

SY1819 - Evaluation - Cohort 10+ & 11

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Executive Summary

The Nanakuli Complex applied on behalf of three schools on the Leeward coast of Hawaii, a largely rural area. The area is characterized by high unemployment, high poverty and low academic achievement. The median income is well below the state average and the percent of students eligible for free/reduced lunch is above 72% at all three schools (73% at Nanakuli High and Intermediate; 77% at Nanakuli Elementary; and 95% at Nanaikapono Elementary. At Nanakuli Elementary, the school served K-5 and at Nanakuli High and Intermediate (NHIS), grades 7, 8 and 9 were served. The majority of students were Native Hawaiian or Asian/Pacific Islander. The percent across the three schools of students that were regular attendees was 40% out of a total of 249 students.

All three schools offered STEM activities and arts and music enrichment activities. Nanaikapono and NHIS offered STEM, tutoring, and homework help. NHIS offered physical activities, service learning, drug prevention and youth leadership activities. Nanakuli Elementary offered mentoring and counseling. NHIS offered physical activities, community service, entrepreneurship, and tutoring. NHIS was the only school to report family activities in which 839 (duplicated count) participated and there were 49 partnerships.

The evaluation is intended to provide an objective evaluation of objective attainment and program outcomes. The evaluation plan was designed to collect data on student academic performance, fidelity in implementation of the grant, participation numbers and participant satisfaction. The implementation evaluation plan addresses whether the activities were implemented on time, if project services were implemented as intended, if partnerships were in place, and if family engagement activities were provided. It is also designed to determine any challenges or barriers encountered and whether they have been resolved. The outcome evaluation addresses academic achievement gains and classroom behavior which will be determined with teacher reports and/or teacher survey, grades in reading and math and Data+Design data.

Evaluation results include information from surveys, school reports and Data+Design reports. Teacher, parent and student surveys were distributed to the sites. Two schools (Nanakuli Elementary and

Nanakuli High and Intermediate (NHIS) returned parent, teacher and student surveys. All parents agree or slightly agree that the CCLC is of great benefit to their child and that their child is safe at CCLC.

Academically, there was no significant difference between CCLC students and non-CCLC students in ELA achievement. On the Smarter Balanced (SB) test, at NHIS, of those students needing to improve on math, only 7.2% did improve; at Nanakuli Elementary, no students needing to improve in math did and at Nanaikapono, 20% improved (1 of 5).

In ELA on the SB test, of those needing to improve results who did improve are: NHIS: 21.3%; Nanaikapono 16.7% improved (1 of 6 students); Nanakuli Elementary: 33.4% (1 of 3 students). At NHIS, there were 3 students needing to improve grades in English and 1 student did improve. In Math 16 needed to improve and none did. The small numbers make it hard to draw conclusions about the impact of the program at the elementary sites.

The percent of chronic absences was lower for CCLC students than the school and the non-CCLC students. Students that attended for 30 days or more had fewer behavior referrals than the whole school, and those that attended for less than 30 days.

On the teacher surveys, some areas of noted improvement at Nanakuli Elementary was in behavior (40%); getting along with others (60%); coming to school motivated to learn (20%); turning homework in on time (30%) and homework completion AND classroom participation (20%). At NHIS, some areas of noted improvement included homework completion AND classroom participation (39.7%); behavior (25%); attending class regularly (10.6%) and academic performance (33.3%). Not all students needed to improve, however.

Conclusions: Each of the three sites provided core academic instruction and other activities. The small sample size or lack of getting surveys are two factors in interpreting results. However, there were some areas of improvement noted. Academically, there was greater improvement in ELA than in math. Only one site reported partnerships and family involvement and at that site, participation was extensive. Based on the recommendations, the following recommendations are made:

1. Make sure all sites distribute and collect surveys.
2. Since improvement in math was much lower than in literacy, it would be helpful to determine if this area should have more attention in the coming year, however, there is still a need to emphasize literacy as CCLC students did not perform higher than non-CCLC students.
3. Elementary schools should work to engage family members and document it. Activities such as those at NHIS (family nights) might prove beneficial.
4. Elementary schools should work to find partnerships that would assist them in having a sustainability plan.
5. Continue to work at having students attend for longer periods of time.

