominator did not include centers that did not participate during the summer).

Exhibit 31. Average Number of Hours of Operation per Week during Summer and School Year, by Subgrantee, 2021-22



SOURCE: Subgrantee Evaluation Reports: Exhibit 13

Exhibit 32. Average Number of Hours of Operation per Week during Summer and School Year, by Center, 2021-22

DISTRICT/Grantee	Summer	School Year	DISTRICT/Grantee	Summer	School Year
ASAS/Kalakaua Middle School	13	13	Pacific American Foundation (PAF)	148	105
Castle Complex	0	75	Blanche Pope Elementary	0	13
Ahuimanu Elementary School		11	Kailua Elementary	0	12
Ben Parker Elementary School		10	Kailua High	23	10
Castle High School		9	Keolu Elementary	33	12
Heʻeie Elementary School		3	Malama Honua PCS	40	12
Kahaluʻū Elementary School		9	Olomana School	28	10
Kāneʻohe Elementary School		11	Puohala School	0	12
Kapunahala Elementary School		13	Waiahole Elementary	0	12
Windward Nazarene Academy		8	Waimanalo Elementary	25	12
CBESS	0	19	Pearl City - Waipahu Complex Area (PWCA)	148	95
Jarrett Middle School	16	16	August Ahrens Elementary School	15	9
Kahuku Complex	0	39	Honowai Elementary School	0	4
Hau'ula Elementary School	0	9	Kalei'opu'u Elementary School	15	9
Ka'a'awa Elementary School	0	5	Lehua Elementary School	0	2
Kahuku Elementary School	0	10	Pearl City Elementary School	23	14
Kahuku High/Intermediate School	0	4	Waiau Elementary School	10	7
Laʻāie Elementary School	0	10	Waialele Elementary School	16	6
King Intermediate School	17	12	Waipahu Elementary School	15	8
Molokai Complex	117	25	Waipahu Intermediate School	16	21
Kaunakakai Elementary School	24	5	Waipahu High School	38	15
Kualapuu Elementary School	36	7	Waiakea Intermediate	25	15
Maunaloa Elementary School	21	4	Waialua Complex	34	27
Molokai High School	35	10	Washington Middle School	12	13
Nanākuli - Waianae Complex Area (NWCA)	96	77	YMCA	0	47
Nānākuli Elementary (NES)	20	16	Lincoln Elementary School	0	16
Nānākuli High/Intermediate (NHIS)	25	18	Stevenson Middle School	0	14
Waianae Elementary School	0	12	Roosevelt High School	0	17
Wai'anae Intermediate (WIS)	36	19	TOTAL	625	579
Wai'anae High School (WHS)	15	12	Average Hours per Center	12	11

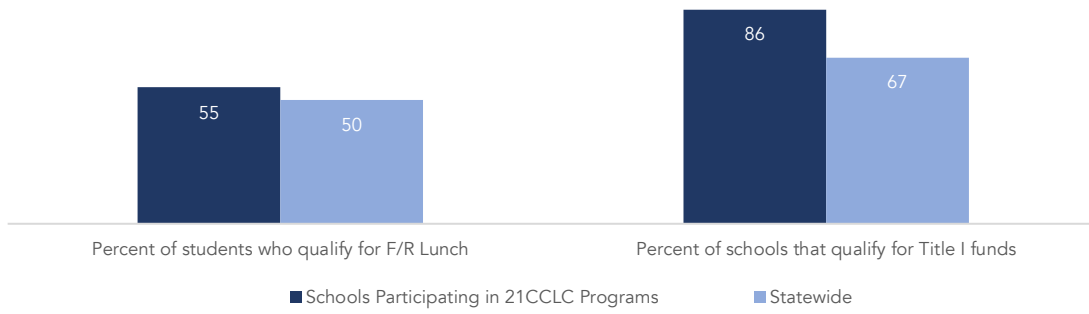
SOURCE: Subgrantee Evaluation Reports: Exhibit 13

Serving Those with the Greatest Need

The school-wide percentage of students who qualify for free or reduced (F/R) priced lunches is a commonly used proxy for identifying schools in high needs communities. The evaluation looked at this measure in two (2) ways: 1) by the proportion of participating students who qualified for F/R lunch, and 2) by the proportion of participating schools that qualified for Title I funding. In 2021-22, 55 percent of students in participating schools qualified for F/R lunch compared with 50 percent statewide. Since 2019-20, the percentage of 21CCLC students receiving F/R lunch dropped 6 percent (from 61 percent) This is substantially higher than the 47% of students who qualified for F/R lunch statewide.

With regard to the eligibility of schools for Title I, 86 percent of 21CCLC schools were eligible for Title I funds compared to 66 percent of schools across Hawaii.

Exhibit 33. Serving High Needs Communities, 2021-22



SOURCE: Spring Annual Performance Reports (APR) data; HIDOE StriveHI data; HIDOE SSIR Data, Title I Eligibility Data by Complex Area:
<https://www.hawaiipublicschools.org/DOE%20Forms/StriveHI2022/2022StriveHISnapshot.pdf>
<https://www.hawaiipublicschools.org/DOE%20Forms/TitleI2122.pdf>

3. PROGRAM STRENGTHS, SUCCESSES, & CHALLENGES

Based on subgrantee information garnered from both their evaluation reports and triannual reports, we were able to provide short summaries of the challenges and successes of subgrantees and centers during the 2021-22 program year.

3.1. Program Strengths

Many of the strengths identified by subgrantees focused on the creativity and diligence of staff and teachers during the pandemic. The flexibility of scheduling and usage of virtual environments to reach students and parents was important, as was a focus on academic support, including credit recovery and tutoring.

ASAS Hawaii (Kalakaua Middle School, Jarrett Middle School, King Intermediate School, Waiakea Intermediate School, and Washington Middle School)

- The ability to provide academic and social support to children and families, especially in light of the pandemic.
- Helping students via daily homework hour to keep them on track academically.
- Hands-on activities that complement math, science, and language learning.
- Ability to 167 students with 46 percent attending regularly.

Castle Complex (spring)

- All centers operated in good faith and worked diligently to recruit staff and students.
- The Center Coordinators were creative in scheduling classes that helped attract and retain students and staff while allowing for the accommodation of COVID restrictions.
- All sites are offering academic tutoring and or academic opportunities for their students to help counterbalance the learning loss during the pandemic.

CBESS

- Students were engaged due to ability to choose from seven activities, including tutoring. This engagement was a major factor in increased attendance.

Kahuku Complex

- Ensuring that programs were up and running in August & September of 2021.
- More students were able to maximize the benefits of the grant and meet the recommended guidelines of attending the program for 30 or more days.

PAF

- Staff were able to overcome pandemic barriers and were fiercely committed to students and each other.
- Students highly engaged with in-person activities and had consistent attendance.
- Staff were willing to go above and beyond for benefit of students, including offering activities during breaks and holidays due to student demand.

- Afterschool support in ELA, OG, and Math contributed to student success during regular school.
- Enrichment activities increased student efficacy, confidence, pride, and ownership.
- Students were highly engaged in culture-based activities.
- Students were highly engaged with hands-on community field activities.

Molokai Complex

- Providing necessary academic support to help bridge the learning gaps that occurred as a result of Covid- 19.
- Credit recovery support to all elementary students through a digital platform.

Nanakuli-Waianae CA

- The ability to provide academic and social support to children and families during the pandemic.
- Numerous classes that encourage creativity and expression (e.g., tie-dye, mod podge, foil sculpting, string pattern art, and Ukulele).
- Daily homework hour and tutoring classes.
- Hands-on activities, which complement math, science and language learning that occurs during the school day.

The development of strong connections between schools, the community, and families.

Pearl City-Waipahu CA

- The staff's willingness to teach during a pandemic.
- The prioritization of hands-on and outdoor-enrichment activities.
- The return to campus after COVID restrictions were lifted.
- The provision of 100 percent virtual programming.

YMCA

- Extremely strong relationships with each of the schools.
- Coordinators who know what's going on both during school hours and after school hours.
- High quality of programs that have been created with parents and students.
- Parent satisfaction with safe and fun environment.

Waialua Complex

- Waialua was able to offer a wide array of enrichment and academic activities, including sports, media, community service learning, STEM, and others.
- Large parent turnout due to the virtual offerings which helped addressed safety concerns.
- We were highly successful in offering ALL of our programming despite the COVID-19 Pandemic.
- The program was able to provide daily snacks for students and provide supplies and materials needed to do all of the activities.

- Staff all creatively stepped up to ensure that regular implementation of our programming would continue despite the COVID-19 pandemic.

