

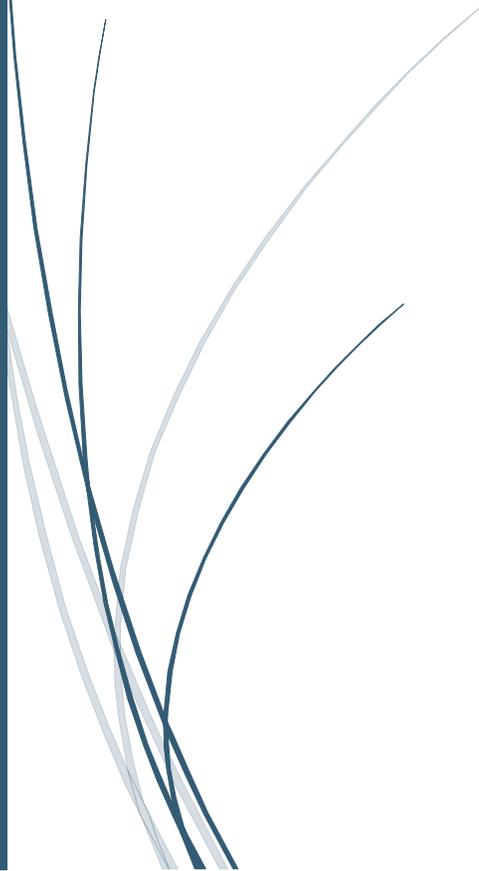


12/21/2017

Parents and Children Together

21st Century Community Learning Center
Evaluation Report Year 3

Time Period June 5, 2016-May 26, 2017



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EXTERNAL EVALUATOR

Introduction

This report covers the period of June 5, 2016 to May 26, 2017. The Parents and Children Together (PACT) 21st Century Community Learning Centers (CCLC) program (PACT C21) continued recruitment efforts throughout June and July 2016 with an additional Summer academics program. Drop-In activities in June and July served as a method to recruit participants for the fall semester. PACT C21 administrators continued to work with the Hawaii Department of Education to obtain data sharing agreements with neighboring feeder school partners (Dole Middle School, Kalakaua Middle School, Farrington High School). While agreements still have not been finalized, the relationships with each school remains.

Program Description

PACT C21 is integrated with the existing afterschool PACT Community Teen Program at Kuhio Park Terrace in Kalihi. Services and activities of PACT C21 expands and enhances existing PACT services, including targeting new groups of youth, as well as focuses on youth with specific challenges who do not regularly participate in existing after school services on partner school campuses. Lessons learned from the previous years resulted in different approaches to recruiting and engaging participants and their families. Re-conceptualizing the drop-in and study hall activities and use of partnerships resulted in a more streamlined program with higher number of consistent participants.

Origin of the program

Where was the program implemented? What sort of community? How many people did it affect?

PACT C21 is implemented in the Kuhio Park Terrace (KPT) Housing community, Hawaii's largest government housing project, for students who attend Dole Middle, Kalakaua Middle and Farrington High Schools. Most of the families are first or second generation immigrants from other Pacific island nations such as the Federated States of Micronesia with a large majority of families originating from Chuuk State, FSM. For many PACT C21 participants, English is their second language. Some households house multiple relatives, extended family members and grandparents. PACT C21 program staff and administrators develop partnerships with other organizations and schools in nearby communities for shared activities to help build self-esteem and character. Parent Involvement has been a challenge despite numerous programmatic efforts to recruit their participation and attendance in parent engagement activities.

Services, events and activities were primarily provided at the PACT Teen Programs KPT Resource Center and in the B Building High Rise at the 1st floor.

Goals of the program

The overall goal of PACT C21 is to increase academic achievement, school attendance, and engagement. Sub-goals (from the proposal) include:

- To assist youth in improving their non-cognitive skills by offering a broad array of high quality youth services and programs.

