

Hawai'i 21CCLC Evaluation Report Template – SY2018-19 Cohort 12

Pacific American Foundation, Mālama Koolaupoko – Mālama Honua 21<sup>st</sup> Century Program

OVERVIEW

To assist subgrantees with meeting state evaluation requirements, for SY2018-19 the HIDEOE is has created a standardized template for evaluations of the 21CCLC programs. Cohort 12 subgrantees are required to complete this template with SY2018-19 information. The checklist below serves as a list of required elements and provides a tracking tool for completion.

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# 1. General Information

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Please retain the pre-set formatting of 12 pt. font for narrative sections of the report and 10 pt. in the tables throughout this document.

**Exhibit 1: Basic Information Table**

Required Information	Enter Information
Date Evaluation Report Submitted	December 18, 2019
Grantee Name	PACIFIC AMERICAN FOUNDATION
Program Director Name	Doug Knight, Co-Program Director and Lynn Fujioka, Co-Program Director
Program Director Email	<a href="mailto:lfujioka@thepaf.org">lfujioka@thepaf.org</a> <a href="mailto:dknight@thepaf.org">dknight@thepaf.org</a>
Evaluator Name	Anna Ah Sam
Evaluator Email	<a href="mailto:aahsam@me.com">aahsam@me.com</a>
Year of Grant	SY 2018-2019 Cohort 12

**Exhibit 2: Center Information Table**

Center	Name of Center	Grade Levels Served
Center 1	Blanche Pope Elementary	K - 6
Center 2	Kailua Elementary	K - 6
Center 3	Kailua High	9 - 12
Center 4	Keolu Elementary	K - 6
Center 5	Malama Honua PCS	K - 8
Center 6	Olomana School	7 - 12
Center 7	Puohala Elementary	K - 8
Center 8	Waiahole Elementary	K - 6
Center 9	Waimanalo Elementary	K - 6
Center 10	Le Jardin Academy	Not served

Moving forward, please enter the centers in the same order for the tables to come.

## 2. Executive Summary

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This section of the report is a brief overview of the evaluation, explaining why it was conducted and listing its major conclusions and recommendations. Although the executive summary is placed first, it is typically the section that you write *last*. Include a **brief summary (no more than 2 pages, 12 pt.)** of the key points from each section of the report:

1. Program description
2. Evaluation Design
3. Evaluation Results
4. Conclusions and Recommendations

21CCLC Award Year 1 (SY2018-19) –

Pacific American Foundation - Malama Koolaupoko - Malama Honua 21<sup>st</sup> Century Program  
Brief Overview:

The Malama Program's evaluation implementation plan was designed to more fully address the qualitative growth measures. This focused on students' social and emotional learning as reflected in both their college readiness, community-readiness, and their connection to their families, their schools, and their communities. We determined that we needed to establish a separate database and continue to use our external evaluator to design these qualitative pre- and post-surveys to capture these social/emotional indicators.

Anna Ah Sam was contracted to design these surveys and to conduct student interviews at key periods to address social emotional learning in keeping with the central framework of the Malama Program to increase students' connectedness to their families, schools, and communities.

The Data Sharing Agreement needs to be utilized to collect additional information, either through the output reports, or independently to address the other missing data needed to answer the measures of effectiveness called for in this report template.

The MKMH 21<sup>st</sup> Century Program was approved in its design to provide student in grades K-12 with academic support and cultural enrichment that helps students be college-ready and grounded in knowledge about their community and their connection to place and role as stewards of their 'āina. This became the basic formula for enabling each site's afterschool staff to design afterschool activities that meet students' needs, interests, and connectedness to their communities. All sites follow the general outline of the Program and student voice and choice has enabled each site to develop a variety of activities that best address their student's needs. Regular teachers and staff of the school day were hired to staff the afterschool activities. Over ninety staff were hired for nine sites in Waimanalo, Kailua, and Kaneohe. Thirty-eight community partners participated in community-based stewardship and cultural activities in Koolaupoko area.

Conclusions and Recommendations:

Student outcomes described by the iResult Outcome reports have not provided statistically significant results, due to too few students recorded, over a too-short a period of time.

However, this report has been a useful review of progress in establishing the activities, building each site's staff team and normalizing routine protocols for operating.

The Malama community activities organized within the HA framework for community connectedness was lauded in a end-of-school year banquet of the Kailua Complex as

providing the support and resources for students to learn more about their communities and community partners.

Recommendations: Areas needing more emphasis have been identified as priorities for Year Two initiatives.

- An attendance system version 2.0 is going operational in January 2020 to automate attendance compilation unified with a student/family database.
- Improved documentation of parent engagement activities will be instituted to capture the extensive participation.
- Manageable choices of activities are becoming routine and provide students more choices.
- School sites continue to customize their activities to better fit their students' needs and provide additional support for students approaching proficiency in their academic skills.
- Support of community partners and their outdoor classrooms is building as regular fieldtrips.
- PAF-based transportation to community partner sites is becoming a reality in Spring 2020 to build capacity for regular fieldtrips.
- Documentation and record keeping methods are moving to be an online handbook of artifacts.

## 3. Program Description

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### 3.A. PROGRAM DESCRIPTION

Provide a brief description of the program, including the following bullet points:

- Describe the organization operating the grant program.
- Provide the grant year (i.e., Year 1, 2, 3 etc.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?

- Describe the organization operating the grant program.
- Provide the grant year (i.e., Year 1, 2, 3 etc.).

CI21CCLC Award Year 1 (SY2018-19) – Pacific American Foundation  
Malama Koolaupoko - Malama Honua 21<sup>st</sup> Century Program

Pacific American Foundation (PAF) is a non-profit 501c3 organization established in 1993 dedicated to "improve the lives of Pacific Americans" which include Hawaii, the Pacific and the U.S. Continent. The year 2018 marks our 25th anniversary and we continue to pride ourselves on developing and collaborating with partners that reflect a deep desire to serve our communities to the highest level of our collective ability, passion, intellect, and to always be transparent and accountable.

As a lead applicant in Cohort 12, PAF has connected with an array of community partners with 9 school sites in the Ko'olaupoko district, Windward O'ahu, to facilitate and bridge each student's learning by challenging them to be active participants in their learning. All participating schools qualify as Title I schools with over 40% of their student populations enrolled in a federally subsidized plan.

As of the Spring APR report (including Fall 2018 and Spring 2019 semesters), 571 students were served, in grades K to 12 in project-based, place-based, culture-based interdisciplinary curriculum. The activities at the nine school-based sites have incorporated the student's whole learning of comprehensive academic support with social and emotional learning.

In addition, five Summer Bridge programs were conducted during Summer 2019 (although the number served is not included in the counts of this report), by students who were transitioning from PreK to K, from 6th into 7th grade, and from 8th into 9th grades. These programs are designed as preventive interventions to better prepare students to be successful in their transition into their next school level, as well as serve to avoid student truancy, academic failures, or dropouts, and to ensure promotion and on-time graduation.

Initial consultation with all school principals helped to determine their: (1) alignment to the vision of the Malama Koolaupoko, Malama Honua program; and (2) the alignment to respective school academic plans and (3) overall assessment of need and "culture of the school."

- *Describe the community and schools involved in the program, including evidence that these are high-poverty communities.*

Nine school sites are participating including: Blanche Pope Elementary, Waimanalo Elementary and Intermediate, Keolu Elementary, Kailua Elementary, Kailua High, Olomana School, Malama Honua Public Charter, Puohala Elementary, and Waiahole Elementary. Although Le Jardin Academy was invited and agreed to participate, uncertainty of private schools' eligibility to receive funds led to the decision not to include it in the budget proposed and accepted grant program. All of the nine school sites are Title I schools. The Spring 2019 APR report documented that 55% of participating students (312 of 571) are socio-economically disadvantaged (qualifying as free-reduced lunch status).

- *Did the organization offer any afterschool programming prior to the grant? If so, when was such programming first offered?*

Pacific American Foundation has previously served as a service provider using 21<sup>st</sup> Century funds in grants managed by the Castle/Kahuku Complex in support of several summer bridge transition programs at Castle, Kahuku High, and to the feeder elementary schools of Kahuku Intermediate.

### 3.B. PROGRAM GOALS AND OBJECTIVES

The Hawai'i 21<sup>st</sup> CCLC grant programs are accountable to the Measures of Effectiveness as included in the 21CCLC Request for Proposal – see [Section 4B: Evaluation Results](#). Objective 4 in RFP D18-084 states “Participants in 21<sup>st</sup> Century Learning Centers will demonstrate progress toward individually identified program goals.” Thus, subgrantees articulated their own program-specific goals and objectives.