3.2. Program Successes

In light of some of the challenges identified above, subgrantees were incredibly creative in working around very complex and difficult circumstances. Noted was the development and utilization of varied methods of connecting students and families online and in person, synchronously and asynchronously. Training and communication allowed for centers to provide safe havens for students during a very volatile time in world history.

ASAS Hawaii (Kalakaua Middle School, Jarrett Middle School, King Intermediate School, Waiakea Intermediate School, and Washington Middle School). Once guidelines were established for COVID, ASAS was able to successfully provide activities, engage families, and serve their high-need students. This was due to the staff's ability to master three types of programming: online (asynchronous), virtual (synchronous), and in-person. Parents and students shared their appreciation for the after-school activities during the pandemic, especially by students who were struggling academically, students with disabilities, and families dealing with financial difficulties.

Castle Complex. Castle centers worked diligently to recruit staff and students and offered programs that reflected their needs during the 2021-22 year. A creative class schedule designed around COVID protocols helped attract and retain students and staff.

Kahuku Complex. Kahuku centers offered an academic block to support students in meeting the Common Core state standards in Language Arts or Math. Before school programs were offered for struggling elementary students, which resulted in them being better prepared to meet the challenges of the school day.

Molokai Complex. Although Molokai had difficulty meeting certain program specific goals, they succeeded in providing a safe space for students with regards to academic and enrichment activities. In addition, they continued to provide support for families. In particular, 95 percent of students who attended credit recovery obtained credit.

Nanakuli - Waianae Complex Area (NWCA). NWCA found that they could still successfully encourage parent participation even when parents were not allowed on campus. This included "drive-bys" for engagement packets. Students made thank you cards for firefighters and medical personnel to show appreciation for what they do. Robotics students qualified for a competition in Dallas.

Pearl City - Waipahu Complex Area (PWCA). Students in the Pearl City/Waipahu Complex Area benefitted from having highly qualified, school-day teachers. All sites were able to meet the specific needs of their students, parents, and community through collaboration and using feedback from enrollment, attendance, and activity surveys. Despite being unable to offer a consistent program schedule, sites provided engaging, stimulating, and fun classes for students and adult family members with the help of community partners.

Waialua Complex. Waialua successfully provided out-of-school academic, enrichment, and athletic opportunities to students which, in turn, helped close the achievement gap, engaged families, and prepared students for college and careers.

YMCA. While the greatest challenge was recruitment students at the high-school level due to lack of presence on campus, positive first impressions encourage the creation of positive relationships, from which students joined in for YMCA enrichment opportunities.

3.3. Program Challenges

Most of the challenges that subgrantees and centers faced remained focused on the aftermath of COVID-19. Information from the APRs and Triannual Reports indicated that issues related to variable guidelines from both the CDC and the Hawaii DOE made scheduling challenging at best. Procuring supplies from approved vendors was problematic, as was hiring staff and teachers for after-school programs. Centers had to deal with higher-than-normal teacher: student ratios as well as the delayed start of many programs. Parents were reticent to allow their children to participate in programs, resulting in the need for center to do the extra mile to ensure safety and excellent programming through creative planning. Some programs were not offered, including certain sports or specialty activities (e.g., band, football, and music), and parents were not allowed on many campuses. In the end, student recruitment was a considerable issue that all centers had to encounter. Here are specific details related to the subgrantees:

ASAS Hawaii (Kalakaua Middle School, Jarrett Middle School, King Intermediate School, Waiakea Intermediate School, and Washington Middle School). Major challenges focused on the pandemic, considering that the catchment area was disproportionately hit with COVID-19. Vaccination mandates, positive cases, and contact tracing were major challenges for ASAS, as was chronic absenteeism. In many cases, parents were still reluctant to send their students back to school. They needed students at home to care for younger siblings. Summer recruitment was problematic for similar reasons and enrollment goals were not met. ASAS Hawaii received guidelines for summer programs within just a few days of implementation.

Castle Complex (APR). Primary challenge was implementing program goals and objectives during varied COVID protocols and restrictions. The pandemic resulted in delayed openings, new policies, and new safety procedures that required the centers to “pivot” frequently. Staffing was difficult which resulted in less programs offered at the sites and a reduced number of students attending the program. Principals at varied sites also closed campuses to all visitors (including parents) which resulted in difficulty implementing family engagement activities. In addition, two schools (Kaneohe and Ahuimanu) had not participated in the grant for over five years while Windward Nazarene Academy had never been a part of this grant. Two other schools (Kapunahala and He’eia) were under new leadership.

CBESS. Attendance was negatively impacted due to the pandemic. Many families kept their children out of the program for worries about COVID-19. Others let their children remain but wanted them on the first bus off campus. A second, later bus, was added to help keep some students for the after-school portion. Extra funding helped make this happen.

Kahuku Complex. Parent activities were directly impacted by the pandemic. Some centers did not allow parents on campus. Smaller challenges, like ensuring that snacks were available for students, were encountered. Programming and attendance at the Intermediate and High School was also a challenge.

Molokai Complex. COVID resulted in delayed openings of programs while halted programming at others. Pandemic restrictions also impacted the number of students that were able to enroll in Molokai programs and impacted the amount of academic and universal screener data that was available to adequately evaluate

program specific goals. It is noted that additional school administration support would have been helpful. The COVID Delta surge resulted in significant increases in cases at the elementary level in particular.

Nanakuli - Waianae Complex Area (NWCA). Challenges included parents not being allowed on campus as well as lower than normal attendance by students. As the year continued, the lessening of restrictions allowed students to make their way back to the programs. Still, reaching the 30-day mark for attendance was a challenge to reach, especially because sports were prohibited at Nanakuli High/Intermediate. Staffing was challenging as many staff were burnt out and did not want to take on added responsibilities for after-school programming at a low rate of pay.

Pacific American Foundation (PAF). The difficulty in recruiting enough teachers to meet with students resulted in larger teacher: student ratios. This was mostly the result of teacher burnout. PAF centers were challenges in finding enough staff to supervise students. In addition, providing safe facilities and transportation that allowed for proper distancing proved challenging. Some of the program goals or 'targets' were overly ambitious for the year, especially academic targets. The number of parent/family participation was approximately 98 percent lower than the year before due to restrictions. As well, afterschool snacks were an administrative challenge.

Pearl City - Waipahu Complex Area (PWCA). Providing a consistent program schedule was a challenge for PWCA as was attracting enough teachers, especially for credit recovery. While there were an 'impressive variety of classes' available to students, this resulted in students enrolling in courses that actually conflicted with regard to schedules. Family programming was impacted due to COVID restrictions. Purchasing from DOE-approved vendors was challenging during the pandemic, as Amazon deliveries were not approved. In particular, the procurement of snacks for the elementary schools in particular was challenging as was running snack programs in a safe manner.

Waialua Complex. The biggest challenge for Waialua was dealing with the 'ever-changing school schedule' as well as changing COVID guidelines and mandates from the CDC and Hawaii DOE. Much planning time was used by staff to figure out program implementation. Many school-day services were unavailable. Despite these things, Waialua was highly successful in offering programming in-person. Band, Lion Dance, and Music were not offered. Nor was football during the summer. Not having access to the 2021-22 SY Data and Design Output Report impacted their ability to show improvement and successes on our program-specific goals.

YMCA. Recruitment was a considerable challenge due, in part, to a lack of center presence at the high-school level. This required more relationship building which did result in increasing recruitment through referrals (counselors) and other strategies. Parents were very wary about enrolling their child in CCLC due to COVID.

3.4. Attendance Success and Challenges

The recurring theme in this report is something related to a global pandemic. Here is a summary from the subgrantee/center perspective.

After-School All-Stars (ASAS)

- **Successes.** Programs were successful in terms of attendance even against great odds due to the pandemic:
 - Kalakaua 21CCLC nearly achieved 44 percent attendance of 30+ days, just shy of the 50 percent

goal.

- Jarrett 21CCLC had a strong program attendance record, with 69 percent of participants attending 30+ days.
- King 21CCLC achieved 38 percent of participants attending 30+ days with expected improvement over the next year program year.
- Washington 21CCLC had a strong program attendance record with 64 percent of participants attending 30+ days.
- Waiakea 21CCLC had a 61 percent participation rate of 30+ days.
- These successes were attributed to several factors:
 - A positive relationship with school administrators and faculty.
 - High parental involvement and good relationships with other after-school programs on campus.
 - Available supplemental resources to support initiatives or gaps in funding.
 - The incentivization of daily attendance by providing prizes and activities for participants who attended regularly, which were funded by other sources.
- **Challenges.** All centers struggled with strict COVID-19 guidelines, high rates of infection, and limited access to sports, field trips, and family activities. ASAS Hawaii also struggled to retain staff, which may have been due to these challenges. COVID-19 impacted student participation as parents remained concerned about exposure.

