

SY1819 - Evaluation - Cohort 10+ & 11

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Executive Summary

The Kaimuki McKinley Roosevelt Complex Area submitted the grant on behalf of two schools, Jarrett Middle School and Washington Middle School that each served students in grades 6-8. The Kaimuki Area is diverse socioeconomically, with areas of high per capita income tangential to areas with high poverty, high immigrant and transient populations and low education. The Kaimuki Complex area is characterized by high poverty with over 56% of students at each site eligible for free/reduced lunch (76% at Jarrett and 55% at Washington) . The Kaimuki 21st CCLC's targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect.

Services are provided through a sub-contract with After School All Stars that provides the students activities. Activities include core academic instruction, physical/sports activities, tutoring, homework help, arts, music, community services, truancy prevention and leadership. There are a large number of partners (59 unique-some service both schools) and family participation in special events such as Hoike and "take a parent to class" have been very successful with 1572 (duplicated) parents at Jarrett and 202 at Washington that participated.

The evaluation was designed to do both process and outcome evaluation. The implementation questions addressed how the program was implemented and to determine any challenges and their resolution. It was determined that the program was implemented as planned and addresses the project objectives.

The outcome evaluation determines academic achievement growth on the Smarter Balanced (SB) assessment and improvement in grades in English/Language Arts (ELA) and Math. In addition, teacher surveys indicate improvement in classroom performance. To determine the satisfaction with the program, parent and student surveys were distributed. The Data+Design Data Stories provide further information about outcomes that compare CCLC to non-CCLC student performance in several areas.

Findings indicate:

- Both sites operate for 15 hours/week with a variety of activities including core academic instruction and academic enrichment.
- Both sites have a high number of partner and parent participants.
- Only 39% of CCLC students were proficient on the SBA test versus 41% of non-CCLC students in Language Arts.
- The highest percentage of students proficient in Language Arts on the SB test were the students who attended 90 days or more at 44%
- On the Smarter Balanced test, in math, 26.4% of the students needing to improve at Jarrett did improve and at Washington 31.3% of the students needing to improve did.
- In ELA, at Jarrett, 46.2% of the students needing to improve their grades did improve and at Washington, 12.5% improved.
- On the SB, at Jarrett 32.4% of the students needing to improve their performance in math 32.4% did and at Washington 21.7% improved.
- All parents at least slightly agreed that the program is of benefit to their child
- More than 85% agreed that their child is more interested in school as a result of CCLC participation.
- On the teacher survey, the percent of students that improved their academic performance was 62.3% at Washington and 44.1% at Jarrett.
- At Jarrett Middle School, 78% attended 30 days or more at Spring reporting as well as year end. At Washington Middle School, 66% had 30 days or more at spring reporting, and 62% on the year-end Data+Design report.

Overall, there are some good results. Based on the results, the following recommendations are made:

- Continue working to have students attend for longer periods of time.
- Continue activities to involve family members and utilize partners
- While some students approved academically, there are still students that may need individualized targeted instruction in order to improve. Working closely with classroom teachers to determine specific needs could help in this regard.
- Work on a sustainability plan as this is the last year of the grant.
- Some stronger emphasis on ELA might help CCLC student perform better on the SB ELA test than non-CCLC students.

Program Description

The Kaimuki McKinley Roosevelt Complex Area administers the grant for Kaimuki Complex. Ron

Nomura serves as project director at no cost to the grant. Elden Nakamura monitors the finances at no charge and Jean Stewart is paid part time from the grant to provide administrative support services. Student activities provided to students are subcontracted to After School All Stars (ASAS). This report covers the third year of the grant that was awarded in the 2015-16 school year. There are two schools in the grant: Jarrett Middle School and Washington Middle School, each serving students in grades 6-8\.. The Kaimuki Area is diverse socioeconomically, with areas of high per capita income tangential to areas with high poverty, high immigrant and transient populations and low education. The Jarrett attendance area includes the low-income Palolo Valley Homes, University of Hawaii faculty housing, and single-family homes in Kaimuki and St. Louis Heights. The Kaimuki Complex area is characterized by high poverty with over 56% of students at each site eligible for free/reduced lunch (72% at Jarrett and 55% at Washington) . The Kaimuki 21st CCLC's targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect. A year prior to the current grant, ASAS worked with Kaimuki Complex to offer CCLC services at the middle school for five years during which 31% of the Washington students participated in CCLC and 82% of the Jarrett students participated in CCLC.