- **Goals** are brief, general statements about what the program hopes to achieve.
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.
- **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

#### 3.B.1. Goals

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

	GOALS
1.	<b>Goal 1.</b> Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.
2.	<b>Goal 2.</b> Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math.
3.	<b>Goal 3.</b> Participants in 21st Century Community Learning Centers will demonstrate positive behavioral changes.
4.	<b>Goal 4:</b> Participants in 21st Century Community Learning Centers will demonstrate progress toward individually identified program goals.

#### 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 examples in grey below. Enter all that apply.

Goal	Objective	Measure
1.	<b>Goal 1.</b> Demonstrate academic improvement in reading/ language arts.	
	1.1 Percentage of regular program participants with improvement in reading/ language arts scores and proficiency	Smarter Balanced Assessment
	1.2 Percentage of regular program participants with improvement in reading/ language arts	grades or course-marks
2.	<b>Goal 2.</b> Demonstrate academic improvement in math	
	2.1 Percentage of regular program participants with improvement in math scores and proficiency	Smarter Balanced Assessment.
	2.2 Percentage of regular program participants with improvement in math	grades or course-marks
3.	<b>Goal 3.</b> Participants in 21st Century Community Learning Centers will demonstrate positive behavioral changes.	
	3.1 Percentage of regular program participants with decreases in the number of days absent from school, as measured quarterly throughout the school year.	quarterly throughout the school year

	3.2: Percentage of regular program participants with decreases in the number of behavioral incidents at school, as measured.	quarterly throughout the school year
	3.3: Percentage of regular program participants with increased social and emotional skills.	student surveys
4.	<b>Goal 4:</b> Participants in 21st Century Community Learning Centers will demonstrate progress toward individually identified program goals.	
	4.1 HĀ Principles: At all elementary, intermediate, and high schools: 50% of participating youth will report increased knowledge, understanding and practice of HĀ principles,	Post-Participant Survey
	4.2 Service-Learning: To promote the Program theme that students, teachers, and families will visit and commit to give back some service hours to each of the community partner/ cultural resource sites within the Ko’olaupoko area or island to show that social/emotional and cultural connections are being made that will enhance the learning journey of each participating student beyond the confines of this program. (Proposal p.30)	Student Interviews
	4.3 Parent Engagement: To increase parent involvement by 10% every year in participating at community partner sites with students and teachers.	APR EOY report
	4.4 Student Voice: To support a process in which student voice and needs drive the opportunities to give students and their families a sense of ownership in the program, build firm foundations and take responsibility for their own learning journey.	Student Interviews

### 3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

#### 3.C.1. Attendance

**Exhibit 3: Students Served in Summer 2018**

Center	Summer 2018 Enrollment – Total	Grade Levels
Blanche Pope Elementary	0	K - 6
Kailua Elementary	0	K - 6
Kailua High	0	9 - 12
Keolu Elementary	0	K - 6
Malama Honua PCS	0	K - 8
Olomana School	0	7 - 12
Puohala Elementary	0	K - 8
Waiahole Elementary	0	K - 6
Waimanalo Elementary	0	K- 6
Le Jardin Academy	0	none
<b>Subgrantee Total</b>	0	Summer 2018 preceded grant start date.

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Blanche Pope Elementary	65	32	K - 6
Kailua Elementary	86	70	K - 6
Kailua High	92	0	9 - 12
Keolu Elementary	40	37	K - 6
Malama Honua PCS	35	15	K - 8
Olomana School	15	3	9 - 12
Puohala Elementary	77	63	K - 8
Waiahole Elementary	35	31	K - 6
Waimanalo Elementary	126	81	K- 6
Le Jardin Academy	0	0	none
<b>Subgrantee Total</b>	<b>571</b>	<b>332</b>	

\* Regular attendees are those who have attended the program for 30 or more days.

**[not required] Exhibit 5: Students Served in Summer 2019 (ending June 30, 2019)**

Center	Summer 2019 Enrollment – Total	Grade Levels
Kailua High	20	9th
Olomana School	4	10, 11
Puohala Elementary	12	K
Waimanalo Elementary	75	K (15 students), 6 <sup>th</sup> -9 <sup>th</sup> (60 students)
<b>Subgrantee Total</b>	<b>111</b>	

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*		2018 -19 Enrollment – 300 hours	
Blanche Pope Elementary	65	32	49%	0	0%
Kailua Elementary	86	70	81%	0	0%
Kailua High	92	0	0%	0	0%
Keolu Elementary	40	37	93%	0	0%
Malama Honua PCS	35	15	43%	0	0%
Olomana School	15	3	20%	0	0%
Puohala Elementary	77	63	82%	0	0%
Waiahole Elementary	35	31	89%	0	0%
Waimanalo Elementary	126	81	64%	0	0%
Le Jardin Academy	0	0	0%	0	0%
<b>Subgrantee Total</b>	<b>571</b>	<b>332</b>	<b>58%</b>	<b>0</b>	<b>0%</b>

\* Regular attendees are those who have attended the program for 30 or more days.

**Exhibit 7: Percent of Students Served in 2018-19 (combined and unduplicated)**

Note: This data is reported by school as presented in the original application.

School	2018-19 Total Student Body (TSB)	25% of TSB if Elementary or Middle School 15% of TSB if High School	2018 -19 21CCLC Enrollment Total (exhibit 6, column 2)	2018 -19 21CCLC Enrollment Percent of TSB
Blanche Pope Elementary	250	63	65	26%
Kailua Elementary	360	90	86	24%
Kailua High	760	114 (15%)	92	12%
Keolu Elementary	123	31	40	33%
Malama Honua PCS	123	31	35	28%
Olomana School	70	18	15	21%
Puohala Elementary	284	71	77	27%
Waiahole Elementary	92	23	35	38%
Waimanalo Elementary	450	113	126	28%
Le Jardin Academy	0	0	0	0%
<b>Subgrantee Total</b>	2,512	554	571	23%
<b>K-6 only Subgrantee Total</b>	1,752	440	479	27%

**3.C.2 Participant Characteristics**

What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including: ●F/R Lunch, ●Special Needs, ●English Language Learners ●Gender, ●Race/ethnicity

**Exhibit 8: Characteristics of Students Served (18/19 combined and unduplicated)**

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Blanche Pope Elementary	44	70%	9	15%	0	0%	43	66%	22	34%
Kailua Elementary	43	51%	6	8%	6	8%	35	40%	51	60%
Kailua High	42	46%	10	11%	2	3%	58	64%	34	36%
Keolu Elementary	25	63%	7	18%	0	0%	25	63%	15	38%
Malama Honua PCS	17	50%	2	6%	0	0%	18	53%	16	48%
Olomana School	9	60%	4	27%	0	0%	7	47%	8	54%
Puohala Elementary	45	59%	10	13%	2	3%	38	49%	39	51%
Waiahole Elementary	20	58%	4	12%	1	3%	14	40%	21	60%
Waimanalo Elementary	68	54%	17	14%	18	15%	64	51%	62	49%
Le Jardin Academy	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Subgrantee Total</b>	313	56%	69	13%	29	6%	302	84%	268	16%

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

**Exhibit 9: 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+
Blanche Pope Elementary	0	0%	1	2%	49	78%	0	0%	9	15%	0	0%	6	5%
Kailua Elementary	0	0%	3	4%	21	25%	0	0%	21	25%	17	20%	24	28%
Kailua High	0	0%	23	25%	38	42%	0	0%	9	10%	13	15%	10	13%
Keolu Elementary	0	0%	6	15%	13	33%	0	0%	4	10%	6	15%	11	28%
Malama Honua PCS	0	0%	0	0%	15	45%	0	0%	9	27%	7	21%	4	12%
Olomana School	0	0%	1	7%	10	67%	0	0%	3	20%	0	0%	1	7%
Puohala Elementary	2	3%	2	3%	39	51%	0	0%	22	29%	1	2%	11	15%
Waiahole Elementary	0	0%	1	3%	17	49%	0	0%	8	23%	4	12%	5	15%
Waimanalo Elementary	0	0%	9	8%	74	59%	0	0%	28	23%	0	0%	15	12%
Le Jardin Academy	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Subgrantee Total</b>	<b>2</b>	<b>1%</b>	<b>46</b>	<b>9%</b>	<b>276</b>	<b>49%</b>	<b>0</b>	<b>0%</b>	<b>113</b>	<b>20%</b>	<b>48</b>	<b>9%</b>	<b>82</b>	<b>15%</b>

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; 2+ refers to two or more races.  
 Note: These data should match data reported in Exhibit 6.

