

SY1819 - Evaluation - Cohort 10+ & 11

Subgrantee Name	Kanu o ka 'Aina Learning 'Ohana
Program Director Name	Te Benioni
Program Director Email	te@kalo.org
Evaluator Name	Charlene Hoe
Evaluator Email	chhoe_hlc@yahoo.com

Executive Summary

Program Description - The 21st CCLC sub-grantee, Kanu o ka 'Aina Learning 'Ohana (KALO), is a 501(c)3 organization experienced in administering afterschool programs statewide. This report reflects programming that took place in Year 4 of the grant cycle. KALO administers after-school programming at five sites across three Islands: On Oahu - Hakipu'u Learning Center (grades 4-12), Halau Ku Mana (grades 6-12) and, Ke Kula 'o Samuel M. Kamakau (grades K-12); on Hawai'i Island - Kanu o ka 'Aina (grades K-12) and on Kauai - Kawaikini (grades K-12). Schools were invited to participate based on their higher than average rates of Free & Reduced Lunch-eligibility, a Hawai'i lowest-performing school per STRIVE HI results, and/or due to struggle with graduation rates.

Evaluation Design - A multi-method evaluation, including performance monitoring and implementation and outcomes evaluations, was used across all centers. Site coordinator surveys, attendance, and activity monitoring, and site observations were conducted to determine if programs were administered as planned, to provide the subgrantee with feedback, and to monitor programs' success toward producing desired outputs. Monitoring information also helped clarify program challenges and successes, along with the next steps to strengthen programming. End-of-year surveys administered to program staff and program participants and their parents were used to gather information on stakeholders' perceptions of the program and its intended impact on student outcomes.

Evaluation Results Implementation Results - Site Coordinators (SC) indicate that finding, hiring and retaining quality staff and volunteers to lead program offerings and developing robust parent involvement remain as on-going challenges. Common successes included: engaged participation; students and their parents' excitement about program offerings; positive feedback from participants and their parents; ongoing professional development opportunities for Site Coordinators (SC); successful summer programs; math and/or reading improvements for individual students. Observations at five centers were also conducted incorporating the recently KALO-developed observation rubric: "21st Century Community Learning Center Scoring Rubric." All five centers demonstrated, a welcoming and inclusive environment for all stakeholders and a positive social-emotional learning environment for youth. Each site has dedicated program spaces to support program goals, collaborate with staff and community, deliver a variety of program and activity choices. In addition, activities that were observed demonstrated engaging programming and showcased staff members that were building positive and supportive relationships with participating students. Observees also witnessed students that were actively engaged in the learning experiences offered - both as an individual learner and as a community of learners. Enrolled student data was taken from the SY 18-19 EOY Output report, except some Hakipuu data was gathered from KALO's EZ Report software, due to an error in total participants in the EOY report. Hakipuu enrolled 28 students, with 14 becoming regulars; Kanu enrolled 232 students, with 57 becoming regulars; Kamakau enrolled 75 students, with 3 becoming regulars; Ku Mana enrolled 90 students, with 3 becoming regulars; and, Kawaikini enrolled 115 students, with 79 becoming regulars.

Outcomes Results - Participant survey

return rate continues to be a challenge for all sites; reported survey data reflects input from the completed surveys and thus, may not completely indicate the full range of participant reflections. Site Coordinators will work with project staff to develop strategies and incentives to increase survey participation in the upcoming year. Five sites reported offering services for 10 hours or more per week, one site offered regular programs 6 hours weekly. Academic improvements in reading/language arts were made at Hakipu'u where 3 out of the 4 program students identified as needing to improve, did improve; at Kanu 4 of the 12 identified students improved; at Kamakau 1 student was identified and showed improvement; Halau Ku Mana had no program students identified as needing improvement, and Kawaikini had 1 student identified with no improvement shown. Academic improvements in math were made at Hakipu'u where 1 out of the 5 program students identified as needing to improve did improve; at Kanu 10 of the 16 identified students improved; at Kamakau 1 student was identified and no improvement shown; Halau Ku Mana had no program students identified as needing improvement, and Kawaikini had 1 student identified with no improvement shown. The program-specific goal is: KALO aims to provide high-quality afterschool programming for students and their families, imbued in culture-based education and designed to impact academic performance in math, college, and career readiness and socio-emotional well-being. Four objectives were listed in the original application and seven more were added. All objectives were met. Conclusions - All five sites administered out-of-school-time programming to high need students: before and/or after-school, intersessions, and Summer 2018. Four centers administered programming for summer - 2018; Kamakau did not offer a 2018 summer session. All centers provided a safe, nurturing place sufficient supervision, along with a variety of academic and enrichment activities; collectively, the five centers served children in grades K-12. Parents were pleased that their children had access to a safe and engaging place during out-of-school-times, and students were happy to be engaged in worthwhile activities with their peers. Recommendations - Work with SC to incentivize survey participation strategize data-driven decision-making with SCs; continue to offer opportunities for professional development for staff; and, provide guidance to centers as they design after-school programming that meets both KPI and program-specific objectives.

Program Description

The 21st CCLC sub-grantee, Kanu o ka 'Aina Learning 'Ohana (KALO), is a 501(c)3 organization that works with its partners to establish an autonomous, holistic, educational environment for the children of Hawai'i: grounding every child and adult in the values that have shaped and empowered Hawaiians for generations; involving every member of the Hawaiian community in determining his/her educational path and preparing every child of Hawai'i to thrive in the modern world, free from oppression and with pride for our heritage. As a voice for evidence-based reform, KALO administers funding to Hawaiian-focused charter schools (HFCS) across Hawaii and promotes policies and practices that strengthen organizations to create innovative models of education for perpetuating Hawaiian culture. This report reflects programming that took place in Year 4 of the grant lifecycle. KALO administers after-school programming at five schools across three Islands: On Oahu - Hakipu'u Learning Center (grades 4-12), Halau Ku Mana (grades 6-12) and, Ke Kula 'o Samuel M. Kamakau (grades K-12); on Hawai'i Island - Kanu o ka 'Aina (grades PK-12) and on Kauai - Kawaikini (grades K-12). Schools were invited to participate based on their higher than average eligibility rates of Free & Reduced Lunch, classification as one of Hawai'i's low-performing schools according to STRIVE HI results, and/or due to their struggle with poor graduation rates. Before receipt of this 21st Century grant, KALO offered fee-for-service afterschool programming at one site (Kanu o ka 'Aina). Additionally, KALO has administered two other programs: 1.) A USDOE grant enabling an enrichment program implemented at 12 Hawaiian Focused Charter Schools on three islands. This program included professional development, family and community engagement, and cultural and academic student programs. Timeframe: 2002-2005. and 2.) KALO aided nine Hawaiian Focused Charter Schools on three islands through a Temporary Aid for Needy Families (TANF) contract. Afterschool programs were implemented at each school including tutoring, cultural activities, art, technology, and health. KALO managed the data gathering, quality assurance and reporting for each school. These funds empowered communities through afterschool programs that reached approximately 4,600 participants. Timeframe: SY: 02/03 - SY 08/09.

Attendance Discussion

Site Coordinators report families signing up for student participation generally strive to support their student(s) in as full attendance as possible. Site Attendance Review for SY2018-19: Hakipuu: Fifty-two percent (52% = 28 of 54) of the students enrolled in the school participated in the 21CCLC program. An attendance challenge cited by the site coordinator is parents not contacting program staff regarding student absences or early pick-ups. To encourage attendance, the coordinator frequently calls or text messages reminders to families. The school is also experiencing a change in administration which has resulted in some challenges as students/families decide to change schools. HLC often has higher attendance rates during the Fall semester when compared to Spring and Summer programs. To promote more student enrollment in classes, the site coordinator reports opening the HLC program up to the public, including accepting siblings of Hakipuu students who attend nearby schools. Kanu: Forty-two percent (42% = 232 of 548) of the student body enrolled in the 21CCLC program. The site coordinator reports few issues with attendance in the after school program, citing a high need for after school care for Kanu families with K-5 students. An occasional problem occurs when keiki have to complete homework prior to transitioning to an enrichment activity that can be disruptive to ongoing work. Kamakau: Sixty-three percent (63% = 75 of 119) of enrolled students participated in 21CCLC program. The site coordinator reported very few issues with attendance. On occasion, students may leave classes early due to transportation schedules. However, because of Kamakau's location (atop of a mountain), students are unable to walk off campus until a vehicle transports them. Families are requested to call the coordinator or email if their child will be absent. This has been an effective measure. Ku Mana, Sixty-four (64% = 90 of 140) of their students participate in 21CCLC program. The biggest challenge with attendance is that the school focuses on tutoring and study hall for middle and high school students; because of this focus, many students have a daily choice whether or not to attend the program after school. Though some students are attending regularly to meet their needs, this flexibility to choose to attend or not results in intermittent attendance. One way the program has endeavored to spark student interest to attend regularly is by offering more elective classes after school. Many of the students at HKM are offered fabulous learning opportunities throughout the school day integrating culture, and Indigenous knowledge. Staff surveyed the students and families asking what they would be interested in having as additional opportunities to learn. Many of the interest suggestions were the more common types of electives typical of DOE schools, e.g., music, art, and physical education which are not typically offered at HKM. Staff members are exploring options to offer more of these types of electives after school. Kawaikini, Seventy-four percent (79% = 115 of 155) of the school population is served by the 21CCLC program. In grades K-6, Kawaikini faces no attendance challenges. The coordinator attributes the high attendance to interest in programming and that the program allows for late pick up by working parents. Currently, MS and HS students are selected as aides if not otherwise engaged in community activities. Enrollment for grades 7-12 has proven to be difficult due to sports and other conflicts. Site coordinator has conducted interviews in this age group as to what their interests are and run programs in these interests yet few participate.

Describe activities offered during summer 2018.

A College Bridge Program A'ali'i Scholars was offered in partnership with the University of Hawaii West Oahu and Kamehameha Schools - a four-week summer residency program at UH West O'ahu! Students earned 6 college credits, engaged in team-building and leadership activities, and visited cultural, community, and natural resource sites. 20 students completed the Summer 2018 Bridge Program. Summer 2018 site programs were offered at 4 of 5 centers: Hakipuu, Kanu, Ku Mana, and Kawaikini. KALO strives to provide high-quality out-of-school-time programming for students and their families, imbued in culture-based education and designed to impact academic performance in math, college and career readiness, and socio-emotional well-being. To that end, each site designed a rich range of learning opportunities for each program session. To demonstrate the range and depth of program offerings, the full roster of activities for each site is documented. Also, the academic and/or enrichment focus is noted for each learning opportunity. Hakipuu Learning Center: Tech Talks: Video Project- Students learned the basics of stop-go animation. They worked together to build sets, create a script, film, edit, and add sound effects using apps such as iMovie. (Enrichment/academic) The Art Shop: Led by our Art Therapy teacher, students were guided through the process of harnessing their emotions to create original works. Each class, students would work on different projects such as their Art Journal and Upcycled Art Crafts. For their final project, the class came together to repurpose an old

surfboard. Through much sanding and painting, they created a beautiful "Slow Down" sign for the school. (Enrichment)Music Milieu: Students worked with two instructors in this class. Through their classically trained teacher, they practiced reading sheet music and composing their own music. With their 'ukulele teacher provided by Mana Mele, they worked on 'ukulele chords. (Enrichment)Music with Mana Mele: In this class, students worked primarily on creating their own beats with GarageBand and working on their vocals. Here they practiced their original song in preparation for the end of summer's Hō'ike. (Enrichment)KALO Kuleana: This class was an optional course for students in the summer program. Here, students were able to utilize computers and practice Hākipuu's project-based learning logging system. This class focused mostly on the project process and assisting students with editing the spelling, order, and syntax in their time logs. (Academic)Malama 'Āina: This class focused on how to reduce the school's carbon footprint. Students worked in groups to develop green solutions. Students created plans for the following semester, preparing them to be leaders of these environmentally conscious changes. (Academic)Phys Ed: This class was an opportunity for students to play traditional sports and try out new exercises that they may not have been familiar with. Here, all of our 4th-12th students in our program participated. The older students organically adopted leadership positions and would often assist younger students. (Enrichment)Mad Science: Students researched, developed, and tested various science experiments featuring simple chemical reactions. Though most experiments were student-led/researched, this class did utilize some Hardware Science kits from Ace Hardware. (Academic)Kanu o ka 'Āina: 2018 1st Summer SessionBasic Life Skills: Students will learn basic money management: How to balance a checkbook, write a check, use online banking, budgeting and smart spending. Basic social skills and etiquette: table manners, how to write a resume, how to make introductions and talking to adults. Basic employment: how to write a resume, apply for a job, how to interview and keeping a job. Basic safety: online safety, traveling alone, self-defense and how to handle emergencies. Basic directions: how to read a road map, bus, plane, timetables, knowledge of traffic terms, how to give/get directions. (Academic)Cardboard Challenge: Learn how to create things out of cardboard and duct tape. In the first two weeks, students will make things based on their interests. During the last week, students will work on creating cardboard arcade games and host a small carnival to show off their skills.Coding: Students learn how to write codes to program the computer to create art designs and how to write codes to help Moana accomplish tasks and help Angry Birds get the pigs. (Academic)Dr. Seuss Day: Students will explore the different Dr. Seuss books and do hands-on projects based on the stories; no reading skills required. (Academic/enrichment)E Ola Kino: Learn the Hawaiian way to a healthy body, healthy fun food choices. (Academic)Fun w/ Math Facts: In this class, students will memorize their math facts and not use their fingers or tricks to count out their facts. Having the basics memorized will help students later on with more complex math concepts. (Academic)Hula & Mele: Hula (Enrichment)Kapala: Enrichment through Hana No'eau allows keiki to a'o (learn), hana (create) and launa (engage), where they will experience the process of publication from start to finish. Kapala (stamps; stamping) is the decoration on a finished piece of Kapa (Hawaiian paper mulberry). This papa (class) will teach the process of ohe kapala printing (bamboo stamps), sharing different native Hawaiian designs and their meanings. Keiki participating will use traditional techniques and methods applied on modern materials. Keiki will use a variety of fabrics to print on with the use of modern paints and dyes from various mea kanu from our māla (garden). (Academic/enrichment)Kitchen Science: Students will make things that they didn't know could be made at home using everyday items found in the kitchen. They will learn how to make slime, ice cream, rock candy, and many more fun yummy things. (Enrichment/academic)Making Math Delicious: There's probably nothing better for grasping important math concepts and skills than a hands-on project that also produces something yummy to eat! Classes will begin with a tasty mini-project coupled with assistance to improve basic math skills. (Enrichment/academic)Modern dance & stories: This class combines modern dance movements with storytelling. Students will learn a dance warm-up, basic technique along with a dance routine that reflects a story that they write together as a group. At the end of the 3 weeks, students will have learned a complete dance to perform! (Enrichment/academic)Nā Keiki o Hawai'i Nei: Introduction to Hawaiian language, culture, and mele. (Academic)Ocean Conservation: Students will learn about Oceanography through mini hands-on projects that will help them gain knowledge about relating the weather and other ocean scenarios. (Academic)PE: Students will learn positions represented in the different sports and basic rules, etiquette, and strategies needed to participate completely in each sport. Students will learn the fundamentals of different sports in a fun way. (Enrichment)Sewing: Students are welcome from all levels. Those who need to learn the basics of sewing and those who are more advanced will all be guided to expand their knowledge with a sewing machine. (Enrichment)Kanu o ka 'Āina: 2018 2nd Summer SessionBasic Life Skills: Students learn basic money management: How to balance a checkbook, write a check, use online banking, budgeting