- To assist youth with improving their academic skills by providing academic enrichment opportunities during out-of-school time.
- To provide an array of services for families of youth enrolled in the CCLC that will increase family engagement.

Clients involved in the program

Characteristics of the intended clients are students who live in and around KPT and who attend Dole Middle, Kalakaua Middle School, or Farrington High School. Many of these students do not and will not stay on school campuses for after school activities. Reasons include: lack of commitment to school, low academic aspirations, and little or no connection to school or school staff.

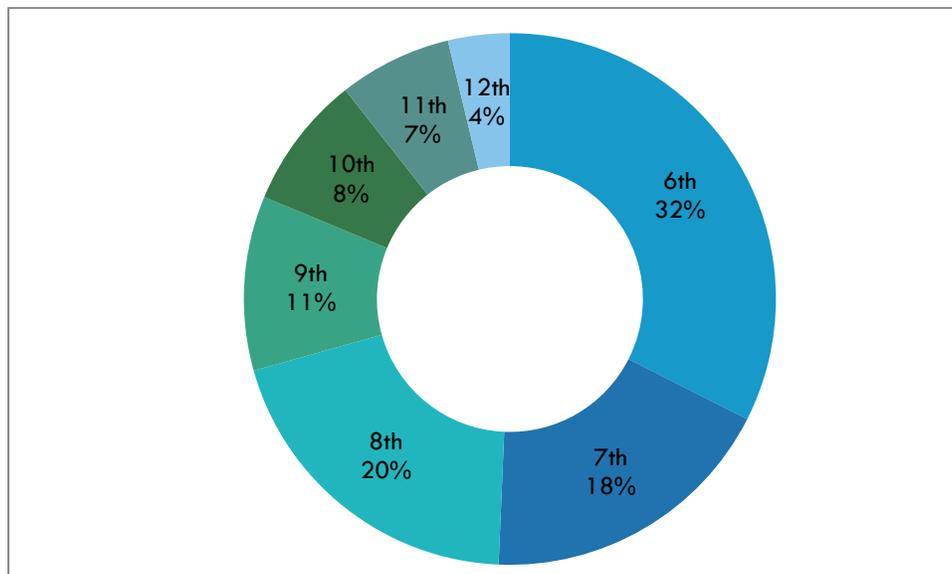
Program demographics

Over the course of this reporting period, a total of 162 students participated in some type of PACT C21 activity not including Drop-In services and summer lunch. Students who participated during the summer recruitment efforts may or may not have participated throughout the school year and likewise, students who participated during the school year may or may not have participated over the summer. Summer activities typically revolved around recruiting students for the upcoming school year and an academic enrichment program. Likewise, Drop-In is a service that allows youth to drop-in at the Center where they are provided information about focused group activities as well as participate in “pilot” activities designed to interest and engage students to continue participation.