**3.D PROGRAMMING**

Describe activities offered during summer 2018.

**None. Grant not yet awarded**

Describe activities offered during school year 2018-19.

The MKMH 21<sup>st</sup> Century Program was approved in its design to provide students’ academic support and cultural enrichment that helps students be college-ready and grounded in knowledge about their community and their connection to place and role as stewards of their ‘āina. This became the basic formula for enabling each site’s afterschool staff to design afterschool activities that meet students’ needs, interests, and connectedness to their communities. All sites follow the general outline of the Program and student voice and choice has enabled each site to develop a variety of activities that best address their student’s needs.

School	Activity Description	Type
BLANCHE POPE ELEMENTARY	Oli, Mele, Hula, instruments	ART and Music (ART)
	Malama Honua, culture /place-based service-learning	Community Service-Learning (CSL)
	Restoration Kai and Wai projects	CSL
	Community Partners, Limu Hui	CSL
	Fieldtrip, HIMB	CSL
	Fieldtrips, walking Huaka’i - Muliwaiolena Cleanup	CSL

Wellness, Cooking, Nutrition, Wellness, Fitness	Mentoring
Breathing, Meditation, Yoga, Grounding	Physical Education (PE)
Gardening and farming, cultural	STEM
Homework Helpwork	Homework Help
<b>KEOLU ELEMENTARY</b>	
Culture-based cultural lessons	CSL
Beach Cleanups	CSL
Fieldtrips: HIMB, Tidepools, fishponds	CSL
Stewardship	CSL
Health Well being activities, fitness, games	Mentoring
Morning Exercise Fitness	PE
STEM activities	STEM
Homework Helpwork help	Homework Help
<b>KAILUA ELEMENTARY</b>	
Oodles of Art, , M, T, TH, F	ART
Fieldtrips	CSL
Creative Fun with Stories, M, T, TH, F	Literacy
Art Integration, M, T, TH, F	Literacy
Creative Writing, Mel/Crystal,, M, T, TH, F	Literacy
Health and Fitness , M, T, TH, F	PE
STEM Gardening, M, T, TH, F	STEM
3D Digital Design MakerSpace Ed, M, T, TH, F	STEM
Homework Helpwork	Homework Help
Mele on Lawn HA hoike	CSL
<b>KAILUA HIGH</b>	
Marine Biology Club at HIMB	STEM
Programming Shell Scripting	STEM
E-Sports Analytics	STEM
Yoga Flow 101	PE
Intro to Acting	ART
Jazz Band	ART
Kailua Social Club	Mentoring
<b>OLOMANA SCHOOL</b>	
Fieldtrips to Cultural Sites - Service Lrg	CSL
Tutoring Help	TUTOR
Career Assessment, Exploration	CCR
<b>PUOHALA ELEMENTARY</b>	
Hula / Oli - M	ART
Mele - T	ART
Between Oceanography, Art, And Me	ART
Fieldtrips to cultural sites, F	CSL
Critical Thinking, Debate, T, TH	LITERACY
E Ulul Kakou, Farm to Table, Nutrition, T, TH	Mentoring
O Ma Goodness, cooking, hygiene, M, T, TH	STEM
Pili Helu Magic, Math - M, T, Th	STEM

E Ola I ke Kuleana (Living with Kuleana) - M, T	Mentoring
Homework Helpwork Help	Homework Help
<b>MALAMA HONUA PCS</b>	
Basketball Skills Drive	PE
Mindful Movement Yoga	PE
Math Integrated Art	ART
Music Mele Mana, Ukulele	ART
Kapa Making	ART
Tutoring	Tutoring
<b>WAI AHOLE ELEMENTARY SITE</b>	
Art, W	ART
Hula. W	ART
Garden to Table, T	CSL
Fieldtrips to Loi, Nursery, Fishpond	CSL
STEM, M	STEM
NH Culture and Plants, TH	STEM
Climate Change, Ag gardening, composting	STEM
Homework Helpwork help	Homework Help
<b>WAIMANALO ELEMENTARY SITE</b>	
Hip Hop Dancing	ART
Art, Russell M, T, TH, F	ART
Drama, Willard, commun arts M, T, F	ART
Fieldtrip: Polynesian Cultural Center	ART
Cultural games, board and makahiki	Literacy
Drama, Set-Making M, Th - Ho	LITERACY
Italian Language conversation, lolanda	LITERACY
Themes	LITERACY
Hawaiiana	LITERACY
Sports /Fitness: races, soccer, baseball, jump rope	PE
Homework Help	Homework Help.

Optional: Describe activities offered during summer 2019.

Descriptions of the Five Summer programs Conducted in 2019

a) Waimanalo Elementary and Intermediate School Summer Program: The Mālama Program supported and supplemented the WEIS Summer Uplink Program, also sponsored by Uplink funding. Dates: June 5 – July 3, 2019 (19 days). Participants: 60 students from Blanche Pope Elementary and from Waimanalo Elementary who were making the transition from 5th-into-6th grades, 6th-into-7th grades, and 7th-into-8th. The Summer Program was both an academic, recreational, and cultural experience with service-learning trips to the Waimanalo Community Limu Hui restoration effort at Kaiona Beach, and to Waikalua Loko I'a fishpond. Choices of activities included art, e-sports, robotics, cooking, Wii games, and arts & crafts. With Mālama Program's support two cultural service-learning fieldtrip experiences were added to WEIS summer program. Students integrated their learning into art work. The new pilot online attendance

application being developed by PAF was successfully tested and modified according to improvements suggested by staff.

b) Olomana Mālama Ko`olaupoko, Mālama Honua Summer Leadership Program: 4 Olomana alternative education students (grades 7-12) participated in intensive mentoring experiences to gain teamwork and leadership skills. Students worked on establishing a post-high school goal, learned skills and leadership tools to help them achieve opportunities in life, and to have a dream. Fieldtrips included Iolani Palace and Mauna 'Ala (Royal Mausoleum), Kualoa Ranch, and Camp Erdman's Ropes Challenge course. Dates: June 6 – 19, 2019 (10 days), from 8:30 – various times day by day.

c) Kailua High Summer Bridge Program, Inaugural beginning, for 20 in-coming 9th graders recruited from Waimanalo Intermediate and Kailua Intermediate to provide a cultural experience at various cultural stewardship sites. Dates: July 1- 12, 2019 (9 days) 8:30 – 1:00 pm. The bridge program was the first-time, inaugural offering for Kailua High to support their incoming 9th graders with opportunities to make new friends across the alumni of two intermediate schools (Waimanalo and Kailua Intermediate Schools). The Program also provided cultural experiences with service-learning components to significant cultural sites of the Ko'olaupoko District including Kualoa Ranch for team building exercises, Once Again Farms, the Oceanic Institute Research Center (HPU) at Sealife Park, Paepae O He'eia Fishpond, and the lo'i terraces at Ho'okua'aina Farm. It also helped students feel a new common identity as Surfriders. It was a fun experience for the incoming 9th graders to build relationships with each other and staff members, get acclimated to Kailua High School, succeed in the transition into 9th grade, and build their sense of belonging to KHS's 'ohana and community. Students gained team building skills, leadership skills, connections to their new school, a deeper understanding of their communities' culture, and a clearer idea of their interests and passions. Students completed a career interest assessment using the online Kuder.com career planning and development system and established an electronic portfolio.

d) Pūōhala Elementary, PreK to K Transition Summer Program for 12 incoming kindergarten students with classes in both Hawaiian Language and English. Dates: July 8 – 19, 2019 before the school year begins. (10 days), 3-hours/day The Pūōhala Elementary Site conducted a new Summer 2019 "Bridge to Kindergarten" Program this Summer. The two-week transition program held two classes, one for Hawaiian Immersion students and the other for English students. The program addressed the need for a skills baseline given the wide range of readiness skills of entering kindergarten students, many of whom had no pre-school or early education experience. The Bridge Program offered orientations to learn classroom and school routines, getting familiar to the school environment, becoming familiar with adults on campus, and building relationships with each other and their teachers. The bridge experience also helped both students and their parents to acclimate to the school environment in a quieter setting than the usual chaotic first day of school where the campus is filled with parents and older students that can contribute to an overwhelming feeling for first time kindergarteners.

e) Waimanalo Elementary and Intermediate School (WEIS), Keiki Steps Transition Summer Program into Kindergarten. 15 kindergarten students received an orientation to school protocols for both students and their parents. This included assessment of their early literacy skills. Dates: July 22-26, 2019 (5 days) 3 hours/day WEIS conducted its "Keiki Steps" Transition Program Summer program with the same objectives as the other pre-K to K programs and bolstered students' readiness for the learning and understanding of the relationship of the school to the community. Assessment of early literacy skills was the starting point of instruction.