Program Description

The Nanakuli Complex applied on behalf of three schools on the Leeward coast of Hawaii, a largely rural area. This is year 5 of the grant. A project director, Keoni Incioq oversees the administration of the grant. At NHIS, a subcontract with After School All Stars (ASAS) provides the services at NHIS. At the elementary schools, a site coordinator provides onsite coordination.

The Nanakuli Complex area is characterized by high unemployment, high poverty and low academic achievement. The median income is well below the state average and the percent of students eligible for free/reduced lunch is above 72% at all three schools (96% at Nanakuli High and Intermediate; 82% at Nanakuli Elementary; and 95% at Nanaikapono Elementary).

There was a previous CCLC grant that began in 2011-12 school year to serve the same schools with afterschool programming.

Attendance Discussion

There was a total of 380 participants in CCLC. Of those, 95 or 25% were regular attendees with the largest number of regular attendees (76) being at NHIS. 39.2% of the participants are eligible for free/reduced lunch and 13.2% have special needs.

Describe activities offered during summer 2018.

In summer of 2018, activities included core academic instruction in STEM and literacy at all sites, tutoring at NHIS and Nanaikapono EI, entrepreneurship at NHIS, arts and music and physical activity at Nanakuli HIS and Nanakuli Elementary ,

Describe activities offered during school year 2018-19.

Literacy instruction was offered at all three schools; STEM was offered at NHIS and Nanaikapono EI; tutoring was offered at NHIS, homework help was offered at NHIS and Nanaikapono; all sites offered arts and music, NHIS offered entrepreneurship, physical activities and community services and Nanakuli Elementary offered counseling and mentoring.

Describe activities offered during summer 2019.

Summer activities include literacy, STEM, arts and music and physical activities.

Program Materials

The materials used included the classroom materials used during the school day for homework help and tutoring, DimensionU math video game program to teach/reinforce math skills, Aquaponics to teach/reinforce STEM skills, the IMUA Academy aimed at 6th grade students to interest them in college and provide skill training. Some of the materials used were those used during the school day to help students with their homework.

Resources

Schools made available classrooms at the site, use of computer lab when needed, and use of the sports field at Nanakuli Intermediate. ASAS brought some of their resources to contribute to materials available at the intermediate school.

Provide a brief description of staff and roles.

Keoni Incioq was the Project Director for the Nanakuli Complex CCLC grant at no cost to the grant. At the elementary schools, each site has designated a coordinator to provide site supervision at the site, to schedule activities, ensure data are collected, and provide resources for the project. At Nanakuli High and Intermediate, After School All Stars provides the student services at the school along with their partners. In addition to paid staff, there are volunteers that assist the teachers/project staff in provision of services

Provide a brief description of successes with partnerships.

A visit to Makaha Farms taught students about farm life and let them pick fruit and vegetables to take home.

Provide a brief description of challenges with partnerships.

The elementary schools did not report any partnerships. Schools seem to find it difficult to determine what possible partnerships might be available. NHIS had a significant number of partnerships and had no challenges.

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.

Parents at each site are notified of the availability of services and welcomed to visit. The elementary schools did not report specific family activities while NHIS had some specific activities such as a "family paint night", volunteer opportunities and class visits.

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

The purpose of the evaluation is to answer evaluation questions, determine if program is implemented as intended, determine objective progress, and provide any recommendations for program improvement. The evaluation is designed to provide an objective evaluation of objective attainment and program outcomes. The implementation evaluation plan addresses whether the activities were implemented on time, if project services were implemented as intended, if partnerships were in place, and if family engagement activities were provided. It is also designed to determine any challenges or barriers encountered and whether they have been resolved.

The outcome evaluation addresses intended outcomes such as improved academic achievement, improvement in grades from first to fourth quarter, improvement in classroom behaviors such as completing homework, participating in class, attendance, and getting along with others.

The number of participants including students, families and partners is determined. A comparison between CCLC regular attendees and non-CCLC regular attendees is also completed.

Implementation Evaluation

What implementation questions are being answered?

• Which core academic areas have been addressed in CCLC? • What community partnerships have been developed and what does participation consist of? • What services have been offered to parents and other family members and how many have participated in each service? • For how many hours per week have the services been offered and for how many weeks in the summer and school year?

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

Surveys and interviews with project participants and staff as well as documentation of services provided

What is the timing of data collection?

Surveys are provided in the Spring session. Interviews occur at least twice a year to determine implementation and progress

Add any additional program implementation information.