Castle Complex

- **Successes.** To ensure that all identified centers met their attendance goals, the Lōkahi Project Directors (PD) and lead facilitator met with each participating school's principal and center coordinator(s) to discuss the program goals and parameters of the 21CCLC grant. Based on the most appropriate school communication system to deliver information to parents, student applications were digitally transmitted through the school parent email groups and on school websites. If appropriate, students were also provided a hard copy of the fliers to take home.
- **Challenges.** Unfortunately, staffing at centers was difficult during the school year due to the high exposure of the COVID-19, resulting in sites having difficulty hiring and maintaining staff. To address this, recruitment at college campuses and announcements through community partnership websites were initiated. Teachers at all sites were also highly encouraged to apply.

CBESS

- **Successes.** During the 2021-22 school year, Connections PCS operated on a rotating schedule where half the students attended school Monday/Wednesday, and the other half attended Tuesday/Thursday. Fridays were rotated between the two groups.
- **Challenges.** There were many students who did not attend school in person and some who did not participate in school at all due to school closings. These issues directly impacted the after-school numbers. Studio Shaka's enrollment was significantly lower than pre-pandemic years. Parental activities were not held during 2021-22.

Kahuku Complex

- **Successes.** The percentage of regular attendees exceeded the numbers identified in the approved application at all centers with the exception of the Intermediate and High School level despite the on-going COVID-19 Pandemic.
- **Challenges.** Programming and attendance at the Intermediate and High School is the challenge. All efforts were made to recruit and retain students and numbers continued to remain low in comparison to the elementary schools. Regular meetings with the site coordinator and project director will continue into the next programming year to discuss how to improve the participation of students at the secondary level.

Molokai Complex

- **Successes.** The program successfully enrolled a significant number of students amid concerns of returning to face-to-face activities. While unpredictable at times, programs were able to successfully service a significant number of students and families while adhering to DOE and school COVID regulations.
- **Challenges.** Although regular attendance was impacted by student absences as a result of Covid-19, Molokai was able to meet the attendance requirement of servicing 25 percent of elementary schools and 15 percent of secondary schools even though it fell short of the 33 percent rate for all sites of enrolled school day students. Both goals were surpassed at some sites and not at others.

Nanakuli - Waianae Complex Area (NWCA)

- **Successes.** NWCA provide incentives to encourage participation of parents and students. Although some sites failed to meet their targets, 49% of students across the five schools attended for 30+ days, one point short of the target of 50 percent.
- **Challenges.** COVID was the primary constraint, with parents reluctant to have their child participate after school. As well, family members were not allowed on campus.

Pacific American Foundation - (PAF)

- **Successes.** Despite challenges faced with recruiting of school day teachers as afterschool instructors, most of the attendance targets were met. Teachers revamped course offerings to include more fun, outdoors and team activities. Rigorous school day practices to try and close learning gaps made students very appreciative of afterschool play and release. While staff burnout/stress was an issue for students and teachers, PAF engaged an expert from UH Hilo for professional development on this issue.
- **Challenges.** There were not enough staff to oversee activities safely at some sites, resulting in some applicants being placed on waitlists.

Pearl City - Waipahu Complex Area (PWCA)

- **Successes.** All PWCA sites planned, staffed, and budgeted to meet grant application enrollment and participation numbers. A general attendance policy and process was created to follow-up on any absences as well as a set number.
- **Challenges.** Covid-19-related incidents and school closures impacted the ability for programs to offer regular classes. Sites provided virtual opportunities and focused on enrollment and high-quality programming.

Waialua Complex

- **Successes.** Waialua was able to successfully recruit a total of 153 (unduplicated) students which fell within their range and goals of servicing 25-50% of the students in participating schools. The percent of students who were chronically absent from school were far less for students who regularly attended our program at Waialua High & Intermediate School. ASAS Hawaii and WHIS attended new student registration days and offered information booths at school open days and community events to recruit students. They posted fliers, visited feeder schools, and presented at assemblies for incoming students and their parents. Program staff targeted students who were at-risk of falling behind and teachers and administrators recommended students.
- **Challenges.** Unfortunately, Waialua was unable to offer any in-person sports programs when the schools shut down in March 2020 which carried into the entire Year 3 2020-21. Also, no academic improvement data could be measured.

YMCA

- **Successes.** The YMCA offers a wide-varied program while having very specific goals and targets. Program staff are encouraged to take initiative and lead activities that also interest them and students. The staff manage both execution and curriculum to ensure that their interested project is able to remain continued for the next time the youth come to program. To aid this, the Y targets staff who are passionate about working with youth.
- **Challenges.** Because some students remained on a hybrid schedule and mandated to attend school only on certain days, there were some challenges in programming. Even when restrictions loosened, parents were still hesitant about sending their child to school/program.

4. PROMISING PRACTICES

Promising Practices at 21CCLC subgrantees included a variety of strategies, including professional development, increased communication between all stakeholders, including students and families, project-based learning, school snacks, program monitoring, and “play time,” among others.

After-School All-Stars (ASAS). ASAS Hawaii committed itself to professional development for its staff as its major promising practice. Training for bringing culture into the classroom, mental health, positive coaching, classroom management, and lesson planning helped teachers and staff improve their skills. Staff learned best practices in after-school supervision, child development and safety and lesson planning. As well, all staff received concussion training and are First Aid/CPR certified.

Castle Complex. Basing their work on the John Hopkins/Urban Health Institute article, “Best Practices in Effective Schools,” Castle Complex centers focused on engaging students in SY21-22 using strategies in the article, including interpersonal connectedness, an engaging environment, and positive support. When students were surveyed the following question, “Do you look forward to coming to the Lōkahi before and after school Program,” 91 percent of the students surveyed responded with yes and 83 percent responded that the program helped improve their behavior in school.

CBESS. Promising practices for CBESS focused on promoting student choice through project-based learning and personalized learning practices. While these practices are part of the school day, after-school learning incorporated them as well resulting in a smooth transition from school to after-school programming. Professional

development supported this through transformational personalized learning practices and social-emotional wellness.

Kahuku Complex. Kahuku looked at other successful programs as their indicator of promising practices. One indicator including using school day teachers and other support staff to fill after school positions, which contributed to a high number of student participants. A second strategy was to ensure that students were provided with a safe and positive school climate for learning.

Molokai Complex. Molokai determined that one of the most important promising practices for them was the intentional programming focused on targeted student needs. Due in part to learning loss during the pandemic, Molokai created enrichment connections to students and families to help address this issue. As well, they focused on increasing the lines of communication between students, families, staff, and peers to strengthen feelings of connectedness. Internally, they also focused on improving communications between staff/administration. For evaluation purposes, a promising practice was to monitor their data regularly even when academic data was inconsistently available.

Nanakuli - Waianae Complex Area (NWCA). Promising practices at the intermediate schools including staff training focused on encouraging student engagement, positive behavior support, social emotional learning strategies, and providing a supportive environment. They also focused on service-learning activities in the community.

Pacific American Foundation - (PAF). Promising practices at PAF (based on surveys) included outdoor games and sports, arts and crafts, and unstructured time with friends. Parents appreciated the variety of engaging activities that were offered, especially socialization opportunities with other children. Teachers cited the support from PAF, including funding, problem-solving support, and open communication.

Pearl City - Waipahu Complex Area (PWCA). PWCA identified these emerging promising practices: a strong and positive relationship with the school's Cafeteria Manager; a specific person to count and record the received snacks and the distributed snacks; and the coordination of snacks with all other afterschool programs on site.

Waialua Complex. Waialua cited the importance of maximizing student participation and learning experiences as their primary promising practice.

YMCA. For YMCA, retaining staff was paramount. Cultivating a positive work environment was important and resulted in staff wanting to be there. YMCA encourages staff to have their own personality.

APPENDICES

Appendix 1. Attendance data for 21st CCLC Program, 2021-22.