### 3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

#### 3.E.1. Program Materials

What program materials were used (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools)?

##### **Program Materials: Described by Sites**

**Blanche Pope EL:** Always Dream Foundation (literacy/reading), gardening tools, gloves and footwear for stream cleanups, recycled materials, harvesting and growing 'uala (Hawaiian sweet potato), corn, beans, lettuce, makahiki implements, lei making materials, lau ki/ti leaves for wrapping and limu lei making, limu harvesting and processing, natural dyes

**Kailua EL:** Literature books borrowed from our school library, alphabet flash cards, sight word flash cards, gardening tools, PE equipment, online applications (Wonders, Stepping Stones, Kid Biz, IXL, Story Bird), school and office supplies (pencils, markers, scissors, crayons, paint, white boards, etc), cardboard construction tools, 3D printing filament and materials, LEGO robotics kits, Mad Libs, board games, board and stone (paiai and kaiai), recycled materials for art, lei and lauhala weaving materials, kukui nuts/leaves

**Kailua HS:** Activities and exercises from TAG - The Actors' Group; video gaming

**Keolu EL:** Kanaeokana - supporting olelo Hawaii, culture and aina-based education, OHE - Na Hopena Ao / HA, PAF Aloha Aina curricula, Ulukau - Hawaiian Electronic Library, Many Waa One Voyage Network

**Malama Honua PCS:** Online applications (used during regular school hours -- Lexia (differentiated literacy application) and DreamBox (adaptive online math program), stream clean up materials and tools. kapa making tools and materials, recycled items for art & math class

**Olomana School:** Acellus On line credit recovery program for English, Social Studies, Math; Health courses; water shoes, for safety when working in lo'i or fishpond; garden gloves; folders - Career/College assessment; cork boards - DreamBoards

**Puohala EL:** Curriculum: Na Hopena Ao, Mental Math, Food Prep, Ike Kupuna, Playworks, Naau; online programs: IXL, Google Docs; hands-on materials: classroom drawing/painting materials, vegetables from the mala, seeds; equipment/tools: tabletop cooking implements and utensils, gardening tools and equipment, music equipment and hula implements

**Waiahole EL:** Online application Skybrary; reading materials - literature (leveled) books (from Fountas and Pinnell Leveled Literacy Intervention and Classroom sets and Lead Teacher classroom library); math materials - Math Games (Hexagon Cookies, Pattern Block Designs, 1-2-Nim, Achi, puzzles/reasoning games such as Sudoku); enrichment materials/equipment/tools - P.E: rubber balls, hula hoops, bean bags, soccer nets, cones, yarn balls; Arts & Crafts: paint, watercolor, composition books for journaling, glue, magazines, chalk pastels; Ahupua'a: shovels; Lo'i: iPads, 360 degree cameras

**Waimanalo EL and Inter:** Online applications: Lexia, Reading Plus, Khan Academy, and IXL; YouTube mime videos; reading materials - classroom libraries; computers

### 3.E.2 Resources

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

#### 3.E.2 Resources: Described by Site

All our Centers are located on HIDOE school campuses using HIDOE facilities (i.e., classrooms, cafeterias, playgrounds, etc. Malama 21st has facilities agreements with all participating schools)

**Blanche Pope EL:** Puohala EL, Waimanalo Limu Hui (Ikaika Rogerson / Uncle Wally Ito KUA), Waimanalo Learning Center (Ilima Ho-Lastimoso), Hookuaaina (Danielle Espiritu), Papahana Kuaola, Paepae o Heeia, Hooulu Aina (Aulani), Hui Malama o Ke Kai, Hui O Koolaupoko (Kristen Nalani Mailheau), Sea Life Park, Aina in Schools, Growing Pono Schools (Lauri Kahiapo/Chanel Bumanglag), HHF Planners (environmental designers/planners), PBR Hawaii (Alberto Ricordi), Glee Logsdon (Waimanalo Farmer), Once Again Hawaii (DIY succulents, sustainable gardens), Uncle Kenneth Ho's Chicken Farm, Jason Mehlinger (Hawaii State Division of Aquatic Resources), Michael David Loftin and Kimeona Kane (808 Clean Ups), Moku o Loe (Hawaii Institute for Marine Biology), Waikalua Loko Ia

**Kailua EL:** Walt Keale (board and stone), World Wetlands Day cultural and content specialists, Alan Silva (HA educator), WINDO, OHE (Hooulu Aina and HA Design), MELE ON THE LAWN Partners: Hokulea Voyaging Society, Boys & Girls Club, Castle Hospital, Kailua Police and Fire Department, Windward YMCA, Hikaalani (Ulupo Nui), HIDOE Kupuna Program, Keiki IDs, Castle Hospital, NOAA, Hawaii Emergency Management Agency, Kailua Alert and Prepared, CTAHR, Dean and Michele Wilhelm (Hookuaaina), Hawaii Loa

**Keolu EL:** Kokua Hawaii Foundation, Hikaalani, Hookuaaina, Hui Malama o ke Kai, Kakoo Oiwi, Kanehunamoku, Paepae o Heeia, Papahana Kuaola, Ulupo Heiau (Kaleo Wong), Moku o Loe (Hawaii Institute for Marine Biology), Waikalua Loko Ia, Alan Silva, Whole Foods

**Malama Honua PCS:** Pukoa Studios (Page Chang), Paepae o Heeia, Hui Malama O Ke Kai, Kokua Hawaii Foundation, Mana Mele (various Hawaiian music artists and musicians), UHM CTAHR, Always Dream Foundation (literacy/reading)

**Olomana School:** Waimanalo Lima Hui, Ilima Ho Lastimoso, Kirk, CTAHR - Waimanalo - Ikaika Maeava, Ilima Ho Lastimoso, Ted Radovich, Waihole water Tunnel/Key Project - Jeff Prebble, Kaini Aranaydo, Mokuoloe - HIMB - Leon, Papahana Kuaola - Chanel, Paepae o Heeia - Kanaloa, Waikalua Loko Ia - Roz Concepcion, Xeriscape Gardens, Iolani Palace, Helen Tupai - Career/College Assessment, Kualoa Ranch

**Puohala EL:** In-kind personnel/volunteers: Daylin Heather, Konrad Heather, Ian Bishop, Mahana Coleman, Junior Coleman, Kenneth Ho, Kaanoi Walk, Shanelia Laimana, Jason DAR, Keahi and Jordan, Ohana K-aloha, Summer Fukumitsu, Londa Gonda, Sandy (custodian); Partners: Kakoo Oiwi Luluku Farms, UH Seed Lab, Punaluu Kamehameha Site, Waimanalo Malama Koolaupoko, Waikalua Loko Ia

**Waiahole EL:** Physical facilities: cafeteria, library, D3, F6, Reppun farm (outdoor classroom) Community partnerships: Reppuns (Charlie, Paul, and Vivien), Paepae o Heeia, Board of Water Supply, Hoku Zuttermeister

### 3.F. STAFF AND OTHERS INVOLVED IN THE PROGRAM

Provide a brief description of staff and roles. Complete the following tables as they apply to your program. Totals will be automatically computed.

#### **PAF Administrative Team** - effective SY 2018-19

**Principal Investigator (Lead Applicant/Authority) Herb Lee** - Provides oversight and management of all program aspects. Mr. Lee facilitates relationship building between all stakeholders of the consortia and leadership in the development process with schools in designing and planning activities. He serves as the facilitator in managing expectations, roles, responsibilities, and resolution of miscommunications, disagreements, or conflicts between all stakeholders. He is the authorizing and fiscal manager of the program and responds and reports to the HIDOE Community Engagement Branch.

**Program Director Doug Knight** - Leads the planning and oversight of operational management and reporting responsibilities focusing on the performance indicators and adjusting operations and midcourse corrections. Provides day-to-day supervision of key staff including the Center Coordinators, Data Manager, employees, consultants, and subcontractors to achieve goals, objectives, and outcomes for students, schools, and family engagement. Leads and organizes the summer bridge activities.