None

Outcomes Evaluation

What outcomes questions are being answered?

-How many regular participants have demonstrated improved academic achievement? -How many regular participants have demonstrated improved behaviors in the areas of turning homework in on time, participating in class, attending class regularly, and in student classroom behavior? -Have student grades in ELA and math improved from first to fourth quarter

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

Academic achievement on the SBAC ELA and Math tests are determined through Data+Design data for CCLC and non-CCLC students for comparison. Teacher surveys are used to determine improvement in classroom behaviors and academic performance.

What is the timing of data collection?

Teacher surveys are sent out toward the end of the 4th quarter. The other analysis is done when the Data+Design reports are available.

Add any additional program outcome information.

Parent and student surveys provide additional information.

Implementation Evaluation Results

All sites are operational and offer academic and enrichment activities. NHIS has partnerships and offers a number of parent activities but the elementary schools did not report either.

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

NHIS could be a model for developing and maintaining partnerships. They have added new ones and maintained all of them.

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

No challenges for NHIS but elementary schools do not seem to know which partnerships to pursue or how to pursue them.

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

Family paint night and attendance at showcases were well attended.

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

NHIS has been very successful and could be a model for the elementary schools. School staff do not seem to have ideas of how to involve parents or are not reporting participation.

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

Having students attend long enough to have benefit is always a challenge

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

Objectives have not changed.

Success Stories

The number of partnerships and family participation at NHIS was exemplary.

Best Practices

The family nights provided by NHIS were very successful in attracting family members. Partnerships provided some excellent opportunities for students.

Student, Teacher, Parent, Staff or Community Input

Surveys were distributed in the Spring to parents and students (all students not just regular attendees).

At Nanakuli Elementary (22 responses), results for the student survey are as follows:

I feel safe at the CCLC program: 90.9%% yes, 4.5% sometimes, 4.5% no

I am learning something new in the CCLC program: 68.2% yes, 22.7% sometimes, 9.1% no

I like what I do at CCLC: 90.9% yes, 4.5% sometimes, 4.5% no

I am getting good grades at school since coming to CCLC: 66.7% yes, 19% sometimes, 14.3% no

At Nanakuli High and Intermediate (27 responses) results for the student survey are as follows:

I feel safe at CCLC: 96.3% yes, 3.7% sometimes

I am learning something new at the CCLC program: 77.8% yes, 22.2% sometimes

I like what I do at the CCLC program: 88.9% yes, 11.1% sometimes

I am getting good grades at school since coming to the CCLC program: 55.6% yes, 44.4% sometimes

I like the activities at the CCLC program: 88.9% yes, 11.1% sometimes

I am satisfied with the variety of activities at CCLC: 85.2% yes, 14.8% sometimes

At Nanakuli Elementary (19 responses) results for the parent survey are as follows:

The CCLC program is of great benefit to my child 94.7% agree, 5.3% slightly agree

The CCLC staff communicates with me about my child's progress: 68.4% agree, 26.3% slightly agree, 1.3% disagree

My child is safe at the CCLC program: 100% agree

My child learns more by participating in the CCLC: 73.7%% agree, 26.3% slightly agree

My child is more interested in school as a result of CCLC participation: 63.2% agree, 31.6% slightly agree, 5.3% slightly disagree

At Nanakuli High and Intermediate (3 responses) the parent survey results are as follows:

The CCLC program is of great benefit to my child: 100% agree

The CCLC staff communicates with me about my child's progress: 66.7% agree, 33.3% slightly disagree

My child is safe at CCLC: 100% agree

My child learns more by participating in the CCLC: 66.7% agree, 33.3% slightly agree

My child is more interested in school as a result of CCLC participation: 50% agree, 50% slightly agree

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



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

The sustainability plan called for participation in the Hawaii Afterschool Alliance to network and build partnerships to build sustainable funding for CCLC

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

There have not been changes to the original plan. ASAS in working with NHIS has added partners and none have dropped out. The other schools have not yet added partners but will work with the Complex area staff to seek additional funding.

Conclusions

Each of the three sites provided core academic instruction and other activities. The small sample size or lack of getting surveys are two factors in interpreting results. However, there were some areas of improvement noted. Academically, there was greater improvement in ELA than in math. Only one site reported partnerships and family involvement and at that site, participation was extensive.

Reflections on program implementation and impact

All three schools have fully implemented a CCLC. There are some positive results in academic achievement for some students and satisfaction with the program.