Attendance Discussion

The Spring Data+Design data shows that 72% of the CCLC students attended for 30 days or more. 57% of students are eligible for free/reduced lunch; 15% are ELL and 15% have special needs. The end of year total number of attendees is 305 students with similar demographics.

Describe activities offered during summer 2018.

In the summer of 2018, Jarrett did not have a program due to construction. At Washington, activities included core academics, arts, music, physical activities, field trips and tutoring.

Describe activities offered during school year 2018-19.

During the school year, activities at both sites included academics, arts, music, field trips. Sports and physical activities, tutoring, homework help, entrepreneurship, truancy prevention that included academic enrichment.

Describe activities offered during summer 2019.

Summer activities included academic core, educational enrichment, sports and arts and music.

Program Materials

Some of the materials and resources were paid out of grant funds through the subcontract with ASAS. The materials used during the school day were also utilized after school so that help with homework and other activities would align with school priorities and curriculum.

Resources

Resources utilized included the sports fields, classrooms and computer access at each of the schools that were provided in kind by the KMR Complex Area. In addition, partners provided additional resources in the activities they provided.

Provide a brief description of staff and roles.

Project oversight was provided by Ron Nomura, Project Director. He was assisted by Jean Stewart and Elden Nakamura at the central level. At the site level, each site had a coordinator and other staff provided by ASAS in their subcontract. In addition, an external evaluator, Dr. Betsy Bounds provided the instruments, data collection tools and provides a yearly evaluation.

Provide a brief description of successes with partnerships.

Both schools have a large number of partners (54 at Jarrett and 36 at Washington) with some serving both sites (59 unique partners for the schools combined). Partners have offered Saturday activities such as the Hawaii Yacht Club that gave free sailing lessons to the CCLC students from both schools.

Provide a brief description of challenges with partnerships.

The only challenge is scheduling and utilizing all of them.

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.

Family involvement is extensive with 1572 at Jarrett (duplicated number) and 202 at Washington. There is a newsletter that highlights some of the activities and they include family activities. Each school had Hoike activities involving family members as well as student showcases and family nights. ASAS sends invitations to parents and welcomes them as volunteers or visitors to classes.

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

Evaluation includes a process and outcome evaluation. A process evaluation determines if project services have been implemented on time, identifies any barriers encountered and the resolution, and determines what staff and partners believe has been working well and to identify any areas that could improve programming. The outcome evaluation is designed to address program objectives that tie directly to 21st CCLC objectives, as outlined in the performance indicator chart. In addition to monitoring participant attendance, behavioral and academic indicators, the evaluation will ensure the program is meeting guidelines for program content, community partners, family engagement, program hours and service to high-need populations. The outcome evaluation includes parent and student surveys to determine satisfaction, a teacher survey to determine improvement in classroom performance, analysis of academic progress on grades and the SB test from the Data+Design reports and comparison of performance to the school as a whole or non-CCLC students

Implementation Evaluation

What implementation questions are being answered?

Has the program been fully implemented? How many hours are services provided? Were challenges encountered and if so, how were they resolved? Are parents and students satisfied with activities offered?

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

Surveys, review of participation data, academic achievement data, interviews with project staff to determine satisfaction, identify any challenges and determine resolution.

What is the timing of data collection?

Student, parent and teacher surveys are collected in the Spring. There is a semester review of progress with the project director. The Data+Design reports come after the end of year and are reviewed at that time.

Outcomes Evaluation

What outcomes questions are being answered?

Did student grades in reading and math improve from Fall to Spring? Did attendance and turning homework in on time improve? Did classroom behavior improve? Are CCLC students performing better on the SBAC than non-CCLC students?

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

To determine positive changes in behavior and class attendance, the teacher survey was utilized. The Data+Deign data is being used to determine proficiency of CCLC students on the SBAC as well as improvement in grades in ELA and Math. That report also addresses behavior and attendance.

What is the timing of data collection?

Student, parent and teacher surveys are collected in the Spring. There is a semester review of progress with the project director. Through meetings conducted with staff each semester, they are asked to identify challenges and any needs for improvement are addressed at that time.