**Center Co-Coordinator Susan Young and Lynn Fujioka** - Shared role (SYoung 5 schools/LFujioka 4 schools). Supports Program Director and supervises the Education Liaison (Lead Teacher) from each school. Leads input aspects of operations focused on management of protocols and compliance with rules and regulations of activities and schools. Supervises operational aspects of services provided by school-based staff, employees, consultants, and subcontractors. Troubleshoots operational problems. Leads all afterschool, intersession and summer activities.

**STEM Instructor Derek Esibill** - The STEM instructor focuses on STEM topics across all educational programs in participating schools. Provides specific support with community-based projects that also meet the national and state priorities for a STEM educated workforce. STEM activities are included for all grade levels appropriate to student interests. STEM activities include project-based, hands-on learning that help students develop strong foundational skills in all three core areas of math, science, and language arts. He also serves as an advisor to all school-based team members to explore application of knowledge to STEM fields.

**Data Manager Lisa Hinano Rey** - The Data Manager serves as the quality control reviewer to follow up on missing data and check reliability and validity of that data. She also serves as the liaison between the Program and the HIDOE 21<sup>st</sup> CCLC program's evaluation efforts with database support.

**Administrative Assistant Sarah Mix** - The Assistant supports coordination of communications between all stakeholders; plans meeting logistics, keeps records, manages

timely submittal of invoices, keeps forms, surveys, and all records. Ms. Mix assists with timely submission of timesheets, invoices, mileage, and acquisition of materials and supplies; editing and quality checks of forms and surveys; planning logistics and conducting orientation meetings and annual culminating community and family events that showcase (hoike) students' achievements and outcomes. Other related duties include supporting the variety of family engagement activities.

**Lead Teachers (Educational Liaisons)** - Each school staffs a person (or persons) as the liaison between school administrators and PAF. The Liaison assists in assessing and communicating each schools' program needs and initiatives in alignment with program objectives and in the planning and design of those activities. They recruit teachers to serve as afterschool tutors/mentors and student participants, and family engagement activities. Liaisons assist as required in the instruction of out-of-school activities during afterschool, weekends, and intersessions. In a timely manner, Liaisons collect and transmit attendance records using the reporting protocols established. They support instructors by explaining, distributing and collecting necessary student and parent forms from the program and community partners for fieldtrips, evaluative surveys, and participation requirements. They assist PAF and recommend and conduct operational midcourse corrections.

**Instructors and Substitutes** - PAF also employs a team of instructors and substitutes who instruct/teach daily program activities. They are primarily recruited from each respective school's talent pool of certified teachers and educational assistants. Prerequisites include topic knowledge and planning fundamentals, classroom management skills, understanding of the schools' mission/vision/objectives.

**Exhibit 10. Number of Staff by Position (18/19 combined and unduplicated)**

Center	Adminis- trators		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
Project Level	8														2	1		
Blanche Pope EI									5	7								
Kailua EI											8		1					
Kailua High											8							
Keolu EI									5	6								
Malama Honua PCS					1				10	7								
Olomana School											4							
Puohala EI									12	9								
Waiahole EI					7				3	5								
Waimanalo EI									3	13								
Le Jardin Acad									0	0								
<b>Subgrantee Total</b>	<b>8</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>67</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>

### Exhibit 11. Average Hours per Week by Position

Center	Adminis- trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non- Teaching School Staff	Sub- contracted Staff	Other
Blanche Pope EI						6			
Kailua Elementary						6			
Kailua High						2.5			
Keolu Elementary						6.5			
Malama Honua PCS						3.75			
Olomana School						5.5			
Puohala Elementary						7			
Waiahole EI						7.5			
Waimanalo EIS						7.5			
Le Jardin Academy						0			
<b>Subgrantee Total</b>	0	0	0	0	0	52.25	0	0	0
<b>Average across 9 sites</b>						5.8			

### 3.G. PARTNERSHIPS

#### Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below (note: partners do not include schools/centers).

#### Exhibit 12: Partners

Contribution Type	Partner Contributions		Total Number of Partners	
	# Paid Partners	# Unpaid Partners	# Paid Partners	# Unpaid Partners
Provide evaluation services	0	0	0	0
Raise funds	0	0	0	0
Provide programming/activity related services (total =38)	11	27	11	27
Provide goods	0	0	0	0
Provide volunteer staffing	0	0	0	0
Provide Paid Staffing	0	0	0	0
Other	0	0	0	0
<b>Subgrantee Total</b>	<b>11</b>	<b>27</b>	<b>11</b>	<b>27</b>

#### Partnership Description

Provide a brief description of successes with partnerships.

Focusing on Koolaupoko community resources and partnerships allowed schools to connect with organizations and individuals who shared historical and cultural background of areas in which students/families live. This relevance heightened sense of belonging and responsibility for students/families. Schools were able to develop more service learning experiences and opportunities for students, reinforcing soft skills development such as problem solving, critical thinking, teamwork, responsibility, work ethic and leadership. It also attracted more families to

participate due to proximity and interest. In addition, many of the Malama 21st teachers who moved here from the Mainland appreciated the learning experiences to help them better understand their new communities and cultures. Community partners were identified because they are like-minded and cultivated pride and “aloha” for heritage, grounding lessons in core values of malama (caring), aloha (compassion), laulima (cooperation/teamwork) and lokahi (unity/harmony).

Initiatives to Develop Enhanced Partnerships at the Sites:

- **Kailua High:** Joint discussions between Kailua High, PAF, Boys and Girls Club of Hawaii and Castle Foundation are developing to provide KHS students with a meeting space and on-campus activities after school; “Kailua Social Club” launched for students with special needs with activities to help students with social engagement.
- **Keolu EL:** activities by community partners have collaborated to provide cultural and academic skills in a wide range of community cultural sites.
- **Olomana School and Hawaii Youth Correctional Facility:** Relationships with staff, students and families have strengthened; Saturday field activities have increased family engagement and participation; students enjoy music component offered; students help plan their own activities
- **Puohala EL** - activities by parents and community members have collaborated to provide cultural and academic skills
- **Waiahole EL:** Partners with community members - Reppun family farm, Kamehameha Schools, Waiahole Nursery - who provide weekly instruction; wide variety of activities include STEM, hula, Totla Well-being, art and Malama Waiahole Malama Earth; students share learning with fellow students during regular school day - student excitement about program activities is helping with program recruitment
- **Waimanalo EL and Inter:** Malama 21st provided much needed after school program activities and attracted over 100 students (vs A+ with 13) and eliminated loitering at the public library; students were able to choose activities on a daily basis; diverse range of activities included hip hop dancing, drama, art, conversational Italian, Hawaiian games, sports and fitness; partnered with UPLINK for summer transition program (incoming 6th and 7th graders), supplementing activities with a variety of field trips
- **Summer Bridge Program:** Partnership with Waimanalo UPLINK program; supporting activities by providing resources and planning for various field activities
- **Puohala PreK to K Transition Program:** PreK transition to K activities
- **Waimanalo EL Keiki Steps Bridge Program:** PreK transition to K activities

Provide a brief description of challenges with partnerships.

### 16 3.G Challenges with Partnerships

Looking forward, here are details of challenges to be addressed as improvements in the upcoming school year as identified by afterschool instructors:

#### Academic Support

- Not enough coverage: Need more grade band teachers to address specific academic needs for students; ratio must be lower (i.e., 1:10)
- Professional development: Teachers are requesting more professional development opportunities - particularly in the area of project-based and place-based learning

- School alignment - Could increase opportunities to collaborate with classroom teachers to improve/streamline alignment
- Structure of support
  - Structuring and addressing academic issues rather than just homework completion; focusing on concepts and practices
  - More communication w/ classroom teachers
  - Work with classroom teachers on sharing common vocabulary/terminologies so instruction is consistent

#### Field Trips:

Challenges have consistently been in transporting students to community locations. Sometimes, the only options were to rent 15-pax vans or have parent volunteers drive which limited transport to smaller numbers (less than 30) when some of our schools have up to and more than 50-100 participants. Resolutions included doing more walking field trips, scheduling field trips on Saturdays when school buses were available, breaking up large groups over multiple days and/or inviting community partners onto campuses as guest.