DISTRICT/Grantee	ATTENDANCE			Students Served in Summer	Total Students Served (not including summer)			Students Served (summer plus school year and unduplicated)		
	PK-5th Grade	6th-12th Grade	TOTAL	Summer	Total Participants	Regular* Participants		Total Participants	Regular* Participants	
	#	#	#	#	#	#	%	#	#	%
ASAS/Kalakaua Middle School	0	183	183	13	180	79	44%	183	79	43%
Castle Complex	487	192	679	0	679	345	51%	679	345	51%
Ahuimanu Elementary School			129	0	129	74	57%	129	74	57%
Ben Parker Elementary School			70	0	70	62	89%	70	62	89%
Castle High School			101	0	101	13	13%	101	13	13%
Heeia Elementary School			63	0	63	35	56%	63	35	56%
Kahaluu Elementary School			80	0	80	66	83%	80	66	83%
Kaneohe Elementary School			169	0	169	62	37%	169	62	37%
Kapunahala Elementary School			39	0	39	19	49%	39	19	49%
Windward Nazarene Academy			28	0	28	14	50%	28	14	50%
CBESS	13	124	137	0	114	26	23%	114	26	23%
Jarrett Middle School	0	118	118	25	118	82	69%	118	82	69%
Kahuku Complex	658	175	833	0	833	516	62%	833	516	62%
Hauula Elementary School				0	257	182	71%	257	182	71%
Kaaawa Elementary School				0	62	25	40%	62	25	40%
Kahuku Elementary School				0	116	71	61%	116	71	61%
Kahuku High/Intermediate School				0	67	24	36%	67	24	36%
Laie Elementary School				0	331	214	65%	331	214	65%
King Intermediate School	0	235	235	78	235	70	30%	235	88	37%
Molokai Complex	242	235	477	156	322	83	26%	477	83	17%
Kaunakakai Elementary School				23	88	41	47%	111	41	37%
Kualapuu Elementary School				75	75	6	8%	150	6	4%
Maunaloa Elementary School				16	11	2	18%	26	2	8%
Molokai High School				42	148	34	23%	190	34	18%
Nanakuli - Waianae Complex Area (NWCA)	191	501	692	132	662	293	44%	692	295	43%
Nānākuli Elementary (NES)				32	57	7	12%	86	8	9%
Nānākuli High/Intermediate (NHIS)				14	72	23	32%	72	23	32%
Waianae Elementary School				0	126	39	31%	126	39	31%
Waianae Intermediate (WIS)				81	263	101	38%	264	102	39%
Waianae High School (WHS)				5	144	123	85%	144	123	85%
Pacific American Foundation (PAF)	375	242	617	143	609	311	51%	613	330	54%
Blanche Pope Elementary					55	41	75%	55	41	75%
Kailua Elementary					44	41	93%	44	41	93%
Kailua High				17	129	3	2%	136	9	7%
Keolu Elementary				12	48	27	56%	48	39	81%
Malama Honua PCS				43	53	26	49%	52	25	48%
Olomana School				8	19	0	0%	17	1	6%
Puohala School					86	77	90%	86	77	90%
Waiahole Elementary					27	20	74%	27	21	78%
Waimanalo Elementary				63	148	76	51%	148	76	51%
Pearl City - Waipahu Complex Area (PWCA)	1377	1209	2586	828	1895	570	30%	2619	708	27%
August Ahrens Elementary School				224	266	91	34%	438	110	25%
Honowai Elementary School				0	136	1	1%	136	1	1%
Kaleiopuu Elementary School				75	212	27	13%	283	28	10%
Lehua Elementary School				0	58	33	57%	58	33	57%
Pearl City Elementary School				81	153	79	52%	185	87	47%
Waiau Elementary School				68	113	44	39%	155	56	36%
Waikele Elementary School				73	73	35	48%	204	40	20%
Waipahu Elementary School				38	200	43	22%	337	109	32%
Waipahu Intermediate School				226	382	93	24%	503	110	22%
Waipahu High School				43	302	124	41%	320	134	42%
Waiakea Intermediate	0	554	554	180	508	212	42%	554	338	61%
Waialua Complex	0	153	153	55	140	82	59%	153	82	54%

Washington Middle School	0	171	171	30	169	107	63%	171	109	64%
YMCA	87	388	475		475	394	83%	475	394	83%
Lincoln Elementary School				0	87	53	61%	87	53	61%
Stevenson Middle School				0	168	161	96%	168	161	96%
Roosevelt High School				0	220	180	82%	220	180	82%
TOTAL	3430	4480	7910	1640	6939	3170	46%	7916	3475	44%

SOURCE: Hawaii_2021-2022_APR_By_Granttee.xlsx; Annual Evaluation Reports.

Appendix 2. Attendance data for 21st CCLC Program, by Special Populations, 2021-22.

DISTRICT/Grantee	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
ASAS/Kalakaua Middle School	140	77%	20	11%	60	33%	92.00	50%	91	50%
Castle Complex	280	41%	68	10%	34	5%	323	48%	356	52%
Ahuimanu Elementary School	44	34%	16	12%	8	6%	50	39%	79	61%
Ben Parker Elementary School	47	67%	11	16%	6	9%	32	46%	38	54%
Castle High School	36	36%	10	10%	3	3%	57	56%	44	44%
Heeia Elementary School	31	49%	9	14%	7	11%	28	44%	35	56%
Kahaluu Elementary School	46	58%	9	11%	5	6%	40	50%	40	50%
Kaneohe Elementary School	60	36%	11	7%	5	3%	84	50%	85	50%
Kapunahala Elementary School	16	41%	2	5%	0	0%	20	51%	19	49%
Windward Nazarene Academy							12	43%	16	57%
CBESS	114	100%	32	28%	5	4%	46	40%	68	60%
Jarrett Middle School	54	46%	12	10%	23	19%	68	58%	50	42%
Kahuku Complex	495	59%	88	11%	69	8%	394	47%	439	53%
Hauula Elementary School	160	62%	27	11%	13	5%	117	46%	140	54%
Kaaawa Elementary School	31	50%	10	16%	8	13%	31	50%	31	50%
Kahuku Elementary School	70	60%	12	10%	7	6%	45	39%	71	61%
Kahuku High/Intermediate School	30	45%	10	15%	3	4%	35	52%	32	48%
Laie Elementary School	204	62%	29	9%	38	11%	166	50%	165	50%
King Intermediate School	132	56%	48	20%	3	1%	108	46%	127	54%
Molokai Complex	254	53%	62	13%	11	2%	246	52%	231	48%
Kaunakakai Elementary School	63	57%	10	9%	5	5%	45	41%	66	59%
Kualapuu Elementary School	76	51%	15	10%	1	1%	72	48%	78	52%
Maunaloa Elementary School	22	85%	4	15%	0	0%	13	50%	13	50%
Molokai High School	93	49%	33	17%	5	3%	116	61%	74	39%
Nanakuli - Waianae Complex Area (NWCA)	441	64%	105	15%	41	6%	381	55%	311	45%
Nānākuli Elementary (NES)	48	56%	8	9%	2	2%	50	58%	36	42%
Nānākuli High/Intermediate (NHIS)	43	60%	25	35%	2	3%	27	38%	45	63%
Waianae Elementary School	90	71%	8	6%	17	13%	51	40%	75	60%
Waianae Intermediate (WIS)	153	58%	48	18%	12	5%	157	59%	107	41%
Waianae High School (WHS)	77	53%	16	11%	8	6%	96	67%	48	33%
Pacific American Foundation (PAF)	378	62%	86	14%	32	5%	288	47%	326	53%
Blanche Pope Elementary	49	89%	12	22%	0	0%	27	49%	28	51%
Kailua Elementary	23	52%	3	7%	2	5%	25	57%	19	43%
Kailua High	62	46%	10	7%	9	7%	62	46%	71	52%
Keolu Elementary	19	40%	2	4%	2	4%	21	44%	27	56%
Malama Honua PCS	39	75%	13	25%	0	0%	19	37%	34	65%
Olomana School	16	94%	4	24%	0	0%	12	71%	5	29%
Puohala School	44	51%	4	5%	1	1%	39	45%	47	55%
Waiahole Elementary	18	67%	4	15%	0	0%	10	37%	20	74%
Waimanalo Elementary	108	73%	34	23%	18	12%	73	49%	75	51%
Pearl City - Waipahu Complex Area (PWCA)	1431	55%	158	6%	631	24%	1268	48%	1309	50%
August Ahrens Elementary School	251	57%	32	7%	113	26%	227	52%	211	48%
Honowai Elementary School	79	58%	7	5%	26	19%	59	43%	77	57%
Kaleiopuu Elementary School	131	46%	18	6%	33	12%	135	48%	148	52%
Lehua Elementary School	33	57%	9	16%	16	28%	23	40%	33	57%
Pearl City Elementary School	94	51%	15	8%	25	14%	97	52%	88	48%
Waiau Elementary School	83	54%	7	5%	4	3%	81	52%	74	48%
Waialele Elementary School	72	35%	18	9%	26	13%	107	52%	97	48%
Waipahu Elementary School	237	70%	5	1%	179	53%	143	42%	187	55%
Waipahu Intermediate School	254	50%	24	5%	116	23%	225	45%	245	49%
Waipahu High School	197	62%	23	7%	93	29%	171	53%	149	47%
Waiakea Intermediate	293	53%	59	11%	32	6%	256	46%	298	54%
Waialua Complex	67	44%	15	10%	7	5%	88	58%	65	42%
Washington Middle School	101	59%	25	15%	49	29%	83	49%	88	51%
YMCA	188	40%	38	8%	75	16%	270	57%	205	43%
Lincoln Elementary School	42	48%	5	6%	16	18%	42	48%	45	52%
Stevenson Middle School	62	37%	11	7%	13	8%	96	57%	72	43%
Roosevelt High School	84	38%	22	10%	46	21%	132	60%	88	40%
TOTAL	4368	55%	816	10%	1072	14%	3911	49%	3964	50%

Appendix 3. Attendance data for 21st CCLC Program, by Race/Ethnicity, 2021-22.