and smart spending. Basic social skills and etiquette: table manners, how to write a resume, how to make introductions and talking to adults. Basic employment: how to write a resume, apply for a job, how to interview and keeping a job. Basic safety: online safety, traveling alone, self-defense and how to handle emergencies. Basic directions: how to read a road map, bus, plane, timetables, knowledge of traffic terms, how to give/get directions. (Enrichment/academic) Creature Workshop: From cute and cuddly to creepy-crawly, explore a variety of mask and puppet techniques to bring our characters to life. From tiny pocket-sized puppets to parade pieces, we will be building, decorating, and learning the basics of theater movement. (Enrichment) Coding: Students learn how to write codes to program the computer to create artistic designs. Students will also learn how to write codes to help Moana accomplish tasks and help Angry Birds get the pigs. (Academic) Healthy Snacks: Learn the basics of making healthy snack portions and choices. (Enrichment) E Ola Kino: Learn the Hawaiian way to a healthy body, healthy fun food choices. (Academic) Fun w/ Math: Help students memorize their math facts and not use their fingers or tricks to count out their facts. Having the basics memorized to help students later on with more complex math concepts. (Academic) Hula & Mele: Hula. (Enrichment/academic) Kapala: Enrichment through Hana No'eau allows keiki to a'o (learn), hana (create) and launa (engage), where they will experience the process of publication from start to finish. Kapala (stamps; stamping) is the decoration on a finished piece of Kapa (Hawaiian paper mulberry). This papa (class) will teach the process of ohe kapala printing (bamboo stamps), sharing different native Hawaiian designs and their meanings. Keiki participating will use traditional techniques and methods with modern materials. Keiki will use a variety of fabrics to print on with the use of modern paints and dyes from various mea kanu from our Malā, garden. (Enrichment/academic) Ukulele: Learning the basics of Ukulele. (Enrichment) Making cards: Let your creativity flow with the art of making cards. Learn how to express yourself through stamping and other forms of paper transformation. (Enrichment) Modern dance & stories: class combines modern dance movements with storytelling. Students will learn a dance warm-up and basic technique along with a dance routine that reflects a story that they write together as a group. At the end of the 3 weeks, students will have learned a complete dance to perform! (Enrichment/academic) Na Keiki o Hawaii Nei: Introduction to Hawaiian language, culture, and mele. Invasive Species: Students learn what invasive species are, the impact they have and then choose one here in Hawaii to do research on. (Academic) PE: Students learn positions represented in the different sports and basic rules, etiquette, and strategies needed to participate completely in each sport. The main purpose is to give students the fundamentals of different sports in a fun way. (Enrichment) Spanish Culture: Teaching basic Spanish through hands-on cultural experiences. (Enrichment/academic) Japanese: Teaching basic Japanese through hands-on cultural experiences. (Enrichment/academic) Thirsty for Knowledge? Ue ka lani, ola ka honua; When the heaven cries, the land lives." To observe clouds and weather patterns, learn the importance of wai (water), the names of different rains, rivers, and watersheds in Waimea. Students learn a mele to share at Ho'ike. The class will help keiki dig deeper into the relationships that we as kanaka have with wai. (Enrichment/academic) Useable Art: Create acrylic paint masterpieces on items that you can use and not just hang on a wall. Things like glasses, stretched canvas, ceramics, wood, lampshades, etc. (Enrichment) Ke Kula O Samuel M. Kamakau: This site did not hold any activities during Summer 2018. Halau Ku Mana: The High School summer program offered a mix of choices to contribute to College and Career readiness. One of the areas of focus highlights the different types of stem and leadership careers in the Lā Hui of today. During this program, students are able to experience "A Day in the Life" of some of the different types of jobs that are linked to culture and current career pathways. One leadership pathway students learned of was shared by an HKM community partner, Keali'i Makua, who is the first native Hawaiian in contemporary times to learn, practice, and teach the Traditional art of Tap Tattoo. He showed students the different types of tools used for the ceremonial type of tattooing. He spoke to the students about forging a path that was not carved out for him as this type of tattoo artist and practitioner that was practically extinct in our Hawaiian culture today. During the summer, 4th through 8th-grade students at HKM were given a choice of electives for the morning and afternoon sessions. Choices included: Art: students utilized different types of mediums. They paint, draw, and utilize computer technologies to create graphic designs that they were then able to print using a silhouette printer. This printer is able to cut different types of vinyl, paper, cardstock, and iron on materials to personalize many different types of final products such as clothes, stickers, and old mugs through the graphic design technology on iPads or computers. This was one of our most popular with all of the students in both sessions - morning and afternoon. 3D Printing: An introductory course to computer science, engineering, and programming, utilized technology, engineering, computer science, and programming to create 3D printed final products. Mana Mele: community partner Mana Maoli/Mele - teaching music through singing and learning many different types of instruments, such as ukulele, piano, bass, and various percussion, to name a few. Students were able to work with professional musicians in the local community to learn not only the skill of creating music but also to record final products and participate in a jam session with these artists. This was also one of the most popular

activities offered. The musicians were very accommodating trying to allow every student to learn the instrument he/she was most interested in with which the students were very happy. Videography: Mana Maoli offered a videography session. Students were able to use different technologies to record videos and learn how to edit using different technologies and apps to achieve a professional level final product. Kawaikini: During the summer of 2018, Kawaikini ran a mala-based (gardening-focused) program. Students learned about and experienced the STEM aspects of farming and gardening. They measured out garden plots and applied their math skills to figure out the projected yield. Students also participated in excursions to different types of gardens and farms throughout the community including; food farms, a worm farm, and botanical gardens. (Enrichment/academic)

Describe activities offered during school year 2018-19.

School Year 2018-19 programs were offered at all 5 program sites: Hakipuu, Kanu, Hālau Kū Mana, Ku Mana, and Kawaikini. Hakipuu Learning Center: Homework Lab: This class was held an hour before school began, 4 days a week. Here students of all ages were encouraged to come in and work on their homework. This class was primarily utilized by students participating in Early College, who used the period to work on assigned essays or studying for exams. (Academic) Journeying Through Journalism: Students learned how to research articles and find sources that had little bias. They created their own short stories and reported on items they heard on the news. (Academic) Hawaiian Mele & 'Ukulele: Students worked with local musician Bryan Tolentino. This class was primarily focused on beginning 'ukulele chords and songs. (Enrichment) Music Lab: This class was run by the site partner, Mana Mele. Here students were able to practice with a wide selection of instruments. By the end of the semester, the class performed 3 complete songs at the school's Hō'ike. (Enrichment) Papa 'Ōlelo Hawai'i: Students and families were invited to participate in this Hawaiian Language class. Here, participants learned basic Hawaiian phrases, place names, and history of local areas such as Hakipuu and Kaneohe. (Academic) Robot Room: Students worked on various coding projects provided by Code.org and MakeCode editor. They learned to code micro: bit and later built/coded LEGO bots. (Academic) Pumped Physics: This classes' curriculum was designed with the help of Hardware Science lessons. Students joined for bi-monthly hands-on science experiments. They learned about gravitational forces, weight distribution, and chemistry concepts. (Academic) Fitness Fun: Students worked with a local MMA trainer to create their own fitness goals related to speed and muscle mass. (Enrichment) Yawning Yoga: This class was run by a certified yoga instructor who encouraged students to come into class before school began to participate in some healthy exercises. Though none of our students were familiar with yoga beforehand, many reported feeling relaxed and ready for learning after completing the classes. (Enrichment) Adulting 101: This before school class was created based on student suggestions. Students were interested in learning to budget, mend clothes, and change a tire on a car. (Academic & Enrichment) Shaping 101: Students worked with Shaper to create unique surfboard skegs. They learned the instrumental safety practices for shaping wood and practiced utilizing woodworking tools. (Enrichment) Kanu o ka 'Āina: College Readiness: Kanu sponsored an alumni gathering where past students shared their stories and the contributing factors that led to their successes and hardships, post-graduation. 9-12 grade students participate in the upcoming 16th Annual Career Opportunities Expo (Career Pathways Fair/Summer Opportunities Expo) in Hilo. Ten students who participated in a 6-day Southern California College Tour visited 8 Universities from LA to San Diego. An additional college tour experience was afforded to the whole freshman class, to visit O'ahu Colleges. Not only did they visit colleges and universities but they also visited cultural sites on the island. Visiting cultural kipuka connected students to the 'āina and help the students find a connection that will ground them if they choose to be away from home. Taking freshman on this trip has allowed the younger students to discover the realities of college and better plan for their journeys in their chosen career. The following early college courses were offered onsite at KALO or at NHEC and attended by program participants: 100: Piko, HAW 102: Hawaiian Language, HIST 151, ECON 130, ASTR 110, ASTR110L, HWST 101: Aikapu. The following after-school Learning Opportunities were offered in SY18-19: open to all K - 8th-grade students, except as noted below. Science: learn about science and the world through different STEAM activities and experiments. (Academic) Coding and Robotics: learn how to code using code.org. They also learn how to put together a little robot and will be able to program the robots they had built. (Academic) Keiki Care: High school students are hired to provide homework help and tutoring, and read one-on-one with younger students; participating students also have snack time. (Academic) Ukulele: learn the basics of how to play the ukulele. (Enrichment) ASL- American sign language: learn to sign the alphabet, words, and songs and an important means to communicate in a different way. (Enrichment/academic) Circus: learn how to

tumble, walk on stilts, juggle, perform silk aerials, and ride a unicycle. (Enrichment) Rugby: learn about team sports and the sport of rugby. (Enrichment) Hula: learn the art of telling a story through ancient Hawaiian Hula (dance). (Enrichment/academic) Cooking Class: Learn how to cook simple snacks and meals. Students learn about safe cooking practices, how to measure and cut correctly and read a recipe. (Enrichment/academic) Tutoring After School: open to all students. (Enrichment/academic) Math Club - open to 6th -8th grades. (Academic) Book Fair: Multi-day book fair that offers different activities to enhance reading such as: learning how to make puppets and tell a story and storytime sessions in which an older student comes to read to younger students. All activities emphasize the importance of reading. (Enrichment/academic) Ke Kula o Samuel M. Kamakau: Kiko'o Ko'olau: During Fall 2018, Kamakau did not have an active Site Coordinator. A parent volunteered her time and organized a class. This class was run at the local lo'i called Papa Hana. Here, students were able to learn about the life cycle of kalo, how to plant, grow, and prepare the plants. This class continued in the Spring 2019 Semester. (Enrichment/academic) Tutoring: The teachers and educational assistants at Kamakau offered daily after school tutoring for students who requested assistance or had unsatisfactory grades in specific subjects. Subjects included Science, Math, Hawaiian, and Social Studies. (Academic) Simply English: Students were given a period to complete homework with assistance. They worked to improve their spelling, word choice, and writing. (Academic) Papa Paheona: This class partnered with the A+ group on campus. Students worked on seasonal art projects that featured many recycled materials. (Enrichment/academic) Understanding 'Ukulele: Students worked with a Mana Mele contracted instructor to improve their 'ukulele skills. They focused primarily on performance etiquette and Hawaiian songs. (Enrichment) Halau Ku Mana: Ahupua'a Health: This program was offered to 4th 8th graders during the October Fall Break. It focused on health from Mauka to Makai (Mountain to Ocean) through an ecological and bio-diverse lense; utilized different types of technologies such as bioblitz and macrofauna data collections in our stream to analyze the health of different types of native species environments in our ahupua'a. I-Ready math: A math Intervention program that helps students with an over 2-year gap in math content knowledge in grades 4th through High School. Staff and students are able to utilize this program to not only get Baseline information on a student's understanding of different math content but also to improve a student's core Math knowledge. Makana Making. after school choices: Students choose from a range of activities to create gifts for their families. Choices included: jewelry made with resin, essential oil scrubs, soaps, candles, etc. Kawaikini: Hoopakela: This program runs from the end of the school day until 5:00 pm. We provide homework help for all grades that attend, usually K-8, and when homework is done, they keiki do other activities; color, draw, tag, playground, kickball, football, etc. (Enrichment/academic) Prodigy: Online math-based interactive game for grades 3 and up. The object of this game is to answer math problems correctly, based on your ability, to be able to advance in the video game portion. It is also interactive, so you meet friends avatars in the game. (Academic) Manokalanipo: Students learn chants and stories of places on Kauai. (Enrichment/academic) Tutoring: Hawaiian Language Arts & Math (3-6): Offered by our 4th-grade teacher, keiki grades 3-6 could go in to get step by step support for learning and understanding their math. They could also go in and get support in their reading and writing of Hawaiian language medium materials. (Academic) Math tutoring (7-12): Offered by our middle/high school math teacher, keiki grades 7-12 could go in to get step by step support for learning and understanding their math. For those that have difficulty grasping the higher functions of mathematics. (Academic) One-on-One Literacy (7-12): Offered by our middle/high school English teacher, keiki grades 7-12 could go in and get help and support with reading and writing in English. (Academic) Papa Makua: Two Hawaiian language classes, beginner and intermediate, offered in the evening to the families of our students, so that they can better communicate and support their children in school. (Academic) Lego: Students build and create different things, either using their imaginations or with instructions for various sets. (Enrichment/academic)

Describe activities offered during summer 2019.