- Ground transportation: Due to lack of available ground transportation options in the Windward district, transporting schools to field trip locations has been challenging and restrictive
- Securing dates for field trips: Scheduling field activities (especially with increasing interest from multiple centers) have been challenging.
- PAF Malama Program has a plan to establish alternative transportation resources in Year Two using various sources of funding.

#### Student Voice

- Providing choices: Program needed time to explore and discover student interests as well as identify qualified facilitators and community resources
- Student commitment: Retention of students (specifically, upper elementary grades and secondary level students)
- Identifying and seeking appropriate facilitators based on student interest

#### Staffing

- The unanticipated enrollment numbers in the lower grade levels (K-2) precipitated an unsuitable instructor-to-student ratio. Staffing budget was based on a 1:10 for academics and 1:20 for enrichment but, due to the large numbers, the instructor:student ratio for academic support became unmanageable. Teachers were forced to support students in grade levels that they did not teach during regular school hours resulting in less than desirable support
- Regular school requirements for unscheduled meetings and activities impacted staff coverage. Teachers would have to supervise more than one group to cover for absent instructors
- PAF's decision to recruit high performing teachers from the school's own talent pool as Malama 21<sup>st</sup> instructors was intentional in order to take advantage of their valuable understanding and knowledge of school culture, school objectives and school-family community relationships. Sometimes, regular school obligations in addition to Malama 21<sup>st</sup> commitments may have been too taxing for some instructors – particularly the Lead Teachers who, in addition to their after school administrative responsibilities, wanted to teach during Malama 21<sup>st</sup> program hours

#### Snacks

- Due to 21CCLC restrictions on purchasing food, Malama 21<sup>st</sup> had to rely on parent donations, school gardens, student bringing their own snacks, and teacher provided

snacks which might not have provided consistent, healthful nourishment for students

Family Engagement

- Several sites lacked parent-ohana participation. This has become an emphasis for the program during Year Two, when many of the operational protocols have already been established.

Community-based Mentors and Instructors:

It has been challenging to customize field activities with specific school and program objectives. By and large, community partners are in tune with place-based concepts and principles but activities could integrate more academic enrichment and application.

- Many of our site coordinators are not knowledgeable of or have relationships with the community resources
- Not all community-based mentors/instructors are skilled in large group management
- Some community-based activities need to improve alignment with program and school objectives.

### 3.H. PARENT/FAMILY INVOLVEMENT

#### Parent/Family Involvement Data

Enter total number of family members of students who participated in activities sponsored by 21stCCLC funds. (e.g. parents, guardians, grandparents, aunts, uncles, siblings)

**Exhibit 13: Parents/Family Members Served (18/19 combined)**

Center	2018-19 Parent/Family Member – Total
Blanche Pope Elementary	5
Kailua Elementary	0
Kailua High	0
Keolu Elementary	5
Malama Honua PCS	10
Olomana School	0
Puohala Elementary	12
Waiahole Elementary	3
Waimanalo Elementary	3
Le Jardin Academy	0
<b>Subgrantee Total</b>	<b>38</b>

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.

Bright Spots of Parent Engagement:

The Malama Program’s first year has significantly boosted parent engagement at several of the school sites which had previously attracted only minimal family participation. These sites

include Keolu Elementary and Waimanalo EIS. Parent orientations meetings at the beginning of the school year and ho'ike celebrations that students' work at the end of the school year have attracted a majority of participating afterschool families. Parents who have used the program as if it were babysitting have over time adjusted to the required commitment to leave their child to stay until the end of the program day to take advantage of fully participating in the enrichment activity.

In this first-year parents have been volunteering to provide snacks when food services have declined to extend their nutrition programs. Parents have been fully participating in field trips, not only providing car-pooling ride sharing, but also to fully participate and learn alongside with their children in the service-learning experiences at community partner stewardship sites.

The fieldtrips have also deepened the relationships with school staff and among parents with each other which have positively impacted and increased family engagement in their students' learning.

Describe how the activities and services promoted active and meaningful engagement of parents and families in their children's education and opportunities for literacy and related educational development.

**Blanche Pope EL:** Communications through forms/flyers; created Parent Handbook

**Kailua EL:** Communications to families include letters, monthly newsletters, slide shows at events, Class Dojo and flyers. Mele on the Lawn event was held after schoolwide hoike and included picnicking on the campus lawn followed by Mele on the Lawn activities to promote cultural awareness, community resources. Students learned a wide range of cultural hands-on activities and taught other students (e.g., kapa making, board and stone, lauhala weaving, lei making). Post survey showed 95% of families would like to see more activities like this. Parents were major supporters for the "HonuBots" Lego League afterschool robotics team at the Kailua Elementary site where they participated in the team's success at the Hawai'i State Lego League competition and then advanced to the international competition at the "FIRST Lego League International Open" in San Diego, where they won the "2nd Place for Innovative Design" for their design of a Mars underground energy laboratory.

**Kailua HS:** The Kailua Social Club was developed to address after school services for special needs students at KHS based on parents needs and consultant recommendations. The Club launched in the Spring of 2019 and had weekly sessions (1.5 hrs/session) with a variety of engaging activities to help students develop their social skills. Activities included Circle of Friends, Music, Art, Games, Outings and special events. These activities required parental assistance and participation. Field activities included visits to community sites to introduce students to an ancient Hawaiian fishpond, loi, Ulupo Heiau, Kailua Town. Special activities included presentations/demonstrations of ukulele, hula, yoga, lei making, Kailua and Waimanalo moolelo or storytelling and nutrition. Successes: Facilitator, Wendy Crandall-

Amidon, was a highly qualified special needs educator who exuded positive attitude towards students and became a role model for parents. Challenges: Parent availability limited consistent participation and recruitment/enrollment due to full participation requirement for their high needs child

**Keolu EL:** Communications with families are through handouts sent home with students, emails, phone calls and F2F. Families are encouraged to attend field activities to learn alongside their children. Malama 21st program is also showcased during the annual schoolwide “Celebration of Learning” Night. Malama 21st’s parent orientation had 100% participation with Keolu EL’s principal commenting that it was the largest parent turnout in her 7 years as principal. Also saturday fishing experiences have been led jointly by staff and parents to teach their students traditional fishing practices.

**Malama Honua PCS:** As part of their school vision and commitment, parents are expected to interact with the school in some way - be it as a volunteer, instructor. School believes of the importance of the student and family to understand the school’s culture, expectations and programs and for the school to understand pertinent family information to best serve students. It is important to note that many of the students who do not have academic support at home are receiving critical academic assistance in the afterschool tutoring in small groups or 1:1 tutorials. All students have been completing their homework before leaving.

**Puohala EL:** A core group of parents have been carpooled their students to the various cultural fieldtrip sites. Puohala focused on huakai (field activities) around two goals: 1) Long-term goal of “teach the children the words of their fathers that they might go anywhere in the world and never be lost and 2) Short-term goal: “Ua noho au a kupa” (to sit and tarry long enough to be acquainted with your beauty). By doing this, activities for families were developed to acquaint them with Koolaupoko, the area their keiki are from. Puohala has a firm belief that if we know the beauty of our community, we can not only intertwine it into our life learning but use it to propel us into the future.

Parent volunteers taught specialty topics and increased engagement with school activities; “Group Me” application supports team planning and activities as well as developing stronger personal relationships; diverse range of activities including “Living with Kuleana (Responsibility)”, hula and oli, mele (song), farm-to-table cooking, math and hygiene, Math Magic, Oceanography and Art, Critical Thinking and Debate. Parent volunteers have also stepped up to teach special topics, such as preparing sugar cane, smoking traditional foods, and fitness activities. With support from staff and parents, students have supported students with some acting as instructors including joint activities with A+ program.

**Waimanalo EL and Inter:** Communications with parents are through Class Dojo; also use mobile white board to post information; most participating students do so because parents are working, so having parent participation is challenging.

Other Parent Engagement Initiatives:

**Snacks:** Parents were also very generous with donation of snacks at five of the nine sites where parents have signed-up to donate snacks or money for snacks at the beginning of the school year and continue to provide their students to bring their own snack.

**Family Literacy Initiative** – The Always Dream Foundation promoted the Always Reading Project of promoting parents reading at home to their students at Waimanalo and Blanche Pope Elementary and Mālama Honua Public Charter School. The Malama Program collaborated to provide books and training for parents connected by Marlene Zeug.

**Advisory Group** of Malama Program has included several parents who are fully participating in their afterschool activities and provided guidance and input towards policies and best practices.