Implementation Evaluation Results

Both schools have a fully implemented CCLC with a wide variety of activities provided 15 hours per week.

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

Both schools have been very successful in developing and maintaining partnerships. This has provided opportunities for students including on the weekend when the Hawaii Yacht Club provided free sailing lessons to our students.

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

No challenge.

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

Both sites have been very successful in having family activities. Some examples include "take a family to class" and the Hoiike family activities that were well attended.

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

It is always a challenge to get parents to come to school due to their busy schedules but the family nights have worked well.

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

Academic evaluation results indicate that in math, at Jarrett, 20% of students that needed to improve did improve their grades. At Washington, 38.5% of the students needing to improve their grade did. On the Smarter Balanced test, in math, 26.4% of the students needing to improve at Jarrett did improve and at Washington 31.3% of the students needing to improve did. In ELA, at Jarrett, 46.2% of the students needing to improve their grades did improve and at Washington, 12.5% improved. On the SB, at Jarrett 32.4% of the students needing to improve their performance, 32.4% did and at Washington 21.7% improved.

Spring 2018/2019

39% of CCLC students were proficient on the SBA test versus 41% of non-CCLC students in Language Arts. The highest percentage of students proficient in Language Arts were the students who attended

90 days or more at 49%. 35% of CCLC students were proficient on the SBA test versus 34% of non-CCLC students in math. The highest percentage of students proficient in Language Arts were the students who attended 90 days or more at 44%. 6% of CCLC students were proficient on the SBA test in science versus 21% of non-CCLC students. The highest percentage of students proficient in Language Arts were the students who attended 60-89 days at 34%.

Year End 2018/19

39% of CCLC students were proficient on the SBA test versus 43% of non-CCLC students in Language Arts. The highest percentage of students proficient in Language Arts were the students who attended 60-89 days at 49%. 35% of CCLC students were proficient on the SBA test versus 36% of non-CCLC students in math. The highest percentage of students proficient in Language Arts were the students who attended 30-59 days at 45%. 30% of CCLC students were proficient on the SBA test in science versus 27% of non-CCLC students. The highest percentage of students proficient in Language Arts were the students who attended 30-59 days at 17%.

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

Family and partner activities along with the number of each is a big success and exceeds the objective.

Success Stories

One student, a new student at Jarrett, was very shy at first, however as he has gotten to know program, he now attends with a huge smile and has made a lot of new friends. Washington students had fun at the Polynesian Bowl as guests of Marcus Mariota's Motiv8 Foundation, a partner in the grant.

Best Practices

Both schools have been very successful in working with partners and involving family members in the program. Having specific nights such as "take a parent to class" or Hoike activities have contributed to family participation.

Student, Teacher, Parent, Staff or Community Input

Results at Washington:

Parent Survey

When asked if parents felt that the program was of benefit to their child, 100% agreed that it was. 75% felt the staff communicated with them about their child's progress while 25% slightly agreed. 75% agreed their child was safe at the program and 25% slightly agreed. 100% of the parents agreed that their child was more interested in school as a result of the program.

Student Survey

When students were asked if they felt safe at the program, 81.3% said yes and 18.8% said sometimes. 65.6% of students felt they were learning something new, 31.3% said sometimes, and 3.1% did not feel they were learning something new. 68.8% like what they do at the program, 28.1% sometimes like what they do, and 3.1% do not. 46.9% feel they are getting better grades since coming to the program, 40.6% feel they are sometimes getting better grades, and 12.5% do not feel they are getting better grades. 65.6% like the activities at the program while 34.4% sometimes like them. 56.3% like the variety of the activities offered, 40.6% sometimes do, and 31.1% do not.

Results at Jarrett:

Parent Survey

When asked if parents felt that the program was of benefit to their child, 93.3% agreed that it was, and 6.7% slightly agree. 66.7% felt the staff communicated with them about their child's progress, 25% slightly agreed, and 6.7% slightly disagreed. 100% agreed their child was safe at the program. 92.9% agree that their child learns more by participating in the program, and 7.1% slightly agree. 85.7% of the parents agreed that their child was more interested in school as a result of the program, while 14.3% slightly agree.