The College Bridge Program A'ali'i Scholars was offered again in Summer 2019, in partnership with the University of Hawaii West Oahu and Kamehameha Schools - a four-week summer residency program at UH West O'ahu! Students earned 6 college credits, engaged in team-building and leadership activities, and visited cultural, community, and natural resource sites.

Summer 2019 programs were offered at 5 centers: Hakipuu, Kanu, Ku Mana, Kamakau, and Kawaikini.

Hakipu'u Learning Center:

Tech Talks: Video Project- Students learned the basics of stop-go animation. They worked together to build sets, create a script, film, edit, and add sound effects using apps such as iMovie. *(Enrichment/academic)*

The Art Shop: Led by our Art Therapy teacher, students were guided through the process of harnessing their emotions to create original works. Each class, students would work on different projects such as their Art Journal and Upcycled Art Crafts. For their final project, the class came together to repurpose an old surfboard. Through much sanding and painting, they created a beautiful "Slow Down" sign for the school. *(Enrichment)*

Music Milieu: Students worked with two instructors in this class. Through their classically trained teachers' they practiced reading sheet music and composing their own music. With their 'ukulele teacher provided by Mana Mele, they worked on 'ukulele chords. *(Enrichment)*

Music with Mana Mele: In this class, students worked primarily on creating their own beats with GarageBand and working on their vocals. Here they practiced their original song in preparation for the end of summer's Hō'ike. *(Enrichment)*

KALO Kuleana: This class was an optional course for students in the summer program. Here, students were able to utilize computers and practice Hakipuu's project-based learning logging system. This class focused mostly on the project process and assisting students with editing the spelling, order, and syntax in their time logs. *(Academic)*

Malama 'Āina: This class focused on how to reduce the school's carbon footprint. Students worked in groups to develop green solutions. Students created plans for the following semester, preparing them to be leaders of these environmentally conscious changes. *(Academic)*

Phys Ed: This class was an opportunity for students to play traditional sports and try out new exercises that they may not have been familiar with. Here, all of our 4th-12th students in our program participated. The older students organically adopted leadership positions and would often assist younger students. *(Enrichment)*

Mad Science: Students researched, developed, and tested various science experiments featuring simple chemical reactions. Though most experiments were student-led/researched, this class did utilize some Hardware Science kits from Ace Hardware. *(Academic)*

Kanu o ka 'Āina: First Session Summer 2019

Art: Have fun learning about and using all types of mediums. Class will let children find their art interest and create from there. *(Enrichment)*

ART/Ecology: hands-on activities to Kokua landscape of Kanu. Planting valuable vegetables and food processing tasks used as team-building exercises; creating inspirational and informative garden signs. *(Enrichment/academic)*

ASL: Learning how to communicate with American Sign Language; will learn alphabets, words, and songs. *(Enrichment/academic)*

Ballet: learn basic ballet terminology, technique, center floor stretches, and dance combinations. Students will choose the theme and contribute to choreography to present a ballet dance at the

end of the session. Students benefit by developing physical strength, flexibility & coordination while collaborating with each other to express their chosen message through dance movement. *(Enrichment)*

Basic Ukulele: Learn the basics of ukulele. *(Enrichment)*

Coding: learn how to code to create art, games, and other fun activities. *(Enrichment/academic)*

Creative Beading: Use a variety of colors styles skills and techniques while creating projects such as bracelets, necklaces, lanyards etc. *(Enrichment)*

Earth Science: Environmental Science that focuses on ecosystem connectivity and sense of kuleana for the aina and kai. *(Enrichment/academic)*

Explorations in Science: Explore current topics in Science - basic environmental science, climate change issues, and hands-on green living projects: delve into basic circuitry, sew light up fabric circuits. and explore the depths of space with an introduction to astronomy & hands-on optics activities. *(Enrichment)*

Fun W/ Math Fact Fluency: learn your math facts, get quicker, and have fun with math. *(Enrichment/academic)*

Graphic Art: Graphic designs are everywhere: in video games, on your clothing, and on almost every product you have in your home. The Graphic Design class will give you the

basics you'll need to get started in digital designing to make posters, banners, t-shirts and more. *(Enrichment)*

Hawaiian Culture: Learn and practice the importance of Hawaiian Culture and language through hands-on activities. *(Enrichment/academic)*

Home Science: Budding or enthusiastic scientists working in groups to do a number of experiments to learn about and engage with the world around us e.g., making a rainbow glass, creating a tornado in a bottle and making slime. *(Enrichment/academic)*

Na Keiki O Hawaii Nei: Oli, Hula, and Mele with Aunty Kai. *(Enrichment/academic)*

Invasive Species: Intro class to invasive species of Hawaii. Learn how they got here, the damage they cause and ways to protect the environment. *(Academic)*

Isaac Newton Says GO!: Learn about Newton's Laws of Motion by doing hands-on activities. *(Academic)*

Japanese Language & Culture: Learn how to speak basic Japanese, learn about the culture and make Japanese food. Among other things, you will be able to introduce yourself and your

family to someone in Japanese, make paper lanterns and cook cone sushi. *(Enrichment/academic)*

Keiki Kanikapila: Brings together budding musicians who have their own instruments and wish to play in a group atmosphere, learn common songs; hear a backyard jam session. There may be a limited supply of extra instruments available. Musical instruments must be portable & require minimal set-up. *(Enrichment)*

Learn to Sew: Learn to sew with a machine. Create fun projects for all sewing levels.

(Enrichment/academic)

Lei Making: Learn the basics of non-perishable lei making for all your everyday lei needs.
(Enrichment/academic)

Needle Craft: Learn the basics of some needlecraft skills like knitting, crocheting, embroidery or cross-stitch. Each student will be introduced to the basic art and use their new skills to create a simple project. *(Enrichment)*

On Stage!: Learn and practice Theater Dramatics, Talent Encouragement, Poise & Confidence Building, and Performance Polishing. *(Enrichment)*

Paper Crafts: Engage in a variety of fun papercrafts. Make and take a greeting card, scrapbook page, a puppet and so much more. *(Enrichment)*

PE: Students will learn positions represented in the different sports and basic rules, etiquette, and strategies needed to participate completely in each sport, give the students the fundamentals about different sports in a fun way. *(Enrichment)*

Photography: Students will learn the basics of iPad photography & develop an awareness of their surroundings. *(Enrichment/academic)*

Science of Health & Style: Learn how to prevent germs and creepy crawlers through hands-on experiments & self-care through hands-on exploration of fashion, beauty products (for girls & boys) and fun life hacks. *(Enrichment/academic)*

Scrapbooking: Introduction to methods and techniques of Scrapbooking as a way of preserving, presenting, and arranging personal and family photos. *(Enrichment)*

Snack Making Class: Learn the importance of a yummy but healthy snack! Students will learn about different ingredients that can be used to create snacks that will fuel you through the day. *(Enrichment)*

Spanish Culture: Teaching basic Spanish through hands-on cultural experiences.
(Enrichment/academic)

Stamping: Let your creativity flow with the art of making cards & express yourself through stamping and other forms of paper transformation. *(Enrichment)*

Taiko: We carry our drums, perform to music & also learn about the history & culture of Okinawa.
(Enrichment/academic)

Kanu o ka 'Āina - Summer 2019 2nd Session

Advanced Sewing: beyond the basics; intended for those who took sewing in the first session.
(Enrichment/academic)

Advanced Needle Craft: learn the basics of some needlecraft skills like knitting, crocheting, embroidery or cross-stitch. *(Enrichment/academic)*

American Sign Language: Learn how to communicate with American Sign Language - learn alphabets, words, and songs. *(Enrichment/academic)*

Art & Crafts: learning and using all types of mediums. Class will let children find their art interest and create from there. *(Enrichment)*

Ballet: Learn basic ballet terminology, technique, center floor stretches, and dance combinations and develop physical strength, flexibility, and coordination while collaborating with each other to express their chosen message through dance movement. Students will choose the theme & learn a ballet dance to present at the end of the session. *(Enrichment/academic)*

Basic Art: Learn about different mediums while creating simple arts & crafts. *(Enrichment)*

Basic Ukulele: Learn the basics of the ukulele. *(Enrichment)*

Coding: Learn how to code to create art, games, and other fun activities. *(Enrichment/academic)*

Construction Math build small projects and work out the math for those projects: measurement, surface area, scale, etc. *(Enrichment/academic)*

Cooking: Learn the basics of being a culinary genius. *(Enrichment)*

Creative Beading: use a variety of colors styles skills and techniques & create projects such as bracelets, necklaces, lanyards, etc. *(Enrichment)*

Dessert Decorating: Learn techniques for decorating a variety of delicious desserts. Test your creative side for designing fabulous works of art using an array of various materials. *(Enrichment)*

Explorations in Science: Explore current topics in Science, cover basic environmental science, climate change issues, and hands-on green living projects, delve into basic circuitry, sew light up fabric circuits, explore the depths of space with an introduction to astronomy and hands-on optics activities. Will include excursions. *(Enrichment/academic)*

French Culture: Learn the basics of French culture through language and hands-on activities. *(Enrichment/academic)*

Fun W/ Math Fact Fluency: Learn your math facts, get quicker, and have fun with math. *(Academic)*

Hands-On Science: Learn to ask good questions, the most important skill in science and in life." Use scientific toys to better understand the forces of nature and the world around us. Use the Scientific Method to ask, and answer, all sorts of questions about science from astronomy to zoology, biology, aeronautics, chemistry, electromagnetism, geology, and physics. But most importantly, students will learn that science is fun! *(Enrichment/academic)*

Hawaiian Culture: Students will learn and practice the importance of Hawaiian Culture and language through hands-on activities. *(Enrichment/academic)*

Home Science: Budding or enthusiastic scientists working in groups to do experiments to learn about and engage with the world around us, e.g., such as making a rainbow glass, a tornado in a bottle and slime. *(Enrichment/academic)*

Invasive Species: Intro class to invasive species of Hawaii. Learn how they got here, the damage they cause and ways to protect the environment. *(Academic)*

Japanese Culture: Learn how to speak basic Japanese, learn about the culture and make Japanese food, introduce yourself and your family to someone in Japanese, make paper lanterns, and cook cone sushi. *(Enrichment/academic)*

Learn to Sew: Learn to sew with a machine. Create fun projects for all sewing levels.
(*Enrichment*)

Lei Making: Learn the basics of non-perishable lei making for all your everyday lei needs.
(*Enrichment/academic*)

Math Games: Build, introduce and reinforce math skills in an interactive manner and, often, outside environment. This class is tailored to fit abilities elementary grades K-5 and will cover a variety of topics in creative, engaging ways - make a DIY abacus, play skip counting hopscotch, participating in a Shape Scavenger Hunt, "turning two circles into a square", creating math patterns in nature, inspecting puzzles and brain teasers, and much more. (*Enrichment/academic*)

Math Skills: Sharpen your math skills through fun hands-on learning. (*Academic*)

Na Keiki O Ka Aina: Oli, Hula, and Mele with Aunty Kai. (*Enrichment/academic*).

Ocean: Introduction to Oceanography and Marine Science. Students will be detectives to solve ocean cases, learn about the ocean food chain, become aware of the ocean environment, debris, and human impact on Hawaii Island. Simple experiments will be conducted in class. Students will be doing booklets and STEAM projects that will showcase the abundance of learning. (*Academic*)

Pāheona mau Hana No'eau: Modern twist on Hawaiian Arts through painting and printing, sculpting, shadow tracing, silhouette collage making, and drawing. (*Enrichment/academic*)

PE: Students will learn positions represented in the different sports and basic rules, etiquette, and strategies needed to participate completely in each sport - give the students the fundamentals about different sports in a fun way. (*Enrichment/academic*)

Photography: Learn the basics of iPad photography and develop an awareness of one's surroundings.

Program Materials

Coordinators were given autonomy to choose what program materials are to be used at their centers. Hakipuu Learning Center reported using: iMacs, ipads, woodworking tools (Dremels, wood burners), a 3D printer, 3D pens, sports equipment, ukuleles, drums, guitars, pianos, laptops, plants, cameras, editing software, Hardware Science kits, Typesy software, video editing software, misc hands-on materials for experiments, PETS, and arts and crafts materials. Kanu reported using sewing machines, arts and crafts materials (paper, pens, crayons, paint, etc.), ipads, computers and cooking supplies (knives, bowls, measuring tools, crockpot, instant pot). Kamakau reported ukuleles, ipads, art supplies (canvases, paint, recycled materials for crafts), cooking materials, and a portable oven. Halau Kū Mana utilized I-Ready math, 3D printer, silhouette printer, iPads, Google Chromebooks, microscope, Elmo, drone, and craft materials. Kawaikini reported using iPads, computers, legos (sets and loose), pens, paper, crayons, colored pencils, notebooks, balls, jump ropes, paints, rice paper, mini microscopes, and hands-on materials for experiments.