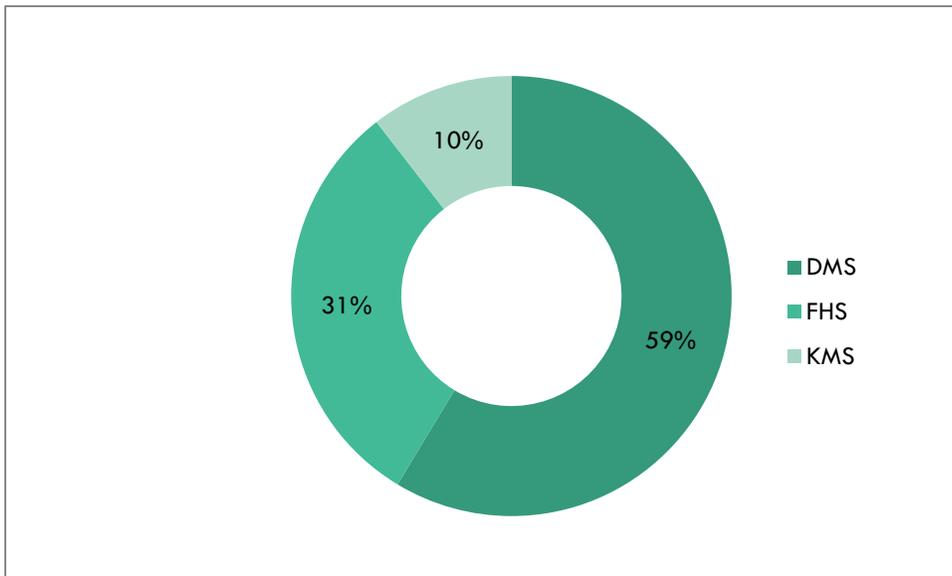
Program attendance

The figures below describe the program participants.