Student Survey

When students were asked if they felt safe at the program, 85.2% said yes and 14.8% said sometimes. 68.5% of students felt they were learning something new, and 31.5% said sometimes. 70.4% like what they do at the program, 27.8% sometimes like what they do, and 1.9% do not. 57.4% feel they are getting better grades since coming to the program, 42.6% feel they are sometimes getting better grades. 72.2% like the activities at the program while 27.8% sometimes like them. 88.9% like the variety of the activities offered, 9.3% sometimes do, and 1.9% do not.

Teacher Survey

Jarrett Teacher Survey Summaries

When asked if there was improvement in homework completion and class participation, they felt that 30.1% of students did not need to improve, 43% of students did improve, 20.4% of students did not improve, and 6.5% of students declined. They felt 61.3% of students did not need to improve in attending class regularly, 29% of students improved, 8.6% of students did not improve, and 1.1% of students declined. In terms of improvement in classroom behavior, teachers felt 52.7% of students did not a need to improve, 32.3% of students improved, 11.8% of students did not improve, and 3.2% of students declined. 26.9% of students did not need to improve in academic performance, 44.1% of students improved, 23.7% of students did not improve, and 5.4% of students declined.

Washington Teacher Survey Summaries

When asked if there was improvement in homework completion and class participation, they felt that 17.9% of students did not need to improve, 47.8% of students did improve, 32.8% of students did not improve, and 1.5% of students declined. Teachers felt that 88.4% of students did not need to improve in attending class regularly, 10.1% of students improved, and 1.4% of students did not improve. In terms of improvement in classroom behavior, teachers felt that 56.5% students did not need to improve, 31.9% of students improved, 10.1% of students did not improve, and 1.4% of students declined. 17.4% of students did not need to improve in academic performance, 62.3% of students improved, 18.8% of students did not improve, and 1.4% of students declined.

Results on the Data+Design Data Story at Jarrett: 6% of students who did not attend CCLC had chronic

absences while 7% of students who attended 30 days or more had chronic absences. The population with the lowest percentage of chronic absences was students who attended 90 days or more at 5%. 6% of students who did not attend received behavioral referrals versus 20% who attended 30 days or more. The lowest percentage of students who did attend CCLC and received behavior referrals was 90 days or more, but was still higher at 16%.

Results on the Data+Design Data Story : The percentage of students who did attend CCLC and received behavior referrals attended 60-89 days, was still higher at 16%. 17% of students who did not attend CCLC had chronic absences while 6% of students who attended 30 days or more had chronic absences. The population with the lowest percentage of chronic absences was students who attended 60-89 days at 4%. 8% of students who did not attend received behavioral referrals versus 20% who attended 30 days or more. The percentage of students who did attend CCLC and received behavior referrals attended 60-89 days, was still higher at 16%.

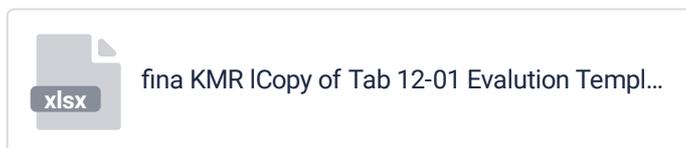
In addition, information on absences and behavior referrals was analyzed as two factors that might impact academic performance. The results show the following:

17% of students who did not attend CCLC had chronic absences while 6% of students who attended 30 days or more had chronic absences. The population with the lowest percentage of chronic absences was students who attended 60-89 days at 4%. 8% of students who did not attend received behavioral referrals versus 20% who attended 30 days or more. The percentage of students who did attend CCLC and received behavior referrals attended 60-89 days, was still higher at 16%.

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



Pictures

Jarrett All-Stars LYAB members worked hard to prepare for their Global outh Service Day event at Kahauiki Village. Students hosted an interactive robotics booth to help introduce STEM and a hands on plant/planter pot booth to promote healthy living.



Kulia All-Stars is the second ASAS program to partner with the Magic Island Sailing Foundation (MISF) who provide sailing classes for our students. Students will spend every Saturday learning how to rig and sail a boat at the Hawaii Yacht Club. Thanks to the MISF for providing this opportunity to our All-Stars.

Jarrett All-Stars ending their Spring break with a fun filled day of bowling. Students who showed improvement, maintained a 2.0 GPA and attended program more than 80% of Q3 were rewarded with this field trip.



Jarrett All-Stars Quarter 3 Hoike was great fun for students and families!