Resources

Coordinators were given autonomy to identify and locate needed resources that were available to them and their respective programs. Hakipuu Learning Center levered partnerships with Ace Hardware to enhance science programming with volunteer instructors. They also collaborated with Mana Mele instructors for a number of classes related to music and the music industry. Kanu o ka 'Āina worked with Friends of the Future, Anna's Ranch, Farmers Market, the Fire Dept., and Environet, local food vendors, University of Hawaii West Oahu, UH Hilo and Hawaii community college. Samuel M. Kamakau programming included Papa Hana Io'i and facilities and Mana Mele instructors and classes, and Liliuokalani Trust. Halau Kū Māna worked with Mana Mele instructors/classes; CORY YAP: Environmental Educator and Researcher for Conservation Research and Training at UH - Manoa,

Noweo Kai; Campus Arboretum Curator at UH-Manoa, Derek Esibill; Program Director, WIRED (Watershed Investigations, Research Education); The Hawai'i Institute of Marine Biology, a world leader in multidisciplinary research and education in all aspects of marine biology; Keone Nunes, a Hawaiian Tatau Practitioner in Hawaii; Keli'iokalani Mākua, Ka Pā 'O Hūnōhūnōholani Traditional Tap Tattoo Of Hawaii; Kini Zamora, the Native Hawaiian fashion designer, CEO, and Project Runway star; Emmalani Makepa-Foley, Hawaiian Studies Lecturer at WCC and la'au lapa'au practitioner; Dr. Tara O'Neill, a Professor of Science Education and STEMS² and Director of the STEMS² masters concentration; Nainoa Thompson is the president of the Polynesian Voyaging Society and a Pwo navigator; Estria Miyashiro, who studied art in San Francisco and became an international graffiti star and CEO of the Estria Foundation; University of Hawaii; University of Hawaii-Hilo; Leeward Community College; Windward Community College; native Hawaiian studies services at UH-Manoa: Papakū Makawalu - Edith Kanaka'ole Foundation; Polynesian Voyaging Society; Mele Murals; Lyon Arboretum; Lo'i 'o 'Aihualama; Manoa Heritage Center; Iolani Palace; and Kupu, provides service-learning programs in conservation and sustainability to empower youth, restore communities, and build a more sustainable future. Kawaikini worked with the Kamehameha Schools Kauai Resource Center, National Tropical Botanical Garden, Natural Area Reserve Systems Staff (NARS), Hawai'i State Parks (DLNR), Nā Kilo 'Āina (UH Sea Grant), Nā Pali Coast 'Ohana, Mālama Kauai, Kauai Museum, Wikiwiki Worms, Kumano i ke Ala, Kuamoo Farms, and Anaina Hou.

Provide a brief description of staff and roles.

Hakipu'u Learning Center: Site Coordinator reported contracting with various instructors for classes during SY18-19. Some of whom were regular teachers at the public charter school where the center is located; others were BA/BS students with expertise in the content of program courses. During Summer 2018, the program was taught by various BA/ BS students. During the Fall 2018/Spring 2019 sessions, program staff included a regular HLC teacher, a Mixed Martial Arts trainer, and a number of college students. Kanu o ka 'Āina: During the SY18-19, Kanu hired two part-time employees to run the keiki care program Monday-Friday, a student leader (Alaka'i) who assisted with snack time, homework, and general support, and tutors as needed. Courses and learning opportunities for Summer 2018 was conducted by KALO full-time staff, community cultural practitioners, college and high school students and volunteers. Samuel M. Kamakau: Summer 2018 - no classes offered. During Fall 2018, a volunteer parent-led classes and the site coordinator ran one class. A contracted Mana Mele employee and a college student-led other classes. Hālau Kū Māna: Most of the staff at HKM are daytime employees at the school; many of them are the full-time Kumus or EAs in the school. SY2018-19: Programs were run by either regular HLM teachers or a former kumu kokua (teacher assistant). Prodigy and Lego classes had student leaders, with the Site Coordinator overseeing. Afterschool Homework Help, which is the largest HKM program, had a mix of adult and student workers. Kawaikini: Summer 2018: engaged a graduate of Kawaikini, pursuing her BA, with a current student assisting. They were both interested in farming and both spoke Hawaiian so they were the perfect fit. SY 2018-19: Programs were run by either school day teachers or former kumu kokua. Prodigy and Legos had student leaders, with Site Coordinator overseeing. Ho'opakela, which is our largest program, had a mix of adult and student workers.

Provide a brief description of successes with partnerships.

KALO's higher education collaboration leveraged funds from 3 partners to help prepare both students and parents for the college experience. Each program site is enriched by the contributions of community partnerships: Kamehameha Schools community-based programs, area state and private college campuses, and nonprofit programs providing and/or supporting educational contributions by providing access to sites, content materials, cultural practitioners, content-area experts, and more. Site coordinators share an additional sampling of contributions below: Hakipu'u Learning Center: HLC had multiple successes with partnerships. By partnering with Mana Mele, the program was able to provide professional musicians as teachers in after school classes. This led to more student participation and increased enrollment- especially with older students. The partnership with Ace Hardware allowed students to experience real-world applications of science to better understand what they were learning in school. Kanu o ka 'Āina: Kanu's collaboration with Friends of the Future was a successful example of leveraging partnerships to provide quality programs and resources that meet

community needs; the synergy of combining the programs provided students with a wider selection of classes and a larger group of peers. Another successful partnership was with local businesses that stepped forward to fill a need to provide lunches for the program at a reasonable cost. Kanu's program offerings in college readiness are only possible because of higher education partners. Through the school's parent group the addition of volunteer workers for events alleviates the cost of additional workers and lessens the load of program staff. Samuel M. Kamakau: Our partnership with Mana Mele allowed more students to participate in music classes. Our partnership with Queen Liliuokalani Trust enabled our students to be transported from Kamakau school to Papa Hana's campus. Without these free services, the program would not be able to offer students a weekly opportunity to experience the lo'i and learn about kalo. Hālau Kū Māna: Community Partnerships were reported by the site coordinator as a major program success! Many community partners were established over the years, they all give of their time and place for free every year. Community Partners are utilized primarily for summer programming; however recently partners have also been utilized during Fall and Spring Breaks. Another major success seen is students are now utilizing these community mentors and partnerships in their senior projects for graduation thus making another program to school connection. As the site coordinator put it, "This allows our program to shine brightly for the school and continue to be utilized not only as an extracurricular activity but also as now, something that is beginning to become embedded within the regular school curriculum." Kawaikini: Partnerships have made field trips and service-learning opportunities possible by providing transportation and industry expertise.

Provide a brief description of challenges with partnerships.

All program sites have benefited from meaningful contributions from partnerships and, as is true in most collaborations, have worked together to address any challenges that arise. Some of these experiences - challenges to resolution - are illustrated below: Hakipu'u Learning Center: In the early stages of their partnership with Mana Mele, HLC had had concerns with teacher consistency. HLC quickly worked with their coordinator to contract individual teachers based on their availability and class scope. Having one consistent teacher per semester helped promote a positive relationship between the students and the teacher. Kanu o ka 'Āina: A challenge that Kanu sometimes experienced is not having enough volunteers show up for a specific event. Finding a shared, equitable balance of contribution is the challenge. Samuel M. Kamakau: No challenges noted. Hālau Kū Māna: One challenge faced initially was student attendance at planned events that included partner participation, there were times very few or no students showed up for the field trip or experience. HKM was able to mitigate this problem by requiring a deposit to participate in a particular field trip. The families would then be able to collect their deposit if the student was able to meet the attendance criteria. Kawaikini: Partnerships are strong with no challenges experienced.

Provide a brief description of your program's parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

Hakipu'u Learning Center: HLC utilized various methods of communication to promote family involvement including text, email, and phone calls via OneCall. HLC also creates and distributes handouts, flyers, and class promotions via email. If students have repeated absences, HLC follows up with a phone call or text to the parents to check-in. Each semester, the program hosts a Hō'ike (presentation event) at the end of each semester and two in each summer program. Parents are invited to attend and visit each class. Family members are encouraged to enroll in Hawaiian classes and learn alongside their children. Kanu o ka 'Āina: Kanu hosts several events per year - a book fair, literacy night, a Halloween Rash and ho'ike twice a year. The Pu'ulu 'Aukahi Makua (parent/family group) volunteer their time to support these events. The school newsletter and information flyers are sent out to promote these events. Students love these events and look forward to them every year. Samuel M. Kamakau: Similar to HLC, Kamakau utilizes the OneCall system to relay announcements to parents. To promote classes, staff pass out fliers during the school day and ask teachers to give out forms in their classes. During this reporting period, the 21st CCLC program did not run any community engagement classes. The site did not have an active coordinator until late January, and the first task was to establish new classes. For the new school year, program staff will work with Kamakau to collaborate in upcoming family engagement events. Hālau Kū Māna: The program staff for the HKM CCLC program

is also part of the full-time staff of teachers and/or educational assistants employed by HKM throughout the school year creating a synergistic relationship between the school and the program allowing the program to collaborate with the school for family engagement activities. Every quarter, HKM does a Family Day on a Saturday that connects families to various activities in the community. Family communication for the events is handled by the school. Kawaikini: Program staff uses flyers and text to communicate with families. If needed, a one-call message can be sent to program participants. The Papa 'Olelo class does foster family engagement; participants are able to support their keiki in learning the Hawaiian language and learn alongside them. Four sites report robust parent engagement continues to be a challenge. Families led very busy lives often juggling multiple jobs, attending to extended family responsibilities and supporting their children in school and community activities, often makes it difficult for parents to participate in family events. One site did not hold any family engagement activities.

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

KALO continues to employ a multi-method program evaluation process including performance monitoring (site observations and interviews), implementation review, and outcomes evaluation data. Data to inform program planning and implementation was used across all centers over the course of the reporting period. The Project Director provides overall monitoring and conducts monthly conference calls with site coordinators - individually and/or collectively in which attendance, current activity offerings, program challenges and successes, and ongoing plans are discussed. In addition, KALO conducts site observation visits during the Fall/Spring school year and Summer sessions to determine whether programming is being administered as planned (quality and quantity) and to provide the subgrantee with feedback about program administration. The KALO-developed observation rubric: "21st Century Community Learning Center Scoring Rubric" was piloted in SY 2018-19 and summer 2019. It is used during evaluation team site visits to capture a robust understanding of each sites' programs and participants. The rubric will be modified and updated for use in year 5. Surveys are used to gather information on stakeholders' perceptions of the program and its impact on student growth and participant satisfaction.

Implementation Evaluation

What implementation questions are being answered?

What new activities or programs were administered? What family engagement activities or programs were conducted? What new partnerships were forged and what is the current status of any existing partnerships? How many and what types of activities are being offered at sites?

What data collection methods are being used (e.g. interviews, observations)?

Site coordinators participate in conference calls with the Program Director and submit a regular report in EX Reports. Site visits are conducted by the project director. Site observations are conducted by the evaluation team, using the KALO-developed observation rubric: "21st Century Community Learning Center Scoring Rubric" to observe the actual experiences that occur in the program settings, including children's interactions with staff and peers and their participation in different activities, and to document characteristics such as youth:adult ratio, group size, program offerings, and connections with parents and schools. Both structural and process quality features of programs are noted. Attendance and program activity are documented using EZReport. Paper-and-pencil surveys are administered to participants and their parents. The Program Director and Site Coordinators gather additional information required for reporting as needed.

What is the timing of data collection?

Conference calls- monthly Site visits - periodically throughout the school year Site observations - at least twice per school year, EZ Reports - monthly

Add any additional program implementation information.

No additional information

Outcomes Evaluation

What outcomes questions are being answered?

To what extent does our afterschool program impact student academic outcomes? To what extent does our afterschool program impact student school attendance? To what extent have program goals been achieved?

For each outcome, what measures and data collection methods are being used (grades, behavior incidents)?

EZ reports is used to capture attendance and programming data. Survey's are used to gather participant satisfaction, site observations provide qualitative and quantitative data on program implementation. Data is also analyzed from output reports.

What is the timing of data collection?