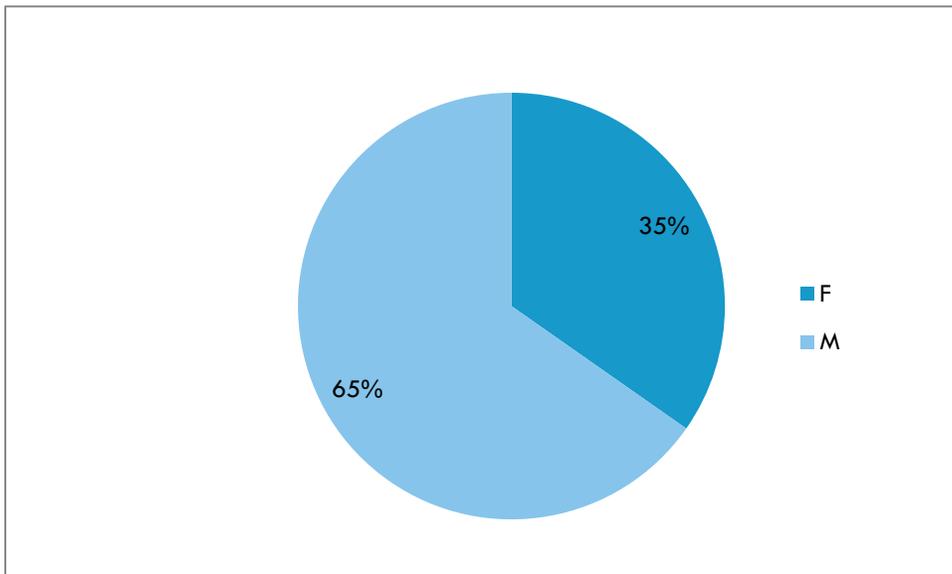
Participation by Grade Level



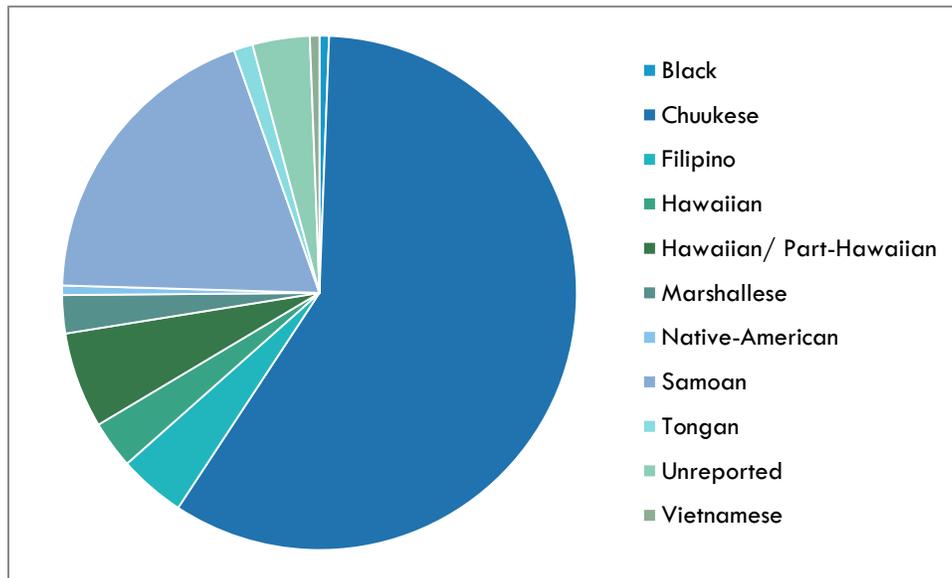
Participation by School



Participation by Gender



Participation by PACT Ethnicity Categories



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

Participants and staff used a variety of materials such as computers (MacBooks, iPads), sports equipment, art, academic tools, worksheets, music and cooking utensils to support and implement activities. They also accessed relevant websites such as nutritional information from choosemyplate.gov. This year the program purchased items such as cleaning and painting supplies as well as received donations for decorations and furnishings (e.g. picture frames, couches, desks, chairs etc.) for certain activities.

During the summer, available staff provided information to potential program students via the Drop-In program. Staff also went door to door in the KPT Housing neighborhood to speak with parents and allow for more visibility for the program. These in-person information dissemination methods provided needed and appropriate contact within the community. A free lunch program was also offered during the summer on certain days to attract youth and their families and Late Night Basketball offered recreational and social opportunities. Funds from other grants were leveraged when providing food.

In what activities were program participants expected to take part?

Youth were recruited to participate in summer activities that would lead to fall participation and other structured programs such as Science Alliance, Tech Group, and Too Good for Drugs and Violence.

What specific procedures, if any, did program staff follow?

Staff followed procedures already in place as part of the overall PACT protocols.

How was the program administered?

The program was administered by existing staff at PACT, with the Teen Program Director having 25 years of experience. Staff turnover has been addressed with new hires and innovative solutions such as hiring peers as activity leaders.

Staff and others involved in the program:

How many specific personnel such as administrators, consultants, teachers, specialists, volunteers or others were active in the program? What roles did they assume?

A full time director continues to oversee the program. There were four project specialists who designed and implemented group projects as well as recruited participants throughout summer and the school year. Staff are responsible for planning and implementing activities for all age group participants designed to support youth succeed in school and within the community. Activities included personal development training, coordinating academic-focused as well as life skills-focused curricula, supporting students during study hall, building relationships with parents and teens, and providing a safe environment at the center. Additionally, Purple Mai'a Foundation staff participated with the C21 program. This included one lead teacher who came consistently and several interns.

How much time (per week, month, or year) did staff devote to the program?

Staff devoted one to four hours per week to recruiting and door to door information dissemination activities during the summer months including the lunch program and Drop-In services. During the school year, staff spent an average of 30 hours per week planning, coordinating and implementing various grant activities.

Program monitoring and technical support.

The program is monitored as a function of the larger PACT organization as well as through the State of Hawaii Department of Education 21st Century grant director. PACT underwent a comprehensive monitoring process by two DOE staff in January 2017. Formative evaluation activities are implemented through the evaluator who met regularly with the program director and staff when necessary.

Partnerships

- The neighborhood schools continue to be the avenue for student recruitment and participation: Kalakaua Middle, Dole Middle, Farrington High.
- Purple Mai'a Foundation: Partnership with a local non-profit technology education foundation provided staff training and classes for middle/high school aged youth at the center.
- Better Tomorrows has provided resources such as space and materials to support C21 programs.
- Late Night Basketball: Kokua Kalihi Valley, Susannah Wesley Community Center, Palama Settlement, Kalihi YMCA, Honolulu Police Department Weed and Seed
- 808 Junior Chef Competition: Kapiolani Community College Culinary Arts, Department of Health SNAP-Ed, Aloha Care, After School All Stars, Kokua Kalihi Valley, Susannah Wesley Community Center, Palama Settlement, Kalihi YMCA

- Other partners: Honolulu Community College; Chaminade University-I Am A Scientist Program; Chef Daniel of Kapiolani Community College-Culinary Arts Program; Chef Iggy of Makana Market & Deli provided an opportunity for members to visit his kitchen to help with food prep; Dole Middle School's Afterschool All-Stars; Ho'ouluaina (Kokua Kalihi Valley community garden); Papahana Kuaola (aina based learning); and Ulu Ke Kukui (homeless transitional home).