Jarrett All-Stars cooking class enjoyed a visit from Executive Chefs at Roy's Hawaii Kai, Lyndsey Simone and Sophia Stark of Masterchef Junior. Students not only learned how to make banana bread, they got to eat it and take ingredients home to teach their families.



It was a parent to after-school day, as students hosted their families in their after-school classes for the day. Students put on presentations and got their families to participate in their classes which was a great experience for everyone involved.



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

The sustainability plan called for participation in the Hawaii Afterschool Alliance to network and build partnerships to build sustainable funding for CCLC. The plan is the same but with added partners.

Conclusions

Both sites have been very successful with having a lot of partners and engaging a large number of family members. A wide variety of programming is offered that provides academic and educational enrichment opportunities. Some areas of academic performance showed improvement but at Washington, only 12.5% improved their grades in ELA which would be an area to address in the current year. However a higher percent of teachers did report improved academic performance. An emphasis on the academic areas for CCLC students is important.

Reflections on program implementation and impact

The number of family participants and number of partners involved is impressive and has resulted in many new and interesting opportunities for participants.

Evaluation dissemination

Evaluation results are shared with the school staff, parents, ASAS staff and other stakeholders in a written report.

Exhibit 1: Basic Information Table

Required Information	Enter Information
Subgrantee Name	Kaimuki Complex

3.B.1. Goals

What are the overall goals of your particular program? Please number each major goal. See sample in blue. It is not necessary to have five goals, but space is provided in case you do.

1	<i>SAMPLE: Improve academic achievement in math</i>
1	The overall goal of the Kaimuki 21st Century Community Learning Centers is to provide out of school academic, enrichment and athletic opportunities to help close the achievement gap, engage families, and prepare students for college and careers through a contract with After-School All-Stars Hawaii to provide out of school programs for 330 middle school students in the Kaimuki Complex.

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.

	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21stCCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
1	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>
	Regular program participants will achieve better indicators in attendance and behavior, compared to general school population	Teacher Survey and Data+Design data.
	Participants will have access to high quality services in at least one core academic service area, including English/language arts, mathematics, and science.	Activity log and course descriptions indicate core subject areas.
	Participants will have access to sports and enrichment activities to support their social and non-cognitive development.	Activity log and course description indicate enrichment and sports activities
1	Kaimuki 21st CCLC's will engage at least five community partners in field including sports, culture, arts, citizenship and others	Community partner list of participants of at least 15
	Kaimuki 21st CCLC's will provide two to four out of school activities each year to engage parents and families	List of parent participation activities of at least 2.
	Kaimuki 21st CCLC's will offer services 15 hours per week on average, providing services when school is not in session, after-school and during the summer	CCLC activity matrix with hours noted to be at least 15
	Kaimuki 21st CCLC's will serve high-need schools, as indicated by the percentage of students eligible for free or reduced school lunch, for participants and the general school population	Free reduced lunch eligibility percentage of at least 40%
1	A higher percentage of 21st CCLC participants will meet or exceed proficiency levels in math and English/language arts, compared to the general school population.	Smarter Balanced Assessment

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Jarrett	6-8
Center 2	Washington	6-8
Center 3		
Center 4		
Center 5		
Center 6		
Center 7		
Center 8		
Center 9		

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Jarrett	0	6,7,8
Washington	25	6,7,8
	0	Grade levels served.
	0	Grade levels served
	0	Grade levels served.
	0	Grade levels served
SubgranteeTotal	25	

Exhibit 4: Students Served in School Year 2018-19 (fall and spring)

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Jarrett	155	120	6-8
Washington	145	95	6-8
			Grade levels served.
			Grade levels served
			Grade levels served.
			Grade levels served
SubgranteeTotal	300	215	

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

Center	Summer	Grade Levels
Jarrett		erved
Washington		erved
		erved.
		erved
		erved.
	0	Grade levels served
SubgranteeTotal	0	

Exhibit 5
has been
removed.

Please
continue
to the next
exhibit.