EZ report data collection - monthly; Surveys - collected at various times throughout the year; Site observations - At least twice per school year; APR and Output each term

Implementation Evaluation Results

Site Coordinators completed monthly reports addressing the current status of site program delivery, challenges faced, and potential opportunities. Reports also address the questions noted in Section 4.A.2 and 3 including discussions related: new activities and/or classes that were added to site program offerings, family engagement activities and/or programs that were conducted, and new community partnerships that were forged. Common challenges to administering after-school programming as reported by site coordinators included: scheduling for student classes and activities to compliment the time and availability constraints of adult family members for transportation, participation, and general support for their students. A number live a distance from the program sites, SCs have identified strategies to try to accommodate adult family member participation and ability to support their student's participation in site programs, such as periodically conducting evening programs to better support family participation or holding program offerings at community sites to minimize family travel time and distance from the programming. In addition, several sites noted that their site also serves homeless families making regular student participation difficult. Engaging sufficient and reliable staff and volunteers continues as a challenge for two sites. SCs have found that if these challenges are not addressed, student and family participation drops. Successful strategies launched during this reporting period include the following: A SC noted a number of students regularly arriving at school late, launched two before-school classes, and found that students attending these classes were more likely to be on time for school. The Kanu site has combined forces with another community-based 21CCLC resulting in the Kanu site becoming the biggest summer program in their shared community. Host a Family Day each quarter on a Saturday during which HKM and the 21CCLC program where each is able to communicate and distribute information regarding the school and community-based activities to parents and families - they receive the most current information and are able to sign up for any new site or school programs Sites have integrated various strategies to encourage and strengthen students' positive connection to academically-focused program offerings, e.g., homework help, content-specific activities, etc. As reported by SCs, these strategies noted below enhance academic growth: Upon completion of homework, students can use Prodigy, and online program. It is fun and it gets students involved and interested in learning and correctly answering math problems. Partnership with KALO: allows the site to contribute to filling the gaps that the school day may not be able to fill, such as Fine Arts or contributing to various types of recommended academic interventions in support of student learning beyond the classroom. Contributions of a parent volunteer running an afterschool class and the inspiration to other site parents resulting in multiple families contact the SC regarding how they could assist the program. Common successes experienced by coordinators included: engaged student participation; student excitement about hands-on, interactive program offerings; positive feedback from participants, their parents; successful summer programs; and integration of interactive math, science and language-based explorations. Coordinators also had regular opportunities to express concerns and/or questions they had with the program director. Overall review: Site observations to review site program sites-in-action were also conducted during the program year. The evaluation team traveled to each site and spent several hours observing, speaking

with staff, students, and, as possible, parents. The team piloted the KALO-developed observation rubric: "21st Century Community Learning Center Scoring Rubric" The team was able to observe all aspects of the program employed during that time including children's interactions with staff and peers and their participation in different activities and to document characteristics such as youth-to-adult ratio, group size, program offerings, interactions with and between students, and discuss connections with parents and schools. The rubric reviews and scores evidence related to each of the dimensions: a) general program framework, b) space/tools supports to programming, c) program schedule and offering, d) social-emotional environment, e) nature of activity, f) staff building relationships and support individual youth, g) and youth participation. Observers document observations using a scale from 0 (not true) to 3 (very true). The observation rubric allows the evaluation team to identify and review a number of aspects in each dimension. The dimensions and related aspects are: A. General Program Elements of program delivery which includes: Arrival and check-in/closure/sign out (staff greet/acknowledge youth as they arrive and engage students in established program protocols), transitions (youth seem to know the arrival and general routines and follow them from beginning through to program closure without reminders) break and snack options and activity options (activities or snacks are available for youth to become engaged in as soon as they arrive). B. Space/Tools - supports to programming Supplies and equipment (Books, games and other program equipment are in good working condition); the environment is (conducive to learning and space is well organized); program space is relaxed and flexible. Note: (if the program has dedicated space) the indoor space reflects the work of children and youth; and, (if the program has own space) materials reflect a wide variety of cultures, ethnicities, races and/or religions reflective of participating youth. C. Program Activities - schedule and offerings The program offers youth a balance of activities and a variety of experiences; program day flows smoothly and is organized, the program offers youth a balance of instructional approaches; and, program day offers a balance of group sizes. Programs are challenging, stimulate thinking; activity designed to promote specific skills/concepts over time; a roster of activities offers youth choice and decision-making; activities offer youth opportunities to work collaboratively in pairs, groups or as part of a team. Youth are busy and engaged in conversation or activities; youth follow program rules and behavioral expectations; youth appear in control of themselves; youth help select, lead or contribute to the running of the activity; and, youth are cognitively engaged and/or focused on solving problems. D. Social-Emotional environment and supports - building relationships and supporting individual youth staff-youth interactions are positive and respectful; staff apply rules and limits fairly and consistently to youth; staff are respectful and supportive of one another, cooperate with one another; youth are kind and respectful of each other; when minor conflicts occur, youth are able to problem-solve together to resolve conflicts without adult intervention, and staff intervene to facilitate youth-youth conflict resolution if needed; and communications (staff engage in friendly verbal exchanges [i.e., chats] with youth). staff engage in friendly verbal exchanges (i.e., chats) with youth; staff encourage individual youth; staff exhibit appropriate, professional conduct around youth including: listen actively, attentively and patiently to youth; when youth ask for help, staff provide individualized assistance to youth; and, when an individual youth is having a problem or is upset, staff pay attention and try to help him/her. Ensure a safe staff-to-student ratio During this Hawai'i 21CCLC report period, the observation team conducted site visits to all five KALO 21CCLC sites relative to the 4 dimensions discussed above. Team findings, on a scale from 0 (not true) to 3 (very true), are documented as indicated below: Hakipu'u Learning Center: Hakipu'u reports providing KALO 21CCLC programs and services 12 hours weekly on average during the school year and 32 hours weekly for the summer session, serving students in grades 4-12. Classes included tutoring, book club, fitness fix, music, tinkering/robotics, breakfast club, fitness fix 2, modern art, and STEM tutoring. Hakipu'u Evaluation Team observation scores [On a scale from 0 (not true) to 3 (very true)]: a) General Program Elements - overall programming and protocols = 2.8 b) Space & Tools - supporting program activities = 3 c) Program Activities = 3 d) Social Emotional support = 3 Hakipu'u SC plans for six different activities scheduled on alternating days during the school year. Students maintain class-specific folders for each class; folders include activity materials as well as student work. Most activities are held on the campus in shared classrooms which are set up to support a range of activities (deck centered, video options, classroom discussion, etc.). The low student-to-staff ratio allows for immediate and positive support for each student's needs. Small class sizes also allow for extensive individualized support in 'olele Hawai'i class in which each student received direct and immediate coaching in language patterns, Hawaiian approach to telling time, and vocabulary building; students also learned about different dialects of the Hawaiian language as developed over time by communities living in different parts of the Hawaiian islands. Kanu o ka 'Aina: Kanu reports providing KALO 21CCLC programs and services 17.5 hours weekly on average during the school year and 40 hours weekly for the summer session, serving

students in grades PK 12\). The site provided structured after-school care that included homework help and enrichment activities daily (M-Th: 3:00p to 5:30p; and F: 12p to 5:30p) to K-5th grade students throughout the school year. The program also offered a wide range of activities including tutoring, book club, fitness fix, music, tinkering/robotics, breakfast club, fitness fix 2, modern art, cultural studies (r.g., Hawaiian, Spanish, Japanese)s, and a rich range of STEM choices and tutoring. Kanu also partners with another community 21CCLC program to conduct two sessions during the summer both sessions ripe with a robust roster of activity choices. Kanu Evaluation Team observation scores [On a scale from 0 (not true) to 3 (very true)]: a) General Program Elements - overall programming and protocols = 3 b) Space & Tools - supporting program activities = 3 c) Program Activities = 3 d) Social-Emotional support = 3 The KALO team that coordinates the 21CCLC cohort of five sites of which Kanu is one. The overall campus and community complex provides a rich setting for 21CCLC programming and activities. Samuel M. Kamakau: Kamakau reported operating 6 hours weekly during the school year with no summer program offered in 2018 and a 3 week Math Camp for MS students offered at Windward Community College and supported by WCC staff in Summer 2019\). The Evaluation Team observation scores [On a scale from 0 (not true) to 3 (very true)]: a) General Program Elements - overall programming and protocols = 3 b) Space & Tools - supporting program activities = 3 c) Program Activities = 3 d) Social Emotional support = 3 Hālau Kū Māna: Ku Mana site reported 11 hours weekly, during the school year and 35 hours weekly during summer session. Ku Mana provided after-school programming and a summer session, including math interventions, math tutoring, and arts & cultural classes. The Evaluation Team observation scores [On a scale from 0 (not true) to 3 (very true)]: a) General Program Elements - overall programming and protocols b) Space & Tools - supporting program activities c) Program Activities d) Social Emotional support Kawaikini: Kawaikini site operates 16 hours weekly, during the school year and 40 hours weekly during the summer session. The Evaluation Team observation scores [On a scale from 0 (not true) to 3 (very true)]: a) General Program Elements - overall programming and protocols = 3 b) Space & Tools - supporting program activities = 3 c) Program Activities = 3 d) Social-Emotional support = 3 Kawaikini SC reports an ongoing challenge to finding and keeping staff and the consequent demands on her small core staff. High school student aides contribute to the programming and supporting students in program activities and they are effective in engaging and working with elementary and middle school students who are the primary age groups served during the school year. The Team observed site programming on two separate days during the 2018-19 timeframe. The SC designs an effective range of activities for students, mixing individualized student supports, a range of activity choices, as well as, monitored group projects and activities. The team observed active and focused student participation in all of these offerings that are supported by engaged teaching and tutoring. The team also observed evidence of positive relationships between staff and students, and staff and family members.

Provide a brief description of successes in developing and maintaining community partnerships.

KALO’s higher education collaboration leveraged funds from 3 partners to help prepare both students and parents for the college experience. Each program site is enriched by the contributions of community partnerships: Kamehameha Schools community-based programs, area state and private college campuses, and nonprofit programs providing and/or supporting educational contributions by providing access to sites, content materials, cultural practitioners, content-area experts, and more. Site coordinators share an additional sampling of contributions below: Hakipu’u Learning Center: HLC had multiple successes with partnerships. By partnering with Mana Mele, the program was able to provide professional musicians as teachers in after school classes. This led to more student participation and increased enrollment- especially with older students. The partnership with Ace Hardware allowed students to experience real-world applications of science to better understand what they were learning in school. Kanu o ka ‘Āina: Kanu’s collaboration with Friends of the Future was a successful example of leveraging partnerships to provide quality programs and resources that meet community needs; the synergy of combining the programs provided students with a wider selection of classes and a larger group of peers. Another successful partnership was with local businesses that stepped forward to fill a need to provide lunches for the program at a reasonable cost. Kanu’s program offerings in college readiness are only possible because of higher education partners. Through the school’s parent group the addition of volunteer workers for events alleviates the cost of additional workers and lessens the load of program staff. Samuel M. Kamakau: Our partnership with Mana Mele allowed more students to participate in music classes. Our partnership with Queen Liliuokalani Trust enabled our students to be transported from Kamakau school to Papa Hana’s campus. Without these

free services, the program would not be able to offer students a weekly opportunity to experience the lo'i and learn about kalo. Hālau Kū Māna:Community Partnerships were reported by the site coordinator as a major program success! Many community partners were established over the years, they all give of their time and place for free every year. Community Partners are utilized primarily for summer programming; however recently partners have also been utilized during Fall and Spring Breaks. Another major success seen is students are now utilizing these community mentors and partnerships in their senior projects for graduation thus making another program to school connection. As the site coordinator put it, "This allows our program to shine brightly for the school and continue to be utilized not only as an extracurricular activity but also as now, something that is beginning to become embedded within the regular school curriculum." Kawaikini: Partnerships have made field trips and service-learning opportunities possible by providing transportation and industry expertise.

Provide a brief description of challenges in developing and maintaining community partnerships.

All program sites have benefited from meaningful contributions from partnerships and, as is true in most collaborations, have worked together to address any challenges that arise. Some of these experiences - challenges to resolution - are illustrated below:
Hakipu'u Learning Center: In the early stages of their partnership with Mana Mele, HLC had had concerns with teacher consistency. HLC quickly worked with their coordinator to contract individual teachers based on their availability and class scope. Having one consistent teacher per semester helped promote a positive relationship between the students and the teacher.
Kanu o ka 'Āina: A challenge that Kanu sometimes experienced is not having enough volunteers show up for a specific event. Finding a shared, equitable balance of contribution is the challenge.
Samuel M. Kamakau: No challenges noted.
Hālau Kū Māna: One challenge faced initially was student attendance at planned events that included partner participation, there were times very few or no students showed up for the field trip or experience. HKM was able to mitigate this problem by requiring a deposit to participate in a particular field trip. The families would then be able to collect their deposit if the student was able to meet the attendance criteria.
Kawaikini: Partnerships are strong with no challenges experienced.

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

Hakipu'u Learning Center: HLC utilized various methods of communication to promote family involvement including text, email, and phone calls via OneCall. HLC also creates and distributes handouts, flyers, and class promotions via email. If students have repeated absences, HLC follows up with a phone call or text to the parents to check-in. Each semester, the program hosts a Hō'ike (presentation event) at the end of each semester and two in each summer program. Parents are invited to attend and visit each class. Family members are encouraged to enroll in Hawaiian classes and learn alongside their children.
Kanu o ka 'Āina: Kanu hosts several events per year - a book fair, literacy night, a Halloween Rash and ho'ike twice a year. The Pu'ulu 'Aukahi Makua (parent/family group) volunteer their time to support these events. The school newsletter and information flyers are sent out to promote these events. Students love these events and look forward to them every year.
Samuel M. Kamakau: Similar to HLC, Kamakau utilizes the OneCall system to relay announcements to parents. To promote classes, staff pass out fliers during the school day and ask teachers to give out forms in their classes. During this reporting period, the 21st CCLC program did not run any community engagement classes. The site did not have an active coordinator until late January, and the first task was to establish new classes. For the new school year, program staff will work with Kamakau to collaborate in upcoming family engagement events.
Hālau Kū Māna: The program staff for the HKM CCLC program is also part of the full-time staff of teachers and/or educational assistants employed by HKM throughout the school year creating a synergistic relationship between the school and the program allowing the program to collaborate with the school for family engagement activities. Every quarter, HKM does a Family Day on a Saturday that connects families to various activities in the community. Family communication for the events is handled by the school.
Kawaikini: Program staff uses flyers and text to communicate with families. If needed, a one-call message can be sent to program participants. The Papa 'Olelo class does foster family engagement; participants are able to support their keiki in learning the Hawaiian language and learn alongside them.

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

Four sites report robust parent engagement continues to be a challenge. Families led very busy lives often juggling multiple jobs, attending to extended family responsibilities and supporting their children in school and community activities, often makes it difficult for parents to participate in family events. One site did not hold any family engagement activities.

Please describe particular successes or challenges related to KPI Objective 3.