PACT C21 Advisory Board

The 2016-2017 year marked the recruitment and maintenance of an Advisory Board. The following are members of the board:

- Tanya Hall, Vice Principal, Dole Middle School – Provides program with information about school level needs.
- Natalie Mun-Takata, Vice Principal, Kalakaua Middle School – Provides program with information about school level needs.
- Hartwell Lee Loy, Vice Principal, Farrington High School – Provides advice and recommendations on how our program can better meet the needs of high school members attending Farrington High School.
- Kim Golis-Robello, Director, PACT Family & Economic Development Center - Provides input on the needs of the families in the community. She suggests methods to build family engagement and participation as well as identify partners in the community that can help with parent-related activities.

Evaluation Design

The evaluation design of the PACT C21 program has been iterative, evolving as the program develops and adapts to the needs of its participants. While consistent and long-lasting participation has been challenging, there has been qualitative improvements in the lives of individuals who choose to attend PACT C21 activities. Therefore, we adopt a Success Case Study model of evaluation where qualitative data is used to describe and inform how the contextual factors impacted the lives of participants.

Evaluation Plan. The evaluation included both formative and summative processes. Overall, the evaluation focused on measuring impact and outcomes towards project goals and objectives. The evaluation determined whether changes occurred and whether those changes, if any, were in the desired or undesired direction. Adopting a Success Case Study method includes asking program staff to define indicators of success. The following are the indicators of success as described by PACT C21 program staff.

- PACT C21 participants/youths and families participating in the services that we provide.
- A success can be defined as a "little" success; something as simple as showing up for Study Hall and doing their homework, or a "BIG" success that involves a member achieving graduation from High School or an alternative learning program.

- More importantly, success can come from relationships and partnerships formed between C21 staff and school, C21 staff and families, or C21 staff and members.
- Success is C21 Staff showing up every day to provide direct service to the many teens in our community because if we don't, who will?
- Youth witnessing their own potential and taking full advantage of the services, we offer to help them achieve whatever goals they set out. Youth who are able to build strong professional relationships, knows how to find mentors, and is capable of making choices that can make themselves, their family and their community proud.
- A successful C21 family realizes how family involvement is directly linked to student success and is well equipped with the appropriate knowledge and resources to continuously progress.

When appropriate, a pre – post design provided a comparison of the same individuals or groups being studied at two points in time: before and after specific project activities were implemented. A pre – post design offered a sense of impact given the proposed duration of the project to provide empirical evidence of effectiveness. The chief problem with this design is that other factors that may be affecting performance are not being controlled (i.e., student's mature since the pre-intervention data were collected). These other factors were taken into consideration when drawing conclusions about results. While a randomized controlled trial (RCT) is considered the optimum in study designs, the methodology is not appropriate or feasible for the evaluation of this project.

Formative evaluation methods include micro-level analysis of the project's activities (e.g., monitoring of implementation). Results from past years programming offered insights into project design and execution so that adjustments were made enabling opportunities for better outcomes. In keeping with the Success Case Study method, we identify changes as innovations in activities and format leading to improved implementation. The following innovations were made over the course of the year.

Innovations Based on Previous Years Programming (submitted by direct service staff)

Prior to C21 funding, the Teen Center served as a youth drop-in center; a place where youth would come afterschool to hangout, see friends, do some homework and participate in recreational activities. With the new funding we had to provide less drop-in time and more activities that met our grant objectives. We began to offer many groups in a number of different areas of interest but, continued to see poor participation. Ultimately this led us to restrict drop-in time only for those who participated in activities to motivate more youth to take advantage of our services. We found that this did not work because youth felt as if they were being forced into participating in groups. The following semester we tried engaging families by participating/attending a Hoike and register for their upcoming groups. We continue to change this dynamic so that we can find a happy medium between being a place for youth to come and hangout while providing activities that meet our objectives.