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Jarrett	63	40.10%	24	15.60%	18	11.50%	82	52.20%	75	47.80%
Washington	109	73.60%	23	15.50%	26	17.60%	86	58.10%	62	41.90%
SubgranteeTotal	172	56.40%	47	15.40%	44	14.40%	168	55.10%	137	44.90%

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	# 2 +	% 2 +
Jarrett			35	22.30%	55	35.00%	3	1.90%	26	16.60%	2	1.30%	36	22.90%
Washington			37	25.00%	62	41.90%	3	2.00%	16	10.80%	3	2.00%	27	18.20%
Subgrantee Total	0		72	23.60%	117	38.40%	6	2.00%	42	13.80%	5	1.60%	63	20.70%

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

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other		
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	
Jarrett	1	1	2	10	9	10		5		10		3	1	2	1				
Washington	1		4	2	11			9	1					1					
(Note 2 are central staff, one is evaluator and the rest are staff)																			
Subgrantee Total	2	1	6	12	20	10	0	14	1	10	0	3	1	3	1	0	0	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
Jarrett	15	2	5	3	5	10	15	1	
Washington	15	2	5	3	1		15		
Subgrantee Total	30	4	10	6	6	10	30	1	0

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Paid	Unpaid
Provide evaluation services	1	
Raise funds		
Provide programming/activity related services	59	
Provide goods		
Provide volunteer staffing		1
Provide Paid Staffing	1	
Other		
Subgrantee Total	61	

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)				
Jarrett	Yes	Yes	Yes	truancy prevention, youth leadership, community service, physical activity, arts and music
Washington	Yes	Yes	Yes	truancy prevention, youth leadership, community service, physical activity, arts and music
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.

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
Jarrett	15	15
Washington	15	15
	#	#
	#	#
	#	#
	#	#
	#	#
	#	#
	#	#

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
	SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.	Smarter Balanced Assessment	The gap between percentage of low-income vs. middle or high income students meeting standard in 2018-19 was 9% compared to 15% in 2017-18.	Met
	Regular program participants will achieve better indicators in attendance and behavior, compared to general school population	Teacher Survey and Data+Design data.	On the Data+Design Spring data, 6% who did not attend CCLC had chronic absences while 7% who attended 30 days or more had chronic absences. However, the population of those that did not attend CCLC had received behavioral referrals verse 30% who attended 30 days or more. The lowest that did attend was 90 days or more at 16%. On the teacher surveys, On the teacher survey, Jarrett CCLC that improved in classroom behavior was 32.3% but 52.7% did not need to improve. At Washington, 31.9% improved while 56.5% did not need to improve. At Jarrett 29% improved on attending class regularly while 61.3% did not need to improve and at Washington 10.1% improved while 88.4% did not need to improve.	
	Participants will have access to high quality services in at least one core academic service area, including English/language arts, mathematics, and science.	Activity log and course descriptions indicate core subject areas.	Each center offered STEM and Literacy instruction along with enrichment activities that incorporated reading and math skills	Met
	Participants will have access to sports and enrichment activities to support their social and non-cognitive development.	Activity log and course description indicate enrichment and sports activities	Each center offered sports activities and enrichment including service learning and truancy prevention	Met
1	Kaimuki 21st CCLC's will engage at least five community partners in field including sports, culture, arts, citizenship and others	Community partner list of participants of at least 15	Each site had more than 15 partners that provided service learning opportunities, sports instruction, leadership development and other skills.	Met
	Kaimuki 21st CCLC's will provide two to four out of school activities each year to engage parents and families	List of parent participation activities of at least 2.	Both sites had a Hoike family night. Other events included participation on field trips, visiting classes such as take a parent to after school day, and volunteer opportunities	Met
	Kaimuki 21st CCLC's will offer services 15 hours per week on average, providing services when school is not in session, after-school and during the summer	CCLC activity matrix with hours noted to be at least 15	Activities matrix and log indicate 15 hours a week of activities at each site.	Met
	Kaimuki 21st CCLC's will serve high-need schools, as indicated by the percentage of students eligible for free or reduced school lunch, for participants and the general school population	Free reduced lunch eligibility percentage of at least 40%	Each site is a high needs school. At Jarrett, 76% of the students are eligible for free/reduced lunch and at Washington 55% are eligible for free/reduced lunch. 57% of the SED students attended CCLC in the schools combined.	Met
1	A higher percentage of 21st CCLC participants will meet or exceed proficiency levels in math and English/language arts, compared to the general school population.	Comparison of SB scores of CCLC students to the school as a whole as well as non-CCLC students	In ELA, students attending 30 days or more had a higher percent of proficiency than those that did not attend CCLC and the school as a whole.	Met