DISTRICT/Grantee	AI/AN		Asian		Black		Latino		NH/PI		White		Two +	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ASAS/Kalakaua Middle School	0	0%	98	54%	1	1%	11	6%	55	30%	0	0%	18	10%
Castle Complex	0	0%	89	13%	5	1%	145	21%	202	30%	39	6%	171	25%
Ahuimanu Elementary School	0	0%	11	9%	3	2%	31	24%	35	27%	13	10%	36	28%
Ben Parker Elementary School	0	0%	9	13%	0	0%	26	37%	26	37%	1	1%	8	11%
Castle High School	0	0%	30	30%	1	1%	10	10%	29	29%	16	16%	15	15%
Heeia Elementary School	0	0%	8	13%	1	2%	13	21%	24	38%	2	3%	15	24%
Kahaluu Elementary School	0	0%	7	9%	0	0%	20	25%	34	43%	2	3%	17	21%
Kaneohe Elementary School	0	0%	20	12%	0	0%	33	20%	42	25%	3	2%	71	42%
Kapunahala Elementary School	0	0%	4	10%	0	0%	12	31%	12	31%	2	5%	9	23%
Windward Nazarene Academy	--		--		--		--		--		--		--	
CBESS	0	0%	3	3%	1	1%	28	25%	33	29%	26	23%	23	20%
Jarrett Middle School	0	0%	34	29%	0	0%	14	12%	39	33%	7	6%	24	20%
Kahuku Complex	1	0%	34	4%	0	0%	92	11%	396	48%	104	12%	206	25%
Hauula Elementary School	0	0%	5	2%	0	0%	34	13%	139	54%	24	9%	55	21%
Kaaawa Elementary School	0	0%	4	6%	0	0%	13	21%	24	39%	10	16%	11	18%
Kahuku Elementary School	0	0%	9	8%	0	0%	17	15%	48	41%	10	9%	32	28%
Kahuku High/Intermediate School	0	0%	5	7%	0	0%	10	15%	23	34%	16	24%	13	19%
Laie Elementary School	1	0%	11	3%	0	0%	18	5%	162	49%	44	13%	95	29%
King Intermediate School	0	0%	35	15%	0	0%	57	24%	68	29%	19	8%	56	24%
Molokai Complex	0	0%	24	5%	3	1%	42	9%	359	75%	12	3%	36	8%
Kaunakakai Elementary School	0	0%	6	5%	0	0%	19	17%	71	64%	0	0%	15	14%
Kualapuu Elementary School	0	0%	3	2%	0	0%	7	5%	126	84%	6	4%	8	5%
Maunaloa Elementary School	0	0%	0	0%	0	0%	9	35%	16	62%	0	0%	0	0%
Molokai High School	0	0%	15	8%	3	2%	7	4%	146	77%	6	3%	13	7%
Nanakuli - Waianae Complex Area (NWCA)	1	0%	27	4%	1	0%	186	27%	386	56%	26	4%	65	9%
Nānākuli Elementary (NES)	0	0%	3	3%	0	0%	21	24%	50	58%	3	3%	9	10%
Nānākuli High/Intermediate (NHIS)	0	0%	1	1%	0	0%	18	25%	43	60%		0%	10	14%
Waianae Elementary School	0	0%	1	1%	0	0%	32	25%	79	63%	2	2%	12	10%
Waianae Intermediate (WIS)	1	0%	13	5%	1	0%	81	31%	123	47%	19	7%	26	10%
Waianae High School (WHS)	0	0%	9	6%	0	0%	34	24%	91	63%	2	1%	8	6%
Pacific American Foundation (PAF)	3	0%	42	7%	3	0%	123	20%	290	47%	35	6%	95	15%
Blanche Pope Elementary	0	0%	0	0%	0	0%	5	9%	46	84%	0	0%	4	7%
Kailua Elementary	0	0%	1	2%	0	0%	12	27%	4	9%	6	14%	21	48%
Kailua High	1	1%	24	18%	2	1%	22	16%	54	40%	13	10%	13	10%
Keolu Elementary	0	0%	5	10%	0	0%	7	15%	12	25%	5	10%	11	23%
Malama Honua PCS	0	0%	0	0%	0	0%	17	33%	27	52%	4	8%	4	8%
Olomana School	0	0%	1	6%	1	6%	1	6%	13	76%	0	0%	1	6%
Puohala School	0	0%	0	0%	0	0%	13	15%	42	49%	1	1%	20	23%
Waiahole Elementary	0	0%	0	0%	0	0%	9	33%	9	33%	2	7%	10	37%
Waimanalo Elementary	2	1%	11	7%	0	0%	37	25%	83	56%	4	3%	11	7%
Pearl City - Waipahu Complex Area (PWCA)	0	0%	1251	48%	16	1%	324	12%	575	22%	85	3%	36	1%
August Ahrens Elementary School	0	0%	336	77%	0	0%	36	8%	18	4%	1	0%	47	11%
Honowai Elementary School	0	0%	77	57%	0	0%	21	15%	24	18%	1	1%	13	10%
Kaleiopuu Elementary School	0	0%	136	48%	2	1%	48	17%	43	15%	4	1%	50	18%
Lehua Elementary School	0	0%	3	5%	4	7%	17	29%	12	21%	48	83%	13	22%
Pearl City Elementary School	0	0%	50	27%	1	1%	38	21%	29	16%	16	9%	51	28%
Waiau Elementary School	0	0%	25	16%	0	0%	44	28%	44	28%	0	0%	42	27%
Waialele Elementary School	0	0%	81	40%	3	1%	38	19%	32	16%	3	1%	47	23%
Waipahu Elementary School	0	0%	107	32%	1	0%	24	7%	170	50%	0	0%	28	8%
Waipahu Intermediate School	0	0%	272	54%	3	1%	47	9%	83	17%	8	2%	57	11%
Waipahu High School	0	0%	164	51%	2	1%	11	3%	120	38%	4	1%	19	6%
Waiakea Intermediate	0	0%	117	21%	0	0%	139	25%	137	25%	36	6%	125	23%
Waialua Complex	1	1%	25	16%	0	0%	33	22%	18	12%	31	20%	43	28%
Washington Middle School	0	0%	61	36%	4	2%	29	17%	45	26%	6	4%	26	15%
YMCA	0	0%	174	37%	8	2%	54	11%	100	21%	34	7%	105	22%
Lincoln Elementary School	0	0%	22	25%	2	2%	9	10%	23	26%	8	9%	23	26%
Stevenson Middle School	0	0%	76	45%	1	1%	23	14%	22	13%	13	8%	33	20%
Roosevelt High School	0	0%	76	35%	5	2%	22	10%	55	25%	13	6%	49	22%
TOTAL	6	0%	2014	25%	42	1%	1277	16%	2703	34%	460	6%	1029	13%

Appendix 4. Academic Year Activities for 21st CCLC Program, by Subgrantee, 2021-22.