Evaluation dissemination

The schools provide the results to staff and parents at designated meetings.

Exhibit 1: Basic Information Table

Required Information	Enter Information
Subgrantee Name	Nanakuli Comple

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Nanaikaipono El	K-6
Center 2	Nanakuli Elementary	K-6
Center 3	Nanakuli High and Intermediate	7,8
Center 4		
Center 5		
Center 6		
Center 7		
Center 8		
Center 9		

3.B.1. Goals

1	<i>SAMPLE: Improve academic achievement in math</i>
1	The overarching goal is to support college and career readiness of students with out-of-school opportunities that are appropriate for each stage of their ed
2	Click here to enter second goal, if applicable.
3	Click here to enter third goal, if applicable.
4	Click here to enter fourth goal, if applicable.
5	Click here to enter fifth goal, if applicable.

|
Educational journey: elementary, intermediate and high school
|
|
|

3.B.2. Objectives

1	<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>
	<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>
1	Students will demonstrate educational and social benefits and	Teacher Survey
	School sites will offer a range of educational, developmental, and	Activities log
	Students in the 21st CCLC program will demonstrate academic	SBAC, grade reports and teacher survey
	Click here to enter fourth objective for Goal 1.	Click here to enter measure.
2	Click here to enter first objective for Goal 2.	Click here to enter measure.
	Click here to enter second objective for Goal 2.	Click here to enter measure.
	Click here to enter third objective for Goal 2.	Click here to enter measure.
	Click here to enter fourth objective for Goal 2.	Click here to enter measure.
3	Click here to enter first objective for Goal 3.	Click here to enter measure.
	Click here to enter second objective for Goal 3.	Click here to enter measure.
	Click here to enter third objective for Goal 3.	Click here to enter measure.
	Click here to enter fourth objective for Goal 3.	Click here to enter measure.
4	Click here to enter first objective for Goal 4.	Click here to enter measure.
	Click here to enter second objective for Goal 4.	Click here to enter measure.
	Click here to enter third objective for Goal 4.	Click here to enter measure.
	Click here to enter fourth objective for Goal 4.	Click here to enter measure.
5	Click here to enter first objective for Goal 5.	Click here to enter measure.
	Click here to enter second objective for Goal 5.	Click here to enter measure.
	Click here to enter third objective for Goal 5.	Click here to enter measure.
	Click here to enter fourth objective for Goal 5.	Click here to enter measure.

Exhibit 3: Students Served in Summer 2018

Center	Summer 2018 Enrollment – Total	Grade Levels
Nanaikaipono EI	85	2,3,4,5,6
Nanakuli Elementary	65	1,2,3,4,5,6
Nanakuli High and Intermediate	31	7,8
	0	Grade levels served
	0	Grade levels served.
	0	Grade levels served
SubgranteeTotal	181	

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Nanaikaipono EI	26	10	Grade levels served
Nanakuli Elementary	51	5	Grade levels served
Nanakuli High and Intermediate	174	78	Grade levels served.
			Grade levels served
			Grade levels served.
			Grade levels served
SubgranteeTotal	251	93	

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

Center	Summer 2019	Grade Levels
Nanaikaipono EI		Served
Nanakuli Elementary		Served
Nanakuli High and Intermediate		Served.
		Served
		Served.
	0	Grade levels served
SubgranteeTotal	0	

Exhibit 5
has been
removed.

Please
continue
to the next
exhibit.

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Nanaikaipono EI	96	12	1,2,3,4,5,6
Nanakuli Elementary	100	7	1,2,3,4,5,6
Nanakuli High and Intermediate	185	76	7,8
			Grade levels served
			Grade levels served.
			Grade levels served
SubgranteeTotal	381	95	

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Nanaikaipono EI	51	54.00%	19	20.00%	5	6.00%	46	48.00%	50	53.00%
Nanakuli Elementary	45	45.00%	13	13.00%	0	0.00%	58	58.00%	42	42.00%
Nanakuli High and Intermediate	91	50.00%	31	17.00%	11	6.00%	101	55.00%	83	46.00%
SubgranteeTotal	187		63		16		205		175	