Changes implemented in group activities have much to do with members' familiarity with different foods from the five food groups and their access to them. For example, I introduce

methods of creating healthier snacks by allowing them to witness how easy it is to combine different food items (chex mix, dried fruit, popcorn, and maybe some mini chocolate chips). I have introduced them to hummus and for the most part they all tried it, but didn't like it. It was fun to see their expressions.

An innovation that I would like to see happen for my group is to be able to visit local attractions, cultural events and historic places on island so that our activities at the Center can be realized through field trips. Opportunities for participants to see, touch, hear the actual places that we study or learn about makes for a more engaging and longer lasting experience.

Last year in 2016, when we first partnered up with Purple Mai'a to run our tech group, all classes were located in KPT (B building teen site, B-103, Base or an empty room within the PACT building). We then partnered up with the Afterschool All- Stars on Dole campus and changed our location where we now hold sessions. The change was successful and we ended up with a full roster of students (20+) interested in the class. However, throughout the year, our attendance started to fluctuate and we saw a decrease in numbers and were left with a solid core group of 9 students who attended every session. In my opinion it is still a success because we were able to recruit a handful of new members to our program.

Our teen participants are used to their KPT environment and do not have much experience beyond the immediate community. We were able to get them out of their comfort zone and provide some exposure to other areas and communities where they discovered that there is more to life than being in Kuhio Park Terrace. For example, in my service learning group we did community service projects such as Papahana Kuaola, helping out a horse ranch, beach clean ups, and Ulu Ke Kukui homeless shelter. These projects helped to open their minds and build character as well as introduced future career options.

The following table describes the types of activities that PACT C21 implemented during this reporting period. Additional information such as activity dates, purpose and whether the activity was assessed pre/post.

Table 1. Program Activities

Activity	Purpose	Dates	Assess
Summer Academics	STEM	6/14/16 - 7/15/16	✓
FAN Fare	Arts & Music	9/8/16 - 12/16/16	✓
Science Alliance	STEM	8/26/16 - 12/9/16	✓
Music Group	Arts & Music	9/9/16 - 12/16/16	✓
Too Good for Drugs & Violence	Drug Prevention	8/23/16 - 12/13/16	
Get a Life!	Tutoring	8/16/16 - 12/15/16	✓
Purple Maia	STEM	9/20/16 - 12/8/16 2/28/17 - 5/23/17	✓*
It's Lit	Literacy/Reading	1/18/17 - 3/8/17	✓
Music in World Cultures	Arts & Music	1/27/17 - 5/26/17	✓
Fire Up!	Physical Activity	1/24/17 - 3/24/17	

Service Learning/ Character Ed.	Youth Leadership	2/4/17 - 6/20/17	Pre only
FAN Fare Q3	Arts & Music	1/18/17 - 3/30/17	✓
Fan Dare Q4	Arts & Music	4/19/17 - 5/31/17	✓
Iron Chef	Arts & Music	9/1/2016 - 12/28/16	✓
Leadership Group	Youth Leadership	7/19/16 - 9/28/16	✓
Career Readiness	Tutoring	4/5/17 - 5/3/17	✓

*Purple Mai'a did not use a pre/post format but youth progress and learning was assess on an on-going basis and tracked by the completion of online modules.

Table 2. Additional Activities

Activity	Purpose	Dates
Summer Lunch Program	Marketing/Recruitment	6/8/2015 – 7/28/2015 (Monday through Friday)
Drop-In	Recruitment/Engagement	Daily
Study Hall	Homework help	Daily (during the school year)
Summer-Late Night Basketball	Physical Activity	Twice Weekly

There were 219 activity-based assessments of either pre or post or both administered over the course of this reporting period. Participation rates remained inconsistent therefore facilitating standardized pre and post assessments was not feasible. However, assessment results were examined and used to make improvements towards activity content. For activities with participants who consistently participated during the fall, 49 students demonstrated an increase from pre to post. During the spring, 18 students demonstrated an increase from pre to post.