	Castle Complex	Kahuku Complex	Jarrett MS	Washington MS	King IS	Waialua	CBESS	ASAS	YMCA	NWCA	Waiakea IS	Molokai	PWCA	PAF	TOTAL	GRAND TOTAL	TOTAL PER SECTION
Academics																55	23
Champions of Coastal Resilience												1			1		
Debate				1	1	1									3		
Honor Society													1		1		
Science Olympiad													1		1		
Acceleration	1													1	2		
Credit Recovery										1		1	1		3		
Enrichment						1									1		
Homework Help	1	1	1	1		1		1		1	1	1		1	10		
Language Arts Tutoring									1						1		
Math Tutoring									1						1		
Mentoring									1					1	2		
Pre-K Enrichment										1					1		
Study Hall for Athletes														1	1		
Support	1													1	2		
Truancy Assistance										1			1		2		
Tutoring			1				1			1		1	1	1	6		
Agriculture							1						1		2		
Engineering									1				1	1	3		
Environmental Science									1						1		
Literature	1														1		
Marine Science	1													1	2		
Math	1												1	1	3		
Reading														1	1		
Science	1														1		
SAT Prep	1												1	1	3		
Arts																11	4
Arts	1									1	1	1	1		5		
Media - Digital				1		1	1						1		4		
Movie Making								1							1		
Music - Production										1					1		
Arts & Crafts																27	13
Anime Art				1				1		1					3		
Arts & Crafts		1			1	1	1	1		1	1			1	8		
Ceramics Class												1			1		
Costume Making										1					1		
Crochet			1												1		
Graphic Arts										1					1		
Jewelry Making				1			1								2		
Learn to Draw Comic											1	1			2		
Mad Crafters				1											1		
MakerSpace													1		1		
Painting			1	1				1			1				4		
Sewing										1					1		
Ukulele making and woodworking														1	1		
Career																9	6
Career Readiness										1					1		
Law Enforcement									1						1		
Leadership								1		1	1			1	4		
Marketing									1						1		
Resume Workshops									1						1		
Technology Education													1		1		
Culture																21	9
Cultural Activities	1					1								1	3		
Hawaiian Culture					1						1			1	3		

Hawaiian Language	1													1	2		
Hawaiian Values			1	1	1			1		1	1				6		
Hula									1		1			1	3		
Lion Dance						1									1		
Pacific Dance and Culture				1											1		
Voyaging with kanehunamoku														1	1		
Wisdom circle art & moolelo (sel).														1	1		
Food																19	7
Baking						1				1					2		
Cooking	1		1	1	1	1		1		1	1		1	1	10		
Culinary Arts														1	1		
Food													1		1		
Hospitality Club-Catering									1						1		
Juice Bar				1				1		1					3		
Nutrition														1	1		
Games																6	6
Chess & Checkers													1		1		
Games														1	1		
Gaming								1							1		
Lego Club													1		1		
Makahiki games training	1														1		
Minecraft															1	1	
Information Technology (IT)																8	4
3D Printing													1		1		
Computer Class														1	1		
Programming													1		1		
Robotics	1					1				1			1	1	5		
Language																8	5
Japanese													1	1	2		
Literacy		1				1								1	3		
Literacy - Creative writing	1													1	2		
Literacy with Samoan Language													1		1		
Leadership																19	7
Aloha Ambassadors	1														1		
Entrepreneurship				1				1					1		3		
Leadership			1	1	1									1	4		
Service Learning			1	1	1	1		1	1	1	1				8		
Student Government													1		1		
Tactical Class					1										1		
Team Building											1				1		
Lifeskills																20	10
Aquaponics															0		
Breathing Skills														1	1		
DIY Bath and Body Works				1											1		
Gardening				1									1	1	3		
Home Economics										1					1		
Lifeskills										1					1		
Self Defense					1										1		
Social Emotional Learning (SEL)			1	1		1		1		1	1		1		7		
Typing														1	1		
Vape Prevention			1		1			1		1					4		
Performing Arts																19	17
Band						1							1		2		
Chorus													1		1		
Glee				1						1					2		
Hui Himeni															0		
Music	1						1						1	1	4		
Music Theater			1												1		
Performing Arts				1											1		
Piano Club													1		1		
Theater and Acting							1								1		
Ukulele	1				1					1				1	4		
Violin												1	1		2		
Vocal Instruction															0		

Recreation																77	27
Archery			1	1	1					1		1			5		
Basketball	1		1	1				1	1	1	1			1	8		
Cheer								1					1		2		
Conditioning															0		
Cross Country										1	1				2		
Dance	1		1					1					1	1	5		
E-Sports									1	1			1		3		
Field Sports	1			1						1	1				4		
Field Trips						1									1		
Fitness and Conditioning		1			1			1		1			1	1	6		
Football			1		1			1	1	1	1				6		
Girls Club				1											1		
Healthy/Active Lifestyle/Indoor Act.						1				1					2		
Hip Hop Dance													1		1		
Intramural Sports													1		1		
Karate														1	1		
Mixed Sports											1				1		
Outdoor Activities						1				1	1				3		
Recreation														1	1		
Self Defense															0		
Soccer			1	1	1			1	1		1				6		
Softball				1	1			1			1		1		5		
Tennis				1											1		
Volleyball			1	1	1			1	1	1	1		1		8		
Weightlifting					1										1		
Wrestling										1					1		
Yoga	1													1	2		
STEM																14	4
Camp	1													1	2		
STEAM										1				1	2		
STEM	1	1		1		1				1	1		1	1	8		
STEM through Fishing	1													1	2		
	25	5	17	28	18	18	6	22	15	39	24	9	40	46	313	313	142

Appendix 5. Summer Activities for 21st CCLC Program, by Subgrantee, 2021.

Major	Minor	ASAS (Kalakaua Middle)	Jarrett MS	King IS	Molokai Complex	Nanakuli-Waianae CA	PAF (Lynn)	Pearl City-Waipahu CA	Waiakea IS	Waialua Complex	Washington MS	TOTAL
Academic Support	Credit Recovery				1	1			1			3
Academic Support	EL Intervention								1			1
Academic Support	ELA						1					1
Academic Support	Grade/Skill Specific Academic instruction				1							1
Academic Support	Homework help						1					1
Academic Support	Math						1					1
Academic Support	Place-based curriculum instruction and learning						1					1
Academic Support	Reading						1					1
Academic Support	Science						1					1
Academic Support	Science Olympiad								1			1
Academic Support	Social studies						1					1
Academic Support	Testing						1					1
Academic Support	Tutoring				1	1		1				3

Academic Support	Writing						1					1
Arts	Media	1							1			2
Arts	Multi-Media and Music					1						1
Arts & Crafts	Art								1			1
Arts & Crafts	Arts and Crafts	1	1	1		1	1		1		1	7
Arts & Crafts	Costume Making					1						1
Arts & Crafts	Crafts						1					1
Arts & Crafts	Crochet					1						1
Arts & Crafts	Knitting					1						1
Arts & Crafts	Lei Making								1			1
Arts & Crafts	Makerspace						1					1
Arts & Crafts	Painting								1			1
Arts & Crafts	Printmaking								1			1
Arts & Crafts	Restoration						1					1
Arts & Crafts	Sewing					1						1
Arts & Crafts	sewing gardening				1							1
Arts & Crafts	T-Shirt and Sticker Design								1			1
Career	Internship and career exploration opportunities						1					1
College Prep	Campus tours						1					1
College Prep	College & Career Readiness							1				1
College Prep	Early college course						1					1
Culture	Hawaiian Craft				1	1						2
Culture	Hawaiian Culture								1			1
Culture	Hawaiian Value of the Week – SEL	1	1	1		1			1		1	6
Culture	History/culture						1					1
Culture	Marshallese Culture										1	1
Culture	Polynesian Culture					1					1	2
Food	Baking									1		1
Food	Cooking	1	1			1	1		1	1		6
Food	Growing/harvesting and preparing foods						1					1
Food	Juice Bar	1										1
Games	Wii/Gaming						1					1
General	Asynchronous Enrichment Activities									1		1
General	BellxCel	1	1	1		1			1		1	6
General	Enrichment					1						1
General	Field Trips					1	1					2
General	In-School Mini-Activities									1		1
General	Partnering with Eduincubator						1					1
General	Synchronous Enrichment Activities									1		1
General	Virtual Field-Trips					1						1
Information Technology (IT)	Coding					1						1
Information Technology (IT)	Robotics					1				1		2
Language	Literacy					1		1				2
Language	Literacy											0
Language	Literacy Interventions					1						1
Leadership	Community Service/Service Learning						1	1				2
Leadership	Entrepreneurship									1		1
Leadership	Service Learning	1	1	1		1			1		1	6
Leadership	Stewardship						1					1
Leadership	Team Building						1					1
Lifeskills	Aquaponics						1					1