**Looking forward** to year two, new parent classes are being organized around college awareness tours of Windward Community college are being developed. Boosting parent engagement is one of several initiatives through 'ohana classes and closer coordination with schools' Parent Community Network Coordinators.

## 4. Evaluation

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### 4.A. EVALUATION PLAN

#### 4.A.1. Evaluation Design Overview

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

Parents, students, teachers and community partners have participated in qualitative surveys to further assess overall progress with goals, attitude, developmental assets leading to higher self-efficacy by students. All collected data is being reviewed regularly by the project team, and presented to the Advisory Board meetings for overall analysis, discussion and making adjustments as needed.

With support from Malama's consultant, Anna Ah Sam, as the Qualitative Survey Designer, PAF has designed and conducted periodic Pre- and Post Participant Surveys of students, and conducted interviews of afterschool lead teachers, instructors, and community partners as part of a qualitative study to supplement the quantitative data collected on SBA grades, course grades, SAT/ACT tests.

Results have informed the Advisory Board and the Malama Program team members to help make adjustments to continuously meet areas of student need. The data collection plan has utilized both qualitative and quantitative data to assess student progress, engage in discussions with students and their parents supplemented by in-house surveys to get as holistic a picture as possible on learning.

#### 4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

<p><b>What implementation questions are being answered?</b></p>	<p>Have the central proposed framework initiatives of bringing community-based partnerships into the afterschool program been effective in providing both academic improvement and community readiness enrichment for participating afterschool students?</p> <p>How has this community partnership approach impacted the regular school day instruction of the school sites?</p>
<p><b>What data collection methods are being used (e.g. interviews, observations)?</b></p>	<p>Pre- and Post-Participant Surveys, Focus Group interviews with students, and Staff at select schools, and analysis of Smarter balance scores will be kept annually and uploaded to both our network and the Community Engagement Office. In addition, a post survey will be done for every site visit for both students, and parents to assess increase in HA goals.</p>
<p><b>What is the timing of data collection?</b></p>	<p>Coordinators and Project Director will review annually to assess student grades in class, attendance in the normal school day, and track annual test scores, and promotion to the next grade level along with 21<sup>st</sup> Century attendance records after school to compare with normal school attendance. Data will be collected daily and reported on a semester basis as iResults from Data-Design reports become available for sharing with the lead teachers at the school sites. The project team will also evaluate the Annual Performance Report (APR) for the subject schools as a way to further utilize information in assessing alignment to Key indicators.</p>

At the time the Malama evaluation plan was developed, proposed, and approved, the details about evaluation arrangements including determining what information would be provided by the CEB including effectiveness measures, benchmarks, baselines, and outcomes were undergoing refinement. The plan did not define the details about how and what information would become required. Now that this report has finalized the effectiveness measures, it is now possible in Year 3 to develop methods for both quantitative and qualitative measurement. Since not all improvement measurements are available in the output iResult reports, the Program now has a more complete idea of what data is needed going forward, and how to collect the needed data.

### 4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

<p>What outcomes questions are being answered?</p>	<p>To what extend are individual goals for student participants showing improvements? such as:</p> <ol style="list-style-type: none"> <li>Increase in school attendance</li> <li>Meaningful involvement in planning projects</li> <li>Engaging in Credit recovery options</li> <li>Overall attitudes about school</li> <li>Nurturing and caring adults around them</li> <li>Increase math and ELA fluency</li> <li>More indication of positive versus negative behaviors in school</li> <li>Increase in parent involvement and interest in students in learning journey</li> <li>On time graduation and engaging in work-based related learning, internships</li> </ol>
<p>For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?</p>	<ol style="list-style-type: none"> <li>Pre- and Post-Participant Surveys, as designed by our consultant.</li> <li>Interviews and focus groups.</li> <li>Input from Lead teachers and community partners.</li> <li>Data-Design Data Stories</li> <li>HIDOE'S Longitudinal Student Data output reports.</li> </ol>
<p>What is the timing of data collection?</p>	<p>Lead Education Liaisons, Center Coordinators and Project Director will meet quarterly with Principals to assess student grades in class, attendance in the normal school day, and track annual test scores, and promotion to the next grade level along with 21<sup>st</sup> Century attendance records after school to compare with normal school attendance. Data will be collected daily and reported monthly at school team meetings. The project team will also evaluate the Annual Performance Report (APR) for the subject schools as a way to further utilize information in assessing alignment to Key indicators.</p>

Looking forward, the Malama Program will work closely with the CEB to establish baselines and output reports for better measuring improvements in absenteeism, disciplinary issues, on-time advancement to the next grade level, and academic test scores and grades attributable to participation in afterschool activities.

## 4.B. EVALUATION RESULTS

### 4.B.1. Implementation Evaluation Results

Describe the results of the implementation evaluation, addressing the implementation questions described in your response to [Section 4.A.2](#) above.

Description of implementation evaluation results: The Malama Program’s evaluation implementation plan was designed to more fully address the qualitative growth measures. This focused on students’ social and emotional learning as reflected in both their college readiness, community-readiness, and their connection to their families, their schools, and their communities. We determined that we needed to establish a separate database and continue to use our external evaluator to design these qualitative pre- and post-surveys to

capture these social/emotional indicators. Anna Ah Sam was contracted to design these surveys and to conduct student interviews at key periods to address social emotional learning in keeping with the central framework of the Malama Program to increase students' connectedness to their families, schools, and communities. The Data Sharing Agreement needs to be utilized to collect additional information, either through the output reports, or independently to address the other missing data needed to answer the measures of effectiveness called for in this report template.

#### 4.B.2 Measures of Program Effectiveness

Describe achievement of the two program effectiveness measures stated below. Complete each exhibit with the measure(s) used to track student success and improvement over time, the results of the data collection, and the status toward meeting the program goals.

1. **Program Goal** - State the specific program goal
2. **Measure** – State the type of data collected to measure this goal
3. **Baseline** – Identify the beginning of program data
4. **Results** - Summarize evaluation findings related to this goal
5. **Met/Not met** – for each objective specify one of the following: ●Met ● Not met ●Progress ●No progress ●Unable to measure

**Program Effectiveness Measure #1: Regular (or consistent) program attendance. Regularly participating students are those students that participate in the 21CCLC program at least 30 days and students that participate in the 21CCLC program for at least 300 hours. (See Exhibit 6)**

**Exhibit 14: Progress on Measures of Program Effectiveness – Measure 1**

Program Goal	Measurement	Baseline	Results	Met/Not Met
1.a In Year One each school site will have at least 25% of the Total Student Body (high sch goal=15%)  (This goal increases 1% per year for Years 2-5)	# "regular undup. Students as a percent of the total student body of each of nine sites.  And enrollment census as of October 2018 for SY 2018-19.	Due to being a new program of Cohort 12, a baseline had not yet been established in Year 1 of 5.	B Pope EI 26% Kailua EI 24% Keolu EI 33% Malama Honua 28% Olomana I 21% Puohala EI 27% Waiahole EI 38% Waimanalo 28% K-6 average. 27% Kailua High 12%	Met
1.b In Year One, 60% of students will be "regular participants," i.e. having attended at least 30 days.	# of students achieved 30 days attendance in Fall and Spring of SY 1819,  Source: Attendance and Roster Report and iResult Output reports	Due to being a new program of Cohort 12, a baseline had not yet been established in Year 1 of 5.	Blanche Pope 49% Kailua EI 81% Kailua High 0% Keolu 93% Malama Honua 43% Olomana 20% Puohala 82% Waiahole 89% Waimanalo 64%	Met: 5 of 9 sites
1.c ___% of students will attended a total of 300 days	# of students achieved 300 days attendance in Fall and Spring of SY 1819  Source: Attendance and Roster Report and iResult Output reports	Due to being a new program of Cohort 12, a baseline had not yet been established in Year 1 of 5.	Blanche Pope 0% Kailua EI 0% Kailua High 0% Keolu 0% Malama Honua 0% Olomana 0% Puohala 0% Waiahole 0% Waimanalo 0%	Not Met

**21CCLC Program Attendance Discussion**

Describe attendance at each center and at the subgrantee level. Do you have any challenges with attendance? How have you encouraged regular attendance?

Attendance Discussion:  
 Challenges to reaching desired attendance objectives: Five of the nine sites reached the threshold of 60% of their participating students attending 30 days or more:  
 Blanche Pope 49% Kailua El 81% Kailua High 0%  
 Keolu 93% Malama Honua 43% Olomana 20%  
 Puohala 82% Waiahole 89% Waimanalo 64%

The specified goal that students should attend 300 days per program year has become an a difficult marker, especially when the reporting periods separated Summer activities from the Fall and Spring periods in the output reports.