Academic improvements in reading/language arts were made at Hakipu'u where 3 out of the 4 program students identified as needing to improve, did improve; at Kanu 4 of the 12 identified students improved; at Kamakau 1 students was identified and showed improvement; Halau Ku Mana had no program students identified as needing improvement, and Kawaikini had 1 student identified with no improvement shown. Academic improvements in math were made at Hakipu'u where 1 out of the 5 program students identified as needing to improve did improve; at Kanu 10 of the 16 identified students improved; at Kamakau 1 students was identified and no improvement shown; Halau Ku Mana had no program students identified as needing improvement, and Kawaikini had 1 student identified with no improvement shown. Dosage data presented in the tables below supports the value and benefit of KALO's 21st CCLC programs, data indicates that with more program participation students require less improvement in Math and English.

Needs Improvement in English Site	All	Less than 30	More than 30
Hakipuu Learning Center	32	26%	29 88%
Kanu O Ka Aina	56	24%	44 79%
Ke Kula O Samuel M. Kamakau	1	1%	0 0%
Halau Ku Mana Public Charter School	32	35%	32 100%
Kawaikini Public Charter School	5	4%	4 80%
Needs Improvement in Math Site <th>All</th> <th>Less than 30</th> <th>More than 30</th>	All	Less than 30	More than 30
Hakipuu Learning Center	39	32%	34 87%
Kanu O Ka Aina	75	32%	59 79%
Ke Kula O Samuel M. Kamakau	1	1%	0 0%
Halau Ku Mana Public Charter School	39	43%	39 100%
Kawaikini Public Charter School	5	4%	4 80%

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

Objectives have not changed from last year and all objectives were met. Exhibit 21 indicates progress made on program specific objectives. The variety and quantity of programs offered at each site are a major success of this year's programming. Additionally the increase in community partners has strengthened programs at each site. One challenge to note is the difficulty in getting participant surveys returned.

Success Stories

Overall, a measure of success is happy parents that are grateful that their kids had access to a safe and nurturing learning environment on a consistent basis during, after and out-of-school hours and students engaged in and excited by the program learning experiences and building positive connections with old and new friends, as evidenced in parent and student surveys.

Hakipu'u Learning Center: Students at Hakipu'u tend to have issues with attendance. Staff decided to run Before School Programs like Yawning Yoga and Homework Lab to combat truancy. We found students were more likely to be on-time for school when they were involved in these programs.

Kanu o ka 'Aina: The school has a lot of programs throughout the year, but the biggest success is the summer program. For the past couple of years, the program administration has decided to combine forces with another 21st cclc program in our community and this collaboration has become the biggest summer program in our community. The program has had a waiting list every year.

Samuel M. Kamakau:

Having such an independent and driven parent volunteer running an afterschool class was a real inspiration to other Kamakau parents. Since the Kiko'o Ko'olau class, multiple families have

contacted the Site Coordinator regarding how they could assist our program.

Hālau Kū Māna:

HKM is a leader in the Hawaiian community. Hawaiian culture and protocol are strengths of the school and these strengths have allowed our program to create community partnerships with different community members, as well as, businesses, nonprofits, and schools across the state of Hawaii. Many of these community members and partnerships give of their time and place to our students freely year after year. Our students are somewhat spoiled with opportunity because of these partnerships that HKM has been able to forge through the 21st Century/KALO collaboration. The mission with the school/CCLC collaboration is to continue to fill the gaps for learning that the school day may not be able to fill, such as Fine Arts and any type of academic intervention that the curriculum team feels is necessary to focus on throughout the school year. The data teams continually look at the school's strengths and weaknesses and core content, as well as, feedback from student and parent surveys to inform the purpose and mission of all of our extracurricular activities before and after school, as well as during the breaks. One focus that continues to remain a priority from the beginning is the importance of our Community Partnerships.

Kawaikini:

Though parent engagement is few and far between, programs offered are here to benefit the keiki. With Ho`opakela, doing homework is a requirement. Staff requires students to complete their homework if they want to participate in the fun stuff. The Prodigy online game is a hit, and it gets them involved and interested in learning and correctly answering math problems.

Best Practices

The KALO 21CCLC program strives to engage learners (students and teachers) in a wide range of learning experiences through which each person may develop/grow into a self-directed learner and producer and discover his/her individual life pathway and assist all students in preparation for post-secondary education, workplace, and global citizenship. In light of these goals, program sites are encouraged to infuse the programs with educational "best practices." Among the strategies that are identified as best practices today, site programs have integrated activities that:

Facilitate the work of youth as self-directed producers and learners

Integrate project-based learning driven by constructivist pedagogy

Create a technology-infused environment - technology used as a tool experience

Enable individual/group projects complemented by multiple teaching and learning approaches based on student needs and interests

Host opportunities for achievement to be demonstrated publicly - hō'ike presented a class or before a gathering of families and community

Each site has integrated elements of one or more of these strategies into the SY 2018-19 timeframe. KALO and its 21CCLC program leadership continue to assess program delivery for continuous improvement and strive to develop and strengthen opportunities that support learners become self-directed lifelong learners and producers through a pathway that challenges and inspires them.

In addition, **All five CCLC sites: Hakipu'u Learning Center, Kanu o ka 'Āina, Samuel M. Kamakau, Hālau Kū Māna, and Kawaikini:** are partnering with Hawaiian Focus charter schools throughout the state in implementing and creating Culturally Relevant Assessments (CRA). The project objectives include cultural competency, readiness for the next level, and academic growth. To mimic what is happening within the school day, many of our programs are utilizing the same type of framework when creating lessons or curriculum for the CCLC programs.

Student, Teacher, Parent, Staff or Community Input

A sampling of Stakeholder input shared from all five KALO 21CCLC sites:

Students:

I like the activities and the people in the program which really helped.

Classes: Fitness Fun; Mana Mele

Everything, I love it all! Be with my friends (guess)

The amazing people that attend after school programs with me.

Doing experiments

I like how we do different stuff every day. But other than that, what I like most in this program is P.E. because I like to get active, and the teacher running it is my friend.

They give good snacks and let us play fun games.

I like learning how to 'ōlelo Hawai'i because it is helping me be more connected to the culture. I also like how there is a quote every class and it is usually talking about how you should be proud of your culture.

You can get more credit.

Music

The education and teachers

Parents:

What I like most about KALO is that there are a variety of programs available which is not part of their everyday curriculum. It enhances their (her) learning in different ART programs which I believe is very beneficial with learning.

Mostly that it is an after school program that's providing more learning and/or skills for my child rather than he/she wandering doing nothing productive with her time.

Opportunities in areas where my child excels

That my children are able to continue learning great things after school hours, instead of just sitting around waiting to be picked up. :)

Love that my child was not inside all day and got to "play"

Convenient, fun, loving coordinator, EXCEPTIONAL

Family Engagement:

The class was a good learning experience for myself. I was able to use what knowledge I have and share it with those who needed help. I am very pleased that Papa 'Ōlelo has been introduced to KALO. Hopefully, this is a stepping stone to be implemented into their regular curriculum. Mahalo.

Mahalo nui Kumu Koa!

Koa is a great Kumu. Very educational but fun! Looking forward to more classes next session!! Mahalo! Koa was a very patient and gracious teacher/kumu. He never made me feel inadequate even though I was a beginner. I appreciate the opportunity to a positive introduction to olelo Hawaiian.

I loved everything about this class. I appreciate learning - from the gathering to the prep to walking out with a completed project.

The relaxation and the food

Learning about lauhala weaving from the beginning to the end!

So maika'i! Mahalo nui

Nui maika'i nā mea a pau! Mahalo nui!

Learning about the process from the beginning. Not just about a product.

Spending time with 'ohana & learning a new skill craft

Small size; next time - more advanced class

Make a second class to continue and build on what we just learned

Lauhala weaving and the teaching; instructions were easy to follow; teachers were maika'i loa!

(about the summer program - liked most) That one was provided

Huaka'i; all the teachers; everything was good/awesome!

Huaka'i/making healthy snacks w/ Aunty L

Kanu Summer 2018 Parent survey results

Mauka to Makai – Parent Survey (56 surveys returned)

1\ Rate overall program: 100% = Excellent + Above Average

a. Excellent 51 91%

b. Above average 5 9%

2\ Satisfied" 100% = Very satisfied + Satisfied

a. Very 50 90%

b. Satisfied 6 10%

3\.. Likely to recommend 100% = Very likely + Likely

a. Very likely 53 95%

b. Likely 3 5%

4\.. Consider to do differently:

a. Of 28 responses: 50% of total survey participants responded of which

46% offered ideas for consideration "to make it a better

experience next time" (see notes below)

and 15 or 54% indicated and/or reaffirmed their satisfaction with the existing format & programming

i. 15/54% expressed strong support for current program delivery

1\.. One parent of which noting specific classes enjoyed by the family's children (cardboard creations and kitchen science)

2\.. Others noted their children "looked forward to attending each day"; "keep offering lots of different activities and crafts" and thanked "Kanu and 21st Century for the great experience."

ii. 5/17% suggested ideas to strengthen communication with specific ideas as follows:

1\.. Early notice of Summer Program

2\.. Send out a flyer with dates for Hō'ike and any/all huaka'i (field trips)

3\.. Distribute a list of class options at the time of registration

iii. 7/25% offered the following ideas for consideration in future programming:

1\.. Include 3 & 4-year-olds

2\.. Expand drop-off times: beneficial to working parents & help ensure children get to program safely

3\.. Help participants choose their classes

4\.. Shorter classes per block

5\.. Healthier, fresh homegrown food options

6\ Offer once a week water play at recess (sprinklers, slip & slide, water guns)

7\ More tech and science for younger kids

8\ “As a parent who doesn’t speak Hawaiian, it would be great if there were materials sent home with the kids so I can understand and engage with them when in the Hawaiian they are speaking.”

iv. 1/4% respondent suggested that encouraging all who help (HS students and young adults) “to smile greeting cars and in-person to students and parents.”

5\ “Liked Most”

a. Of 48 responses; individual respondents often mentioned multiple elements as “Liked Most). Therefore, the total percentage is more than 100%.

i. 21/43% Diversity of classes offered; “really cool classes”

ii. 20/42% Joy of participant

iii. 12/25% Hours of the program: Time frame = 7:30am – 4pm

iv. 11/22% Opportunity to choose; range of choices

v. 9/ 18% Meals

vi. 7/ 14% Staff and teens greeting at drop-off/pick-up

vii. 4/ 8% Hawaiian activities

6\ “Least like”

a. “It’s over.” (Sad face)

b. Too short!

c. Some teasing

d. Drop off time to breakfast time.

e. Sometimes a lack of friendliness.

f. Classes filled up and couldn’t get in = maybe offer more classes

Student Data

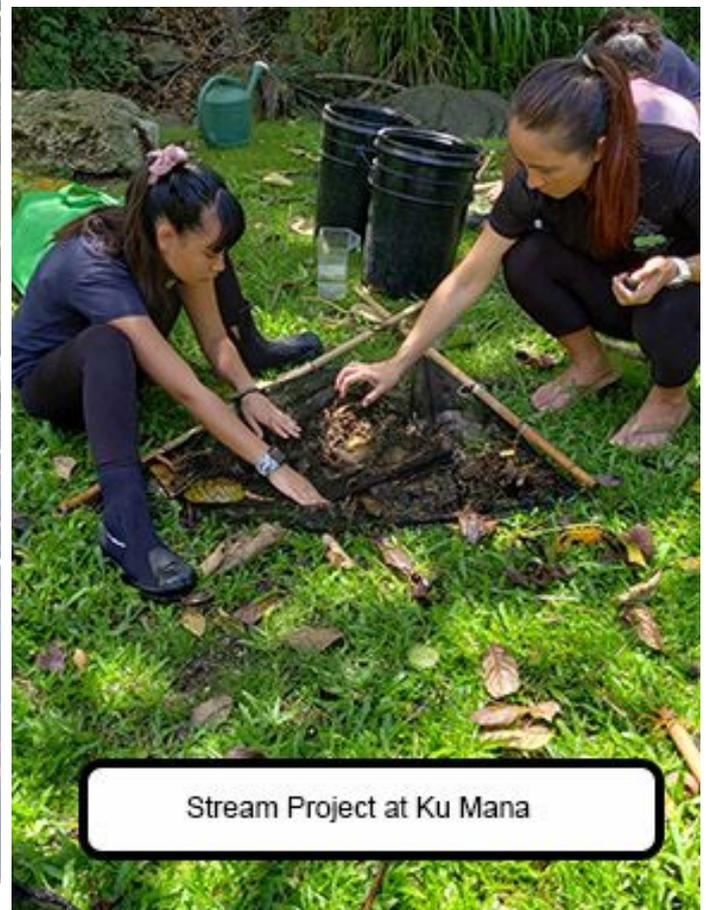
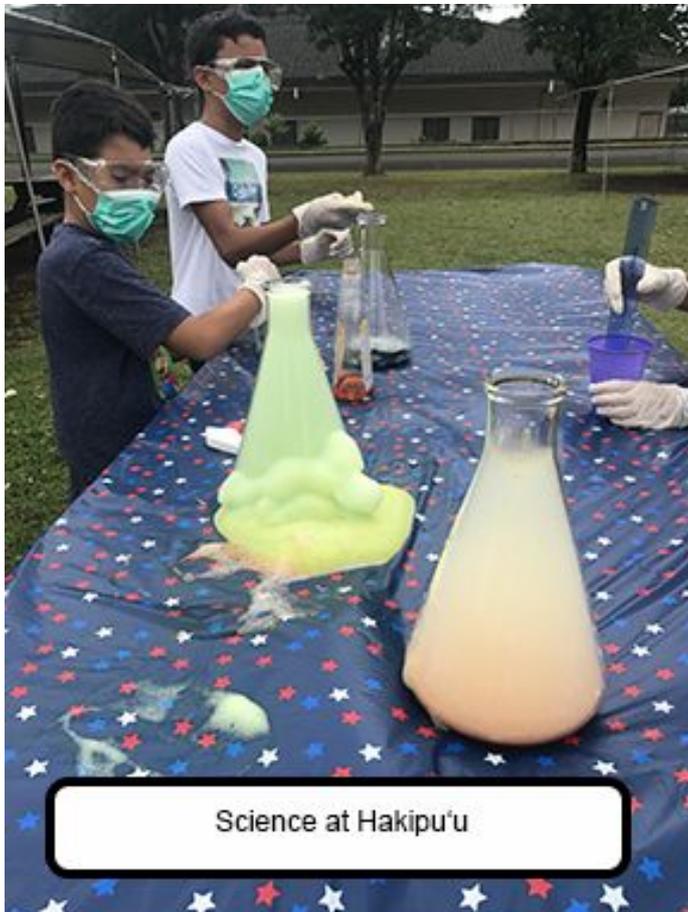
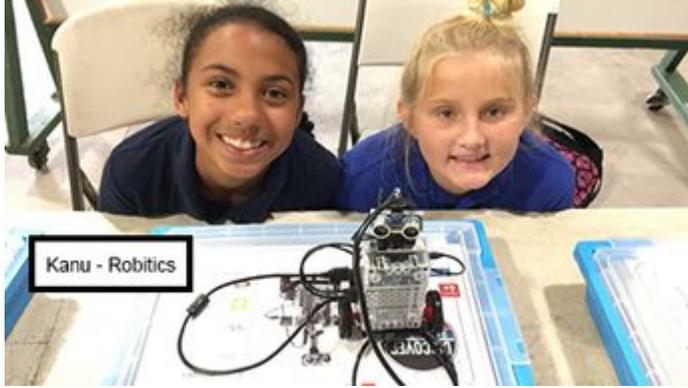
The next screen will prompt you to upload your copy of the student data template that you received in the beginning of this form. [Click here if you need to redownload a new template.](#)

Student Data



v.1 Tab 12-01 Evaluation Template - Cohort 10_...