The following are descriptions of select PACT C21 activities:

Science Alliance – To improve youths understanding of the scientific method.

Leadership Group – To empower youth to plan and implement community building and service events.

It's LIT – To increase youth enjoyment and confidence in literacy (reading and writing), through interactive discussions and videos.

College & Career – To provide youth with career exploration and college tours to expand their possibilities for their future.

Tech Group/ Purple Maia – To provide youth with experiences in computers and technology (i.e. Web design, animation, video game development etc.) which will prepare them for 21st Century Careers.

F.A.N. Fare – To encourage healthier eating habits and better food selection of our participants.

World Cultures/Music – To help foster an understanding of global learning and explore music in relation to its cultural, aesthetic, political, and economic dimensions.

Too Good for Drugs & Violence –To promote middle and high school student's pro-social skills, positive character traits, and violence- and drug-free norms. The curriculum consists

of 14 core lessons, as well as an additional 12 lessons that can be infused into other subject areas (such as English, science, and social studies).

Service Learning – Provides students the opportunities to develop civic engagement, critical thinking, and problem-solving skills. Working with community members, teen members can enhance their group, organizational, and interpersonal skills.

Why Try – To help struggling students make positive life changes through social emotional learning competencies. The WhyTry Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success.

PACT C21 provides opportunities for parent and family engagement as another means to youth recruitment. Family engagement activities included:

- Open House
- Orientation
- Home visits/telephone calls/table in the lobby),
- Ho'ike (showcasing member's learning through group participation)
- Dancing (through music group)
- Meal Prep (through Food And Nutrition Group)
- Event Planning (through Community Service Learning Group)
- Coding (through Tech Group)
- Partnering with Dole Middle School to assist with transporting Parents to evening events Family/Sports Field Day.
- Family Field Days
- Movie Nights
- Bingo Night

What features/activities need improvement and/or change?

Concerted efforts were made during the summer and throughout the school year to recruit participants. Community-based programs face recruitment challenges because they are located off campus. Developing avenues with feeder schools to recruit and engage youth to attend the Center has also been challenging. Activities with low enrollment or low retention rates may need to be examined.

What activities are working effectively and efficiently and might warrant expansion?

Activities that draw higher numbers of participants such as Homework Help, Sports and Recreation, and Cooking appear to be an avenue to sustain students and encourage others to participate.

Community Service

What challenges are anticipated in implementing the next phase, and how will these be overcome?

Staff continue to plan and implement new and varied methods of recruitment and retention strategies.

Evaluation Schedule

Obtaining data sharing agreements from the Hawaii Department of Education to access student grades and attendance has been difficult. While it has been over two years since filing for these agreements, PACT C21 still does not have these agreements in place and therefore cannot obtain student grades from the partner schools. Outcomes of interest such as grades and classroom behaviors are obtained at the school level. 39 students were considered “regular” attendees for whom program attendance exceeded 29 days and therefore outcomes of interest such as classroom behaviors were measured for 36 of the 39 students.

The program evaluator has met regularly with C21 staff to design and deliver data collection measures and tools to ensure timely administration of instruments and methods. For each activity, a pre and post measure was designed to assess variables such as knowledge, interest, skills and/or attitudes. At the beginning of each session, students were given a pre-assessment to gain baseline information that will support both the formative and summative evaluation.

On-site observations took place to assess the extent to which activities were being implemented as planned.

Results of the Implementation Evaluation

The PACT 21C grant program continues to recruit and engage community youth. While attendance has been inconsistent, staff have been implementing creative ways to attract and maintain participants. The center has been renovated and decorated to attract students and their families as another way to welcome the community into the programs. A number of family information sessions were offered with low attendance.