Lifeskills	Counseling Programs							1				1
Lifeskills	COVID Awareness and Vaccine Information	1	1	1					1		1	5
Lifeskills	Gardening								1			1
Lifeskills	SEL						1					1
Performing Arts	Arts & Music							1				1
Performing Arts	Musical Theatre			1								1
Performing Arts	Performing Arts				1							1
Performing Arts	Ukulele				1				1			2
Recreation	Archery				1							1
Recreation	Basketball	1							1			2
Recreation	Cheerleading					1						1
Recreation	Dance		1						1			2
Recreation	Football	1				1			1			3
Recreation	Hula					1						1
Recreation	Multi-Sports					1						1
Recreation	Physical Activity							1				1
Recreation	Physical Fitness						1					1
Recreation	Soccer								1			1
Recreation	Softball								1			1
Recreation	Sports		1	1	1	1	1		1		1	7
Recreation	Sports Conditioning									1		1
Recreation	Strength and Conditioning					1						1
Recreation	Volleyball	1							1			2
STEM	STEAM						1					1
STEM	STEM				1	1	1	1		1		5
STEM	STEM											0
STEM	STEM Arts and Crafts									1		1
STEM	STEM/Team Building	1	1	1					1		1	5
Transition	Blended summer transition program						1					1
Transition	CampReady – High School Transition						1					1

Appendix 6. Number and Percentage of 21CCLC Participants Who Received Free-Reduced Lunch, by Subgrantee and Center, 2021-22

Subgrantee	Total Participants	# F/R Lunch	% F/R Lunch	Subgrantee	Total Participants	# F/R Lunch	% F/R Lunch
ASAS/Kalakaua Middle School	183	140	77%	Pacific American Foundation (PAF)	613	378	62%
Castle Complex	679	280	41%	Blanche Pope Elementary	55	49	89%
Ahuimanu Elementary School	129	44	34%	Kailua Elementary	44	23	52%
Ben Parker Elementary School	70	47	67%	Kailua High	136	62	46%
Castle High School	101	36	36%	Keolu Elementary	48	19	40%
Heeia Elementary School	63	31	49%	Malama Honua PCS	52	39	75%
Kahaluu Elementary School	80	46	58%	Olomana School	17	16	94%
Kaneohe Elementary School	169	60	36%	Puohala School	86	44	51%
Kapunahala Elementary School	39	16	41%	Waiahole Elementary	27	18	67%
Windward Nazarene Academy	28			Waimanalo Elementary	148	108	73%
CBESS	114	114	100%	Pearl City - Waipahu Complex Area (PWCA)	2619	1431	55%
Jarrett Middle School	118	54	46%	August Ahrens Elementary School	438	251	57%
Kahuku Complex	833	495	59%	Honowai Elementary School	136	79	58%
Hauula Elementary School	257	160	62%	Kaleiopuu Elementary School	283	131	46%
Kaaawa Elementary School	62	31	50%	Lehua Elementary School	58	33	57%
Kahuku Elementary School	116	70	60%	Pearl City Elementary School	185	94	51%
Kahuku High/Intermediate School	67	30	45%	Waiau Elementary School	155	83	54%
Laaie Elementary School	331	204	62%	Waialele Elementary School	204	72	35%
King Intermediate School	235	132	56%	Waipahu Elementary School	337	237	70%
Molokai Complex	477	254	53%	Waipahu Intermediate School	503	254	50%
Kaunakakai Elementary School	111	63	57%	Waipahu High School	320	197	62%

Kualapuu Elementary School	150	76	51%	Waiakea Intermediate	554	293	53%
Maunaloa Elementary School	26	22	85%	Waialua Complex	153	67	44%
Molokai High School	190	93	49%	Washington Middle School	171	101	59%
Nanakuli - Waianae Complex Area (NWCA)	692	441	64%	YMCA	475	188	40%
Nanakuli Elementary (NES)	86	48	56%	Lincoln Elementary School	87	42	48%
Nanakuli High/Intermediate (NHIS)	72	43	60%	Stevenson Middle School	168	62	37%
Waianae Elementary School	126	90	71%	Roosevelt High School	220	84	38%
Waianae Intermediate (WIS)	264	153	58%	TOTAL	7916	4368	55%
Waianae High School (WHS)	144	77	53%				

SOURCE: Annual Evaluation Reports: Exhibit 11.

Appendix 7. Various Outcome Indicators for Subgrantees and Centers, 2021-22

DISTRICT/Grantee	Number and percentage of grade 4 to 8 participants with improvement in English/language arts			Number and percentage of grade 4 to 8 participants with improvement in math			Number and percentage of grade 1 to 12 participants with decreases in the number of days absent from school year		Number and percentage of grade 1 to 12 participants with decreases in the number of behavior incidents at school	
	n	%	MET/NOT MET	#	%	MET/NOT MET	#	%	#	%
ASAS/Kalakaua Middle School	67	41		53	32	Met				
Castle Complex	134	60%	Not Met	113	50%	Not Met			Waived for SY21-22	
Ahuimanu Elementary School	23	53%		18	42%		18	42%	Waived for SY21-22	
Ben Parker Elementary School	13	54%		11	48%		8	62%	Waived for SY21-22	
Castle High School	No Data	No Data		No Data	No Data		5	50%	Waived for SY21-22	
Heleia Elementary School	21	57%		15	41%		6	86%	Waived for SY21-22	
Kahaluu Elementary School	20	48%		20	48%		7	41%	Waived for SY21-22	
Kaneohe Elementary School	44	71%		38	62%		15	75%	Waived for SY21-22	
Kapunahala Elementary School	13	81%		11	69%		3	100%	Waived for SY21-22	
Windward Nazarene Academy	No Data	No Data		No Data	No Data				Waived for SY21-22	
CBESS	51	100%	Not Met	51	100%	Not Met				
Jarrett Middle School	48	46%	Met	58	55%	Met				
Kahuku Complex	178	61%	Not Met	160	54%	Not Met			Waived for SY21-22	
Hau'ula Elementary School	39	63%		28	45%		19	43%	Waived for SY21-22	
Ka'a'awa Elementary School	11	38%		12	41%		4	33%	Waived for SY21-22	
Kahuku Elementary School	21	50%		19	45%		12	55%	Waived for SY21-22	
Kahuku High/Intermediate School	17	55%		14	47%		8	53%	Waived for SY21-22	
Lahaina Elementary School	90	70%		87	66%		22	46%	Waived for SY21-22	
King Intermediate School	107	52%	Met	72	35%	Met				
Molokai Complex	9	24%	Met	25	19%	Met				
Kaunakakai Elementary School	7	33%		13	32%		3	19%		
Kualapuu Elementary School	2	12%		10	20%		1	6%		
Maunaloa Elementary School	0	10%		2	18%					
Molokai High School	N/A	N/A		N/A	%		10	14%		
Nanakuli - Waianae Complex Area (NWCA)	93	23.30%	Met			Not Met	207	42%	207	41.70%
Nānākuli Elementary (NES)	8	24.20%		13	39.40%		11	13%	0	100%
Nānākuli High/Intermediate (NHIS)	12	16.70%		6	8.30%		21	29%	0	100%
Waianae Elementary School	14	24.10%		12	20.70%		31	25%	0	50%
Wai'anae Intermediate (WIS)	59	25%		26	11%		78	30%	0	0%
Wai'anae High School (WHS)	NA	NA		NA	NA		66	47%	0	50%

Appendix 8. Various Outcome Indicators for Subgrantees and Centers, 2021-22 (continued)

DISTRICT/Grantee	Number and percentage of grade 4 to 8 participants with improvement in English/language arts			Number and percentage of grade 4 to 8 participants with improvement in math			Number and percentage of grade 1 to 12 participants with decreases in the number of days absent from school year		Number and percentage of grade 1 to 12 participants with decreases in the number of behavior incidents at school	
	n	%	MET/NOT MET	#	%	MET/NOT MET	#	%	#	%
Pacific American Foundation (PAF)	74	62%	Not Met	49	44%	Not Met	105	20%		
Blanche Pope Elementary	15	67%		11	39%		6	11%		
Kailua Elementary	2	0%		2	0%			5%		
Kailua High	0	0%		0	0%		19	15%		
Keolu Elementary	14	78%		12	67%		9	26%		
Malama Honua PCS	9	29%		7	23%		18	36%		
Olomana School	0	0%		0	0%		9	43%		
Puohala School	1	100%		1	100%		14	17%		
Waiahole Elementary	8	57%		2	14%			7%		
Waimanalo Elementary	27	42%		14	22%		30	21%		
Pearl City - Waipahu Complex Area (PWCA)	850	57%	Met	727	49%	Met	374	15%	102	33%
August Ahrens Elementary School	140	59%		131	54%		45	10%		
Honowai Elementary School	57	63%		38	42%		34	25%		
Kalei'opu'u Elementary School	95	58%		80	49%		35	13%		
Lehua Elementary School	14	54%		14	54%		10	20%		
Pearl City Elementary School	67	68%		60	61%		17	9%		
Waiau Elementary School	50	50%		47	47%		6	4%		
Waialele Elementary School	95	65%		80	55%		24	12%		
Waipahu Elementary School	90	49%		84	46%		38	12%		
Waipahu Intermediate School	242	56%		193	44%		63	14%		
Waipahu High School	*	0%		*	0%		102	33%	102	33%
Waiakea Intermediate	222	49%	Met	165	35%	Met				
Waialua Complex	53	51%	Met	51	47.70%	Met				
Washington Middle School	67	50%	Met	62	44%	Met				
YMCA	117	68%	Not Met	103	60%	Not Met	14	52%	14	52%
Lincoln Elementary School	14	74%		16	89%		2	29%		
Stevenson Middle School	103	67%		87	56%		5	83%		
Roosevelt High School	N/A	N/A%		N/A	N/A%		7	50%		