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 +
Nanaikaipono El	0	0.00%	5	6.00%	60	63.00%	0	0.00%	17	18.00%	1	2.00%	13
Nanakuli Elementary	0	0.00%	0	0.00%	68	68.00%	1	1.00%	22	22.00%	2	2.00%	7
Nanakuli High and Intermediate	0	0.00%	9	5.00%	142	78.00%	4	3.00%	20	11.00%	0	0.00%	9
Subgrantee Total	0		14		270		5		59		3		29

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	
Nanaikaipono El	1										4								
Nanakuli Elementary													2						
Nanakuli High and Intermedia central	1		2		7			4			1							1	1
Subgrantee Total	2	0	2	0	7	0	0	4	0	0	6	0	2	0	0	0	1	1	

Exhibit 10. Average Hours per Week by Position

Center	Administrator	College	Community	High School	Parents	School Day	Non-Teaching	Sub-	Other
Nanaikaipono EI	10								
Nanakuli Elementary							10		
Nanakuli High and Intermediate	15		10	5		15			
Subgrantee Total	25	0	10	5	0	15	10	0	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	49	
Provide goods		
Provide volunteer staffing		
Provide Paid Staffing		
Other		
Subgrantee Total	50	0

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)				
Nanaikaipono EI	Yes	Yes	Yes	Specify other services.
Nanakuli Elementary	Yes			Specify other services.
Nanakuli High and Intermediate	Yes	Yes	Yes	Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.

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 .
Nanaikaipono El		
Nanakuli Elementary		
Nanakuli High and Intermediate	49	Field trips, community service, activities

Exhibit 15: Performance on KPI Ob

Objective 2.3: Centers will offer services to parents and other family members of s

Center	Number of parents/ family members participating
Nanaikaipono El	
Nanakuli Elementary	
Nanakuli High and Intermediate	839

Objective 1.4 - Services to Parents and Family Members

students enrolled in the program.
Description of services to parents and other family members.
Family nights, attendance at showcases

Exhibit 17: Performance on KPI Objective 3.1.1

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	
	#	%	#	%
Nanaikaipono EI	34		3	8.80%
Nanakuli Elementary	34		16	47.10%
Nanakuli High and Intermediate	119		24	20.20%

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	
	#	%	#	%
Nanaikaipono EI				
Nanakuli Elementary				
Nanakuli High and Intermediate	45		0	

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	
	#	%	#	%
Nanaikaipono El	34		13	38.20%
Nanakuli Elementary	28		14	50.00%
Nanakuli High and Intermediate	135		5	3.70%

Exhibit 20: Performance on Indicator 3.2.2 –

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	
	#	%	#	%
Nanaikaipono EI				
Nanakuli Elementary				
Nanakuli High and Intermediate	16		3	18.80%

Exhibit 21: Progress on Program-Specific Objectives

	<i>Objectives</i>	<i>Measures</i>
	<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>
1	50% of regular program participants achieve teacher-reported improvement in classroom participation and	Teacher Survey
	50% of regular program participants achieve teacher-reported improvement in classroom participation and	Activities log
	50% of regular program participants achieve teacher-reported improvement in classroom participation and	School sites will offer a range of educational, developmental, and enrichment activities that support student learning and growth.
2	50% of regular program participants students will demonstrate improvement in classroom participation and	Click here to enter measure.
	50% of regular program participants will demonstrate improvement in classroom participation and	Click here to enter measure.
	100% of centers will offer high-quality services in at least one of the following areas:	Click here to enter measure.
	100% of centers will offer enrichment and support activities that support student learning and growth.	Click here to enter measure.
3	More than 85% of centers will establish and maintain a system of data collection and analysis to monitor and improve program effectiveness.	Click here to enter measure.
	More than 85% of centers will offer services to parents and families that support student learning and growth.	Click here to enter measure.
	More than 75% of centers will offer services at least once a week to all students.	Click here to enter measure.
4	100% of centers are located in high-poverty areas.	Click here to enter measure.
	Click here to enter first objective for Goal 4.	Click here to enter measure.
	Click here to enter second objective for Goal 4.	Click here to enter measure.
	Click here to enter third objective for Goal 4.	Click here to enter measure.
5	Click here to enter fourth objective for Goal 4.	Click here to enter measure.
	Click here to enter first objective for Goal 5.	Click here to enter measure.
	Click here to enter second objective for Goal 5.	Click here to enter measure.
	Click here to enter third objective for Goal 5.	Click here to enter measure.
	Click here to enter fourth objective for Goal 5.	Click here to enter measure.