Challenges – Despite focused and numerous efforts to recruit youth, consistent participation continues to be a challenge.

Related to staffing, last year (2016), there were two additional staff members and six interns who were Farrington High School students (funded through a DOE Supplemental Funds grant). Unfortunately, when that funding ended in December 2016, those positions ended as well. These losses in personnel resulted in less coverage for group sessions, study hall and opening and operating the center during peak hours. With just four staff members, it is often hectic and busy when servicing 50+ youth members a day. Coverage at the center is limited, especially when a staff member calls in sick or is on vacation. However, even with such changes, the C21 staff members still manage to make things work, despite how challenging the days may be.

Engaging Activities – Activities and sessions allow students to learn valuable skills and information in areas such as college and career readiness. Classes such as music includes music reading and rhythmic skills where students enhance their talents. Classes such as technology relates to youth everyday lives where they can learn how to improve these technical skills. Prevention related classes engage youth through videos, games, arts and outdoor activities designed for active learning and involvement.

Results of the Outcome Evaluation

The summative evaluation established the degree to which the objectives and outcomes have been completed. The evaluation concentrated on the project's desired outcomes as a result of implementing various activities. The summative evaluation takes the form of a Success Case Study method where staff narrated compelling stories of individual outcomes.

While doing recruitment at a college & career fair at Dole Middle School, I met a 7th grade boy who was interested in joining our center but was worried about signing up because his mother was strict and he had to help with his younger siblings at home. After speaking to him about our program I told him I would be making some follow-up home visits to talk with parents about our program and promised to stop at his home. Eventually I did and was able to meet his mother and convince her to have him participate in our program.

I helped 18 year old high school female student who was struggling in school. She expressed that she didn't have enough credits to graduate. We helped her enroll into the Youth Challenge Academy and she successfully graduated. I've had the opportunity to mentor her throughout this whole process and continue to offer her services and support.

I was coming out of the elevator one evening and witnessed a female C21 participant consoling a girl who was crying and wanting to jump (boyfriend issues) from the 17th floor. I later learned that the girl who was crying was also a C21 teen member, but not an active member since she didn't spend much time at the center. A couple of weeks later this young lady started to come around with her younger siblings who often came in for study hall and group activities. After learning her name, I discovered that she was a senior in high school. We came up with a plan to ensure that she would graduate in May. She began coming to the center frequently and checking in with me regarding graduation. I was communicating with her Vice Principal regularly to make sure we were all on the same page about her graduation. I was able to help her with her Personal Transition Plan and obtaining a cap and gown. I attended her commencement ceremony being only one of three able to witness her big accomplishment.

Kuhio Park Terrace (KPT) is often perceived as one of the "dangerous" housing projects in O'ahu and sometimes it is a struggle to recruit members for our Teen Program because of that stereotype. Last year when we started our Tech Group at the teen center, it was very difficult to recruit members. However, through our focused recruitment efforts, word got out to the media teacher at Dole Middle School and she was able to send three of her students who do not live in KPT, to check out the group and program. In the beginning, the students and their parents were a bit skeptical with the group being in KPT but because the students were very interested in the group and enjoyed their time with the other teen members, Purple Maia and Teen staff members, the students decided to stay with the group and become members of the Teen Program. Since the group started, we have seen these students regularly, even on days when we do not run Tech Group. They participated in other group activities and stayed at the teen center until closing. It is nice to know that despite the stereotypes we have of this community, parents and students are starting to feel comfortable about the teen center located in KPT.

Considerations

Improvements can be made in the structure of the program. Many other afterschool programs, in and out of this community, run from 2:15 pm – 6:30 pm. This creates boundaries between the program and the families they serve. It is my belief that, by remaining open during the hours after 6:30 pm we enable our program families to be less than adequate parents. The remaining time from 6:30 – 8 pm could be used to do family check-ins, orientations, family game nights, dinners etc.