Appendix 9. Number of Subgrantees and Centers Providing Enrichment and Support Activities, 2021-22

	Academic Enrichment	Activities for English Learners	Truant Assistance	Career Competencies & Career Readiness	Cultural Programs	Drug/Violence Prevention and Counseling	Expanded Library Service Hours	Healthy and Active Lifestyle	Literacy Education	Parenting Skills and Family Literacy	STEM, including computer science	Services for Individuals with Disabilities	Telecommunications and Technology Education	Well- rounded Ed. Activities, incl. credit recovery
District														
After-School All-Stars (ASAS)	1			1	1	1		1	1		1			1
Jarrett MS	1			1	1	1		1	1		1			1
Kalakaua Middle School				1		1		1	1		1			1
King IS	1			1		1		1	1		1			1
Waiakea IS	1			1				1	1		1			1
Washington MS	1			1				1	1		1			1
Castle Complex	1			1	1			1	1		1			1
CBESS	1			1				1			1			1
Kahuku Complex								1	1		1			1
Molokai Complex	1				1			1			1			1
Nanakuli - Waianae Complex Area (NWCA)	1		1	1		1		1	1		1			1
Pacific American Foundation - (PAF)	1			1	1			1	1		1			1
Pearl City - Waipahu Complex Area (PWCA)	1		1	1		1		1	1		1			1
Waialua Complex	1			1				1	1		1			1
YMCA	1			1	1			1						1
TOTAL Subgrantees	9	0	2	8	5	3	0	10	7	0	9	0	0	10

Appendix 10. Number of Students Participating and Number of Total Hours in Enrichment and Support Activities, by Subgrantee and Center, 2021-22 (Part I)

District	Academic Enrichment		Activities for English Learners		Truant Assistance		Career Competencies and Career Readiness		Cultural Programs		Drug/Violence Prevention and Counseling		Expanded Library Service Hours	
	#	Hours	#	Hours	#	Hours	#	Hours	#	Hours	#	Hours	#	Hours
After-School All-Stars (ASAS)	1,044	2,290	0	0	0	0	18	45	4	18	226	16	0	0
<i>Jarrett MS</i>	114	737	0	0	0	0	3	9	4	18	75	5	0	0
<i>Kalakaua Middle School</i>		209	0	0	0	0	5	9	0	0	112	6	0	0
<i>King IS</i>	210	318	0	0	0	0	4	9	0	0	39	5	0	0
<i>Waiakea IS</i>	550	842	0	0	0	0	5	9	0	0	0	0	0	0
<i>Washington MS</i>	170	184	0	0	0	0	1	9	0	0	0	0	0	0
Castle Complex	340	1,057	0	0	0	0	33	116	27	135	0	0	0	0
CBESS	101	2,946	0	0	0	0	55	261	0	0	0	0	0	0
Kahuku Complex	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Molokai Complex	413	1,186	0	0	0	0	0	0	10	11	0	0	0	0
Nanakuli - Waianae Complex Area (NWCA)	532	1,428	0	0	21	420	47	279	0	0	100	11	0	0
Pacific American Foundation - (PAF)	425	2,157	0	0	0	0	43	138	140	217	0	0	0	0
Pearl City - Waipahu Complex Area (PWCA)	875	4,760	0	0	20	10	119	740	0	0	74	242	0	0
Waialua Complex	129	248	0	0	0	0	5	9	0	0	0	0	0	0
YMCA	307	3,557	0	0	0	0	240	2,573	75	28	0	0	0	0
TOTAL	4,166	19,629	0	0	41	430	560	4,161	256	409	400	269	0	0

Appendix 11. Number of Students Participating and Number of Total Hours in Enrichment and Support Activities, by Subgrantee and Center, 2021-22 (Part II)

	Healthy and Active Lifestyle		Literacy Education		Parenting Skills and Family Literacy		STEM, including computer science		Services for Individuals with Disabilities		Telecommunications and Technology Education		Well-rounded Ed. Activities, incl. credit recovery	
District	#	Hours	#	Hours	#	Hours	#	Hours	#	Hours	#	Hours	#	Hours
After-School All-Stars (ASAS)	1,005	3,075	339	320	0	0	568	1,271	0	0	0	0	1,197	2,812
Jarrett MS	77	351	22	9	0	0	58	121	0	0	0	0	106	482
Kalakaua Middle School	135	339	21	54	0	0	93	206	0	0	0	0	180	383
King IS	155	645	52	56	0	0	119	255	0	0	0	0	215	387
Waiakea IS	498	1,268	139	134	0	0	184	391	0	0	0	0	527	1,129
Washington MS	140	472	105	67	0	0	114	298	0	0	0	0	169	431
Castle Complex	649	681	71	207	0	0	295	619	0	0	0	0	136	354
CBESS	24	286	0	0	0	0	93	2,073	0	0	0	0	108	5,976
Kahuku Complex	810	539	502	429	0	0	373	685	0	0	0	0	472	204
Molokai Complex	32	32	0	0	0	0	16	12	0	0	0	0	114	100
Nanakuli - Waianae Complex Area (NWCA)	241	1,956	64	193	0	0	97	1,267	0	0	0	0	329	911
Pacific American Foundation - (PAF)	451	2,766	106	431	0	0	317	1,475	0	0	0	0	425	1,559
Pearl City - Waipahu Complex Area (PWCA)	943	1,660	209	689	0	0	640	1,289	0	0	0	0	1,008	2,498
Waialua Complex	59	344	12	22	0	0	76	2,063	0	0	0	0	124	503
YMCA	156	56	0	0	0	0	0	0	0	0	0	0	93	88
TOTAL	4,370	11,395	1,303	2,291	0	0	2,475	10,754	0	0	0	0	4,006	15,005

	Academic Enrichment		Activities for English Learners		Truant Assistance		Career Competencies and Career Readiness		Cultural Programs		Drug/Violence Prevention and Counseling		Expanded Library Service Hours		
District	Participants	Hours	Participants	Hours	Participants	Hours	Participants	Hours	Participants	Hours	Participants	Hours	Participants	Hours	Part
After-School All-Stars (ASAS)	1044	2290	0	0	0	0	18	45	4	18	226	16	0	0	
Jarrett MS	114	737	0	0	0	0	3	9	4	18	75	5	0	0	
Kalakaua Middle School		209	0	0	0	0	5	9	0	0	112	6	0	0	
King IS	210	318	0	0	0	0	4	9	0	0	39	5	0	0	
Waiakea IS	550	842	0	0	0	0	5	9	0	0	0	0	0	0	
Washington MS	170	184	0	0	0	0	1	9	0	0	0	0	0	0	
Castle Complex	340	1057	0	0	0	0	33	116	27	135	0	0	0	0	

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CBESS	101	2946	0	0	0	0	55	261	0	0	0	0	0	0	
Kahuku Complex	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Molokai Complex	413	1186	0	0	0	0	0	0	10	11	0	0	0	0	
Nanakuli - Waianae Complex Area (NWCA)	532	1428	0	0	21	420	47	279	0	0	100	11	0	0	
Pacific American Foundation - (PAF)	425	2157	0	0	0	0	43	138	140	217	0	0	0	0	
Pearl City - Waipahu Complex Area (PWCA)	875	4760	0	0	20	10	119	740	0	0	74	242	0	0	
Waialua Complex	129	248	0	0	0	0	5	9	0	0	0	0	0	0	
YMCA	307	3557	0	0	0	0	240	2573	75	28	0	0	0	0	