Pictures





Ozobot Mapping at Kawaikini

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

First and foremost, KALO plans to use the annual evaluation and summary results to seek sustained funding for the project. If implemented well, we expect to see powerful outcomes among students and target schools. If presented well, the data can be a powerful justification for community (partner) support, continued funding and new grants. And lastly, strong partnerships can be the key to leveraging federal funds for services.

Describe how programming levels will be sustained after the grant ends, including:

To sustain the current level of out-of-school-time programming KALO will need to secure additional funding sources and maintain current partnerships and develop additional partners. The sub-grantee is actively seeking additional funding opportunities. KALO received a grant from the Kukio fund intends to write for additional 21st-century funds and continues to seek other funding sources for out of school hours programming. KALO's partnership with the University of Hawaii West Oahu continues and will help sustain college readiness activities. Sites continue to develop and sustain community-based partnerships.

Conclusions

Based on on-site observations, progress phone conferences, attendance records, new activity forms and student and survey results during the evaluation period, all centers were shown to have offered quality after-school programming with high student and parent satisfaction.

The Site Coordinator consistency issue was resolved, and all five sites have a solid site coordinator planning and implementing engaging programs.

All sites provided children ranging in ages from PK to 12th grade a safe, nurturing place of supervision, along with a variety of academic, cultural and enrichment activities. Programs were offered daily.

Summer programs expanded to all sites in the year 2019 and show high collaboration with community

partners that have extended over multiple summers and stretched into school year programming.

Although survey results showed high satisfaction rates and provided good insight for program staff, administration of surveys continues to be a challenge, a higher percentage of return of surveys would provide additional feedback. It is recommended that KALO program staff work with the site coordinators to incentivize survey completion, use a consistent method to store the data and review survey data at each site at the completion of each term.

Reflections on program implementation and impact

In Project Year 4, the KALO sub-grantee program continued to be a well-planned, maturing program. Chronic Absentee "dosage" data collected for participants shows that students who attend KALO's 21 CCLC have a considerably lower rate of absenteeism as illustrated in the table below. It is also important to note the overall lower rate when compared to schoolwide rates. (Schoolwide data is from The State Charter School Commission 2018-2019 Annual Report). The data further shows that more consistent attendance in the 21st CCLC programs equals less absenteeism and is evidence of a well-implemented program that a positive impact on student outcomes Climate: Chronic Absentee Site Schoolwide All 21st CCLC Less than 30 days More than 30 days Hakipuu Learning Center 40% 26 22% 25 97% 1 3% Kanu O Ka Aina 23% 5 5% 5 100% 0 0% Ke Kula O Samuel M. Kamakau 21% 1 2% 1 100% 0 0% Halau Ku Mana Public Charter School 20% 13 15% 13 100% 0 0% Kawaikini Public Charter School 19% 20 18% 7 35% 13 65% Behavior dosage data presented in the tables below also supports the value and benefit of KALO's 21st CCLC programs. Schoolwide data was not available at this time and therefore is not included. Behavior Risk-All Offenses Site All Less than 30 More than 30 Hakipuu Learning Center 5 5% 5 100% 0 0% Kanu o Ka Aina 4 2% 4 100% 0 0% Ke Kula O Samuel M. Kamakau 1 2% 1 100% 0 0% Halau Ku Mana Public Charter School 1 2% 1 100% 0 0% Kawaikini Public Charter School 1 1% 1 100% 0 0%

Evaluation dissemination

This evaluation will be shared with the sub-grantee who may decide to share it with related stakeholders, such as KALO's executive director and board, school principals at each of the centers, and site coordinators.

Exhibit 1: Basic Information Table

Required Information	Enter Information
Subgrantee Name	Kanu o ka 'Āina Learning 'Ohana

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Hakipuu Learning Center	Grades 4-12
Center 2	Kanu O Ka Aina New Century Public Charter School	Grades PK-12
Center 3	Ke Kula O Samuel M. Kamakau	Grades PK-12
Center 4	Halau Ku Mana Public Charter School	Grades 5-12
Center 5	Kawaikini Public Charter School	Grades K-12

3.B.1. Goals

Project Goal: KALO aims to provide high quality afterschool programming for students and their families, imbued in culture-based education and designed to impact academic performance in math, college and career readiness, and socio-emotional well-being.

3.B.2. Objectives

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

1	1.1 - To provide a research-based approach to afterschool math instruction that is aligned with both classroom content and Hawai'i's common core standards and incorporates regular formative assessment, tutoring, homework help, math centers and project-based learning.	Attendance records Activity Forms EZ Reports
	1.2 - To provide college readiness services to students and their families that build on community college and university partnerships and reduce barriers, effectively preparing students for enrollment and success in post-secondary education..	HS graduation rates Attendance Activity Forms Student survey Parent Survey
	1.3 - To provide enrichment activities that build upon local partnerships that are engaging for students and their families, are tailored to each community and support socio-emotional well-being through culture-based learning, physical activity and wellness, service learning and/or project-based activities.	Activity Forms Student Survey Parent Survey Observations
	1.4 - Project sites will consistently implement the core curriculum, serving high-need students and their families by ensuring regular communication, consistent and adequate hours of operation, mutual respect and highly trained staff, in a safe and engaging environment.	Activity Forms, Observations, Parent Surveys
	1.5 - 50% or more of students and their parents will report an overall satisfaction with after-school services.	Student survey Parent survey
	1.6 - All centers will demonstrate characteristics consistent with quality teaching and learning environments.	Observations
	1.7 - 75% or more of stakeholders will report characteristics consistent with high quality programming	Student survey Parent survey
	1.8 - 75% or more of stakeholders will report perceived benefits of student participation in the after-school program.	Student survey Parent survey
	1.9 - All centers will demonstrate characteristics consistent with a positive social-emotional learning environment.	Observations
	1.10 - 75% or more of students and their parents will report experiences consistent with a structured and safe learning environment	Student survey Parent survey
	1.11 - All centers will demonstrate characteristics consistent with a structured and safe learning environment.	Observations

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Hakipuu Learning Center	11	Grades 4-12
Kanu O Ka Aina New Century Public Charter School	90	Grades PK-12
Ke Kula O Samuel M. Kamakau	24	Grades K-12
Halau Ku Mana Public Charter School	35	Grades 5-12
Kawaikini Public Charter School	11	Grades K-12
SubgranteeTotal	171	

Exhibit 4: Students Served in School Year 2018-19 (fall and spring) * Regular attendees are those who have attended the program for 30 or more days.

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Hakipuu Learning Center	26	13	Grades 4-12
Kanu O Ka Aina New Century Public Charter School	199	63	Grades PK-12
Ke Kula O Samuel M. Kamakau	62	0	Grades K-12
Halau Ku Mana Public Charter School	74	0	Grades 5-12
Kawaikini Public Charter School	112	76	Grades K-12
SubgranteeTotal	473	152	

Exhibit 5: Students Served in Summer 2019 (ending June 30, 2019)

Center	Summer 2019 Enrollment – Total	Grade Levels
Hakipuu Learning Center	10	Grades 4-12
Kanu O Ka Aina New Century Public Charter School	133	Grades PK-12
Ke Kula O Samuel M. Kamakau	15	Grades K-12
Halau Ku Mana Public Charter School	10	Grades 5-12
Kawaikini Public Charter School	27	Grades K-12
SubgranteeTotal	195	

Exhibit 6: Total Students Served in 2018-19 (combined and unduplicated)

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Hakipuu Learning Center	28	14	Grades 4-12
Kanu O Ka Aina New Century Public Charter School	232	57	Grades PK-12
Ke Kula O Samuel M. Kamakau	75	3	Grades K-12
Halau Ku Mana Public Charter School	90	3	Grades 5-12
Kawaikini Public Charter School	115	79	Grades K-12
SubgranteeTotal	540	156	

Exhibit 7: Characteristics of Students Served (18/19 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Hakipuu Learning Center	14	54%	6	23%	0	0%	14	54%	12	46%
Kanu O Ka Aina New Century Public Charter School	91	33%	3	1.50%	0	0%	124	62%	75	38%
Ke Kula O Samuel M. Kamakau	21	34%	6	10%	0	0%	30	48%	32	52%
Halau Ku Mana Public Charter School	26	35%	16	22%	0	0%	37	50%	37	50%
Kawaikini Public Charter School	67	60%	11	10%	0	0%	61	54%	51	46%
SubgranteeTotal	219		42		0		266		207	

Note: These data should match data reported in Exhibit 6.

Exhibit 8: Race/Ethnicity of Students Served (18/19 combined and unduplicated)

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	#	%
Hakipuu Learning Center	0	0.00%	1	3.85%	24	92.31%	0	0.00%	1	3.85%	0	0.00%	0	0.00%
Kanu O Ka Aina New Century Public Charter School	0	0.00%	8	4.02%	80	40.20%	2	1.01%	0	0.00%	8	4.02%	88	44.22%
Ke Kula O Samuel M. Kamakau	2	3.23%	7	11.29%	49	79.03%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Haiau Ku Mana Public Charter School	0	0.00%	0	0.00%	74	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Kawaikini Public Charter School	1	0.89%	6	5.36%	101	90.18%	0	0.00%	0	0.00%	8	7.14%	0	0.00%
Subgrantee Total	3		22		328		2		1		16		88	

Exhibit 9. Number of Staff by Position (18/19 combined and unduplicated)

Center	Administrators		College		Community		High School		Parents		School Day		Non-Teaching		Sub-		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Hakipuu Learning Cen	1	0	6	0	1	0	0	0	1	0	1	0	0	0	0	4	0	0
Kanu O Ka Aina New C	1	0	8	0	1	2	0	6	0	1	3	0	2	0	2	0	0	0
Ke Kula O Samuel M. I	1	0	1	0	0	0	0	0	0	1	0	9	0	0	1	0	0	0
Halau Ku Mana Public	1	0	0	0	0	0	0	2	0	0	3	0	2	0	4	0	0	0
Kawaikini Public Chart	1	0	0	2	5	4	5	0	1	5	10	1	2	0	0	0	0	0
Subgrantee Total	5	0	15	2	7	6	5	8	2	7	17	10	6	0	7	4	0	0

Exhibit 10. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Hakipuu Learning Center	15	7.2	9.2	0	3.3	3.75	0	4.5	0
Kanu O Ka Aina New Century Public Charter School	40	40	1	12.5	3	4	4	20	0
Ke Kula O Samuel M. Kamakau	15	5.3	0	0	3	1	0	2.5	0
Halau Ku Mana Public Charter School	35	0	0	8	0	3	3	3	0
Kawaikini Public Charter School	30	2	15	10	3	7	2	0	0
Subgrantee Total	135	54.5	25.2	30.5	12.3	18.75	9	30	0

Note: College Students at kanu work only summer term. - the 40 hours is average for the weeks worked

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Paid	Unpaid
Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services	3	17
Provide goods	0	4
Provide volunteer staffing	0	2
Provide Paid Staffing	0	0
Other	0	4
Subgrantee Total	3	27

Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services

Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Hakipuu Learning Center	Yes	Yes	Yes	College & Career Readiness
Kanu O Ka Aina New Century Public Charter School	Yes	Yes	Yes	College & Career Readiness
Ke Kula O Samuel M. Kamakau	Yes	Yes	Yes	Summer Math Camp
Halau Ku Mana Public Charter School	No	Yes	Yes	College & Career Readiness
Kawaikini Public Charter School	Yes	Yes	Yes	STEM through mala/gardening

Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities

Objective 1.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)						
Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
Hakipuu Learning Center	Yes	Yes	Yes	Yes	Yes	College Readiness
Kanu O Ka Aina New Century Public Charter School	Yes	Yes	Yes	Yes	Yes	College Readiness
Ke Kula O Samuel M. Kamakau	Yes	Yes	Yes	Yes	Yes	‘Ōielo Hawai‘i Cultural practices
Halau Ku Mana Public Charter School	Yes	Yes	Yes	Yes	Yes	College Readiness
Kawaikini Public Charter School	Yes	Yes	Yes	No	Yes	Environmental Stewardship

Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement

Objective 1.3: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.		
Center	Number of community partnerships	Description of community partners and their services .
Hakipuu Learning Center	2	Ace Hardware to provided instructors for science workshops classes. Mana Mele provide music classes.
Kanu O Ka Aina New Century Public Charter School	12	Friends of the Future and Kanu collaborated to combined programs and resources to provide the community with a quality summer program; Big Island Produce provided healthy snacks to program participants; Puu'lu Aukahi Makua provides volunteers and other support for parent engagement activities; a partnership with Ratu Rugby provides a quality sports offering to afterschool programming; Earls, Guerilla Grindz and Aloha Bowl, provided lunches for the summer program; HFM provided delivery service for snacks and program supplies. Kanu partnered with The University of Hawaii West Oahu and Kamehameha for A'alii Scholars early college program. UH Hilo and Hawaii Community college offered onsite early college courses.
Ke Kula O Samuel M. Kamakau	3	Queen Liliuokalani Trust provided transportation for field trips, Mana Mele provided music classes and Windward community College provided program facilities.
Halau Ku Mana Public Charter School	11	Ten community partners participated in Ku Mana's "A Day in the Life" summer workshop. Partners included: Cory Yap: Environmental Educator and Researcher Center for Conservation Research and Training at University of Hawai'i at Manoa; Noweo Kai: Campus Arboretum Curator at University of Hawai'i at Manoa; Derek Esibill, Program Director, WIRED (Watershed Investigations, Research Education); The Hawai'i Institute of Marine Biology is a world leader in multidisciplinary research and education in all aspects of marine biology; Keone Nunes Hawaiian Tatau Practitioner in Hawaii; Keli'iokalani Mākua Ka Pā 'O Hūnōhūnōholani Traditional Tap Tattoo Of Hawaii; Kini Zamora, the Native Hawaiian fashion designer CEO and Project Runway star; Emmalani Makepa-Foley, Hawaiian Studies Lecturer at WCC and la'au lapa'au practitioner; Dr. Tara O'Neill is a Professor of Science Education and STEMS ² and Director of the STEMS 2 masters concentration; Nainoa Thompson is the president of the Polynesian Voyaging Society and a Pwo navigator, University of Hawaii, University of Hilo Hawaii, Leeward Community College, Windward Community College, native Hawaiian studies services at University Manoa, Papakū Makawalu - Edith Kanaka'ole Foundation, Polynesian Voyaging Society; and Estria Miyashiro, who studied art in San Francisco and became an international graffiti star and CEO of the Estria Foudation, Kupu provides service-learning programs in conservation and sustainability to empower youth, restore communities, and build a more sustainable future. Partners provided hands-on experience for participants related to their business and cultural expertise. Mana Mele was the 11th partner and provided music classes on campus. Two partners from the Summer program also provide school year learning opportunities.
Kawaikini Public Charter School	2	Kamehameha Schools through The Kauai Resource Center provided transportation for field trips.

Exhibit 15: Performance on KPI Objective 1.4 - Services to Parents and Family Members

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Hakipuu Learning Center	5	Parent Engagement activities at Hakipu'u included: Fall 2018 Hō'ike where select afterschool classes came together to share their projects with their parents and community members. Shaping 101 and Robotics Classes presented. The Robotics class demonstrated building bots with LEGOS. They also taught the audience how to create a line of code to make the robot move. Spring Orientation: Participants and their parents attended a beginning of the term potluck to go over some new afterschool policies, especially pertaining to attendance. The site coordinator described the event as a productive time to meet new parents and students. Makahiki: The afterschool program partnered with Hakipu'u Learning Center to provide materials for the school's annual Makahiki event. Participants and parents came together to play traditional Hawaiian games. The event fostered a sense of community between multiple schools and families. Halloweenie Bash, a Halloween party for students and parents was held. Families were invited to participate in Halloween games and crafts. Spring 2019 Hō'ike: Families, community members and Hakipu'u staff were invited to see students present the projects they had completed in afterschool classes. Papa 'Ōlelo Hawai'i students created children's books, the journalism class presented their articles and author biographies.
Kanu O Ka Aina New Century Public Charter School	4	Parent engagement activities at Kanu included an annual Book Fair that brings together parents and volunteers to set-up, break down and run a Scholastic Book Fair that is attended by participants and parents. Small events such as storytime, bookmaking, and puppet shows are offered throughout the book fair. This event promotes a love of reading and the importance of literacy. Literacy Night is another major event offered that promoted literacy and involved parents and students in literacy games and activities. During the fall term, students and families participated in a Halloween Bash that brought families together for games, snack making, a costume contest, etc.. Ho'ike events were held twice a year to celebrate and showcase what students learned and accomplished during the program.
Ke Kula O Samuel M. Kamakau	0	During this reporting period, the Kamakau site did not run any community engagement classes. They did not have an active coordinator until late January, and it took time to establish new classes. For the current school year, they have been working with the school to collaborate with upcoming events.
Halau Ku Mana Public Charter School	4	The afterschool program at Halau Ku Mana participated in each quarterly Family Day Event sponsored by the school. These events are held on a Saturday. The afterschool program showcased current activities and provided information and sign-ups for upcoming activities and classes offered through the afterschool program. An exciting element incorporated during this reporting is the involvement of community partners who ran workshops at the event.
Kawaikini Public Charter School	3	Parent engagement activities at Kawaikini included: Po `Epekema: A night full of fun filled science activities; Ozobots, ball roll, anatomy puzzles, simple circuits, 3D printing, magical sandbox (topographical map), air rockets, sweet potato cultivation, limu press, cultural connections, and constellations. Papa Makua: Two Hawaiian language classes, beginner and intermediate, offered weekly in the evening to the families of our students, so that they can better communicate and support their children in school. Lauhala Workshop: a two-day workshop to explore lauhala weaving from start to finish; collecting of the leaves, cleaning, stripping, rolling, and weaving. Participants created pahu (boxes) and `apo lima (bracelets).

Exhibit 16: Performance on KPI Objective 1.5 – Hours per Week

Objective 1.5: Centers will offer services at least 12 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.

Center	Average number of hours per week services offered during the school year	Average number of hours per week services offered during summer and holidays
Hakipuu Learning Center	12	32
Kanu O Ka Aina New Century Public Charter School	17.5	40
Ke Kula O Samuel M. Kamakau	6	0
Halau Ku Mana Public Charter School	11	35
Kawaikini Public Charter School	16	40

Exhibit 17: Performance on KPI Objective 3.1.1
 Academic Improvement in Reading/Language Arts – Smarter Balanced

Objective 3.1: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
Hakipuu Learning Center	4	12.00%	3	75.00%
Kanu O Ka Aina New Century Public Charter School	12	21.00%	4	33.00%
Ke Kula O Samuel M. Kamakau	1	100.00%	1	100.00%
Halau Ku Mana Public Charter School	0	0.00%	0	0.00%
Kawaikini Public Charter School	1	20.00%	0	0.00%

Exhibit 18: Performance on Indicator 3.1.2 –

Objective 3.1: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
Hakipuu Learning Center	0	0.00%	0	0.00%
Kanu O Ka Aina New Century Public Charter School	0	0.00%	0	0.00%
Ke Kula O Samuel M. Kamakau	0	0.00%	0	0.00%
Halau Ku Mana Public Charter School	3	9.00%	2	14.00%
Kawaikini Public Charter School	0	0.00%	0	0.00%

Exhibit 19: Performance on Indicator 3.2.1 –

Objective 3.2: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in math from fall to spring		Regular program participants with IMPROVEMENT in math from fall to spring	
	#	%	#	%
Hakipuu Learning Center	5	13.00%	1	20.00%
Kanu O Ka Aina New Century Public Charter School	16	21.00%	10	53.00%
Ke Kula O Samuel M. Kamakau	1	100.00%	0	0.00%
Halau Ku Mana Public Charter School	0	0.00%	0	0.00%
Kawaikini Public Charter School	1	20.00%	0	0.00%

Exhibit 20: Performance on Indicator 3.2.2 –
Academic Improvement in Math – Grades or Course Marks

Objective 3.2 Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in math.				
Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
Hakipuu Learning Center	0	0.00%	0	0.00%
Kanu O Ka Aina New Century Public Charter School	0	0.00%	0	0.00%
Ke Kula O Samuel M. Kamakau	0	0.00%	0	0.00%
Halau Ku Mana Public Charter School	0	0.00%	0	0.00%
Kawaikini Public Charter School	0	0.00%	0	0.00%

Exhibit 21: Progress on Program-Specific Objectives

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

	Objectives	Measures	Results	Met/Not Met
1	To provide a research-based approach to after-school math instruction that is aligned with both classroom content and Hawai'i's common core standards and incorporates regular formative assessment, tutoring, homework help, math centers and project-based learning.	Activity Forms, Monthly Monitoring Forms, Observations, Staff Survey.	Math instruction was offered at all 5 centers, and incorporated tutoring, homework help, centers, and project-based learning and structured intervention curriculum. Kamakau students participated in a Summer Math Camp hosted by Windward Community College.	Met
	To provide college readiness services to students and their families that build on community college and university partnerships and reduce barriers, effectively preparing students for enrollment and success in post-secondary education.	Activity Forms, Monthly Monitoring Forms, Observations, Staff Surveys	34 students participated in college courses offered onsite at KALO including HWST 100: Piko, HAW 102: Hawaiian Language, HIST 151, ECON 130, ASTR 110, ASTR110L, HWST 101: Aikapu. 20 students completed Summer 2018 Bridge Program and earned 6 college credits. Another 20 students completed Summer 2019 Bridge Program and earned 6	Met
	To provide enrichment activities that build upon local partnerships that are engaging for students and their families, are tailored to each community and support socio-emotional well-being through culture-based learning, physical activity and wellness, service learning and/or project-based activities.	Activity Forms, Observations, Parent Surveys, Staff Surveys, Student Surveys	All centers provided quality enrichment activities utilizing local partnerships and resources that engaged students and their families. Activities were personalized to community needs. Culture-based activities supported social-emotional well-being through hands-on activities and service learning.	Met
	Project sites will consistently implement the core curriculum, serving high-need students and their families by ensuring regular communication, consistent and adequate hours of operation, mutual respect and highly trained staff, in a safe and engaging environment.	Activity Forms, Observations, Staff Surveys, Parent Surveys	All centers served high-need students and consistently implemented core curriculum. Four centers had consistent and adequate hours of operation. All sites were observed and all demonstrated programs in a safe and engaging environment with staff that showed professionalism with participants and parents.	Met
	50% or more of students and their parents will report an overall satisfaction with after-school services.	Student survey, Parent Survey	100% of parents rated the overall CCLC program as excellent (91%) plus above average (9%). 90% of parents strongly agreed plus 10% of parents agreed with the statement, "I am satisfied with the kinds of programs and activities offered at the after-school program". 100% of parents agreed or strongly agreed with the statement, "I am satisfied with the overall performance of the after-school staff." 95% of parents indicated they are very likely to recommend and 5% indicated they would like recommend the program to other 65% of students reported enjoying the after-school program most times or almost always.	Met
	50% or more of students would tell others to participate in the after-school program if asked.	Student survey	K-5th Grade Student Surveys: Nearly all students were very straight forward in answering survey questions - 1) How much did you like the program? 2) Do you want to come back? 3) How much did you learn? - Of all surveys reviewed, nearly all students answered indicating the high affirmative for each question	Met
	All centers will demonstrate characteristics consistent with high quality teaching and learning environments.	Observations/Rubric	Observations consistent with "overall schedule and offerings": Based on the ratings of the observation team were "Very true" at all 5 centers (Hakipuu, Kanu, Kamakau, Halau Kū Mana, and Kawaikini). Observations consistent with "program space supports goals of programming" were "mostly true" for 2 centers (Kanu and Kawaikini), and "somewhat true" for 2 centers (Hakipuu, Halau Kū Mana). Observations consistent with "overall schedule and offerings" were "very true" for all 5 centers (Hakipuu, Kanu, Kamakau, Halau Kū Mana, and Kawaikini). Observations consistent with "overall social-emotional environment" were "very true" for all 5 centers (Hakipuu, Kanu, Kamakau, Halau Kū Mana, and Kawaikini).	Met
	75% or more of stakeholders will report characteristics consistent with high quality programming	Parent survey	91% of Kanu center parents rated the overall program as Excellent or Above Average for program delivery and quality of class offerings. Observation consistent with "high quality programming" were mostly true for 3 centers (Hakipuu, Kawaikini, Halau Ku Mana) very true for 1 center (Kanu)	Met
	75% or more of stakeholders will report perceived benefits of student participation in the after-school program.	Student survey Parent survey	Student survey - nearly 100% Parent survey - 91% Excellent/Above Average	Met
	All centers will demonstrate characteristics consistent with a positive social-emotional learning environment.	Observations	Observations consistent with "overall social-emotional environment" were somewhat true for 2 centers (Hakipuu and Halau Ku Mana) and (Mostly true for 2 centers (Kawaikini and Kanu). On a scale of 1 (not true) to 4 (very true), the total average score across all four centers observed was a 3.15 (mostly true), which supports this objective being met.	Met

<p>All centers will demonstrate characteristics consistent with a structured and safe learning environment.</p>	<p>Observations</p>	<p>The extent to which a center demonstrated a welcoming and inclusive environment (not true, somewhat true, mostly true, very true) was scored based on observations. Observations consistent with this scale were "very true" for all 5 centers (Hakipuu, Kanu, Kamakau, Halau Kū Mana, and Kawaikini)..</p>	<p>Met</p>
---	---------------------	--	------------