There were several limiting factors that impact how many days students are attending:

- a. Grant Start-up Process: The late start of the sites in this first year between November 2018 and January 2019 meant that most sites were underway for only half the school year.
- b. Wednesdays: Only one site, Waiahole Elementary, provided services on Wednesday, since there is no A+ program. The Malama Program is primarily staffed by regular school day teachers, which is one of the strengths of its services. However, these regular teachers are not available on Wednesdays since they are attending school-based principal meetings and regular duties.
- c. Encouragement to Regular attendance: All sites expect and require their students to attend on a regular schedule of academic and enrichment activities, rather than on a drop-in basis. But at Kailua High, students are attending specific classes either once or twice a week to supplement their other extracurricular clubs, sports, or band.
- d. Attendance Keeping Methods: We changed course at the end of School Year in the effort to establish a automated attendance application using iPads to link inputted attendance data with PAF’s own database, using File Maker Pro, designed specifically to meet reporting requirements. It was determined that we needed to download data into a separate database using Salesforce application, where our enrollment and roster data is centrally kept. This Salesforce attendance application was piloted in Quarter 2 of School Year 2019-20 and will be operational in Quarter 3. In Year 3 Salesforce has plans to develop it own Afterschool-related functionality to serve programs nationwide such as our Malama Program.

**Program Effectiveness Measure #2: On-time advancement to the next grade level.**

**Exhibit 15: Progress on Measures of Program Effectiveness – Measure 2**

Program Goal	Measurement	Baseline	Results	Met/Not Met
On-time advancement to next grade level was not identified as a measurement of Malama Program	Data source method needs to be determined.	No baseline from previous year exists.	Not available	Unable to measure

**On-time Advancement to the Next Grade Level Discussion**

Describe on-time advancement to the next grade level at each feeder school and how the 21CCLC program is working to support on-time advancement? What success and challenges have been experienced?

In this first year of the Malama Program, we have not yet collected data on advancement to the next grade level. This will be addressed in Year Two when the first cohort of students have advanced.

**4.B.3 Key Indicators of Success – Objective 1**

**Objective 1: Participants in 21CCLC will demonstrate academic improvement in reading/language arts**

**Exhibit 16: Performance on Indicator 1.1 –  
Academic Improvement in Reading/Language Arts – Smarter Balanced**

Objective 1.1: Participants in 21 <sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts scores and proficiency on Smarter Balanced Assessments.				
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	
	Count	Percentage	Count	Percentage
Blanche Pope Elementary	0	0.00%	0	0.00%
Kailua Elementary	2	33.50%	1	50.00%
Kailua High	6	36.00%	2	34.00%
Keolu Elementary	5	87.50%	2	50.00%
Malama Honua PCS	1	50.00%	0	0.00%
Olomana School	0	0.00%	0	0.00%
Puohala Elementary	2	25.00%	0	0.00%
Waiahole Elementary	3	84.00%	1	50.00%
Waimanalo Elem	4	17.00%	1	25.00%
Le Jardin Academy				

**Exhibit 17: Performance on Indicator 1.1 –  
Academic Improvement in Reading/Language Arts – Smarter Balanced**

Indicator 1.1 Goal	Indicator 1.1 Results	Met/Not Met
1.1 Percentage of regular program participants with improvement in reading/ language arts scores and proficiency	Smarter Balanced Assessment	Unable to measure with statistically insignificant numbers

**Exhibit 18: Performance on Indicator 1.2 –  
Academic Improvement in Reading/Language Arts – Grades or Course Marks**

<b>Objective 1.2: Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in Reading/Language Arts grades or course marks.</b>				
<b>Center</b>	<b>Regular program participants who needed to improve in reading/language arts from fall to spring</b>		<b>Regular program participants with IMPROVEMENT in reading/language arts from fall to spring</b>	
	Blanche Pope Elem	0	0.00%	0
Kailua Elementary	0	0.00%	0	0.00%
Kailua High	0	0.00%	0	0.00%
Keolu Elementary	0	0.00%	0	0.00%
Malama Honua PCS	0	0.00%	0	0.00%
Olomana School	0	0.00%	0	0.00%
Puohala Elementary	0	0.00%	0	0.00%
Waiahole Elementary	0	0.00%	0	0.00%
Waimanalo Elem	0	0.00%	0	0.00%
Le Jardin Academy	0	0.00%	0	0.00%

**Exhibit 19: Performance on Indicator 1.2 –  
Academic Improvement in Reading/Language Arts – Grades or Course Marks**

<b>Indicator 1.2 Goal</b>	<b>Indicator 1.2 Results</b>	<b>Met/Not Met</b>
1.2 Percentage of regular program participants with improvement in reading/ language arts	grades or course-marks	Unable to measure with statistically insignificant numbers

**Objective 1 Discussion**

Please describe particular successes related to Objective 1. What challenges have been experienced?

Output data did not have statistically significant results at this time.  
 Aggregate: “met proficiency” scores averaged across 9 sites:  
 LA: 21 (47%)  
 Math: 22 (48%)  
 Science: 9 (50%)

**4.B.3 Key Indicators of Success – Objective 2**

**Objective 2: Participants in 21CCLC will demonstrate academic improvement in math**

**Exhibit 20: Performance on Indicator 2.1 –  
Academic Improvement in Math – Smarter Balanced**

<b>Objective 2.1: Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in Math scores and proficiency on Smarter Balanced Assessments.</b>				
<b>Center</b>	<b>Regular program participants who needed to improve in reading/language arts from fall to spring</b>		<b>Regular program participants with IMPROVEMENT in reading/language arts from fall to spring</b>	
	Blanche Pope Elementary	2	16.00%	1
Kailua Elementary	4	25.00%	1	25.00%
Kailua High	0	0.00%	0	0.00%
Keolu Elementary	9	82.00%	2	75.00%
Malama Honua PCS	2	34.00%	1	50.00%
Olomana School	0	0.00%	0	0.00%
Puohala Elementary	4	80.00%	3	84.00%
Waiahole Elementary	3	70.00%	1	25.00%
Waimanalo Elementary	7	20.00%	1	13.00%
Le Jardin Academy				

**Exhibit 21: Performance on Indicator 2.1 –  
Academic Improvement in Math – Smarter Balanced**

<b>Indicator 2.1 Goal</b>	<b>Indicator 2.1 Results</b>	<b>Met/Not Met</b>
2.1 Percentage of regular program participants with improvement in math scores and proficiency	Smarter Balanced Assessment.	Unable to measure with statistically insignificant numbers

**Exhibit 22: Performance on Indicator 2.2 –  
Academic Improvement in Math – Grades or Course Marks**

<b>Objective 2.2 Participants in 21<sup>st</sup> Century Community Learning Centers will demonstrate academic improvement in Math grades or course marks.</b>				
<b>Center</b>	<b>Regular program participants who needed to improve in reading/language arts from fall to spring</b>		<b>Regular program participants with IMPROVEMENT in reading/language arts from fall to spring</b>	
	Blanche Pope Elementary	0	0.00%	0
Kailua Elementary	0	0.00%	0	0.00%
Kailua High	0	0.00%	0	0.00%
Keolu Elementary	0	0.00%	0	0.00%
Malama Honua PCS	0	0.00%	0	0.00%
Olomana School	0	0.00%	0	0.00%
Puohala Elementary	0	0.00%	0	0.00%
Waiahole Elementary	0	0.00%	0	0.00%
Waimanalo Elem	0	0.00%	0	0.00%
Le Jardin Academy	0	0.00%	0	0.00%

**Exhibit 23: Performance on Indicator 2.2 –  
Academic Improvement in Math – Grades or Course Marks**

Indicator 2.2 Goal	Indicator 2.2 Results	Met/Not Met
2.2 Percentage of regular program participants with improvement in math	grades or course-marks	Unable to measure with statistically insignificant numbers

**Objective 2 Discussion**

Please describe particular successes related to Objective 2. What challenges have been experienced?

Output data did not have any results at this time.

**4.B.4 Key Indicators of Success – Objective 3**

**Objective 3: Participants in 21CCLC will demonstrate positive behavioral changes.**

**Exhibit 24: Performance on Indicator 3.1 –  
Decreases in the Number of Days Absent From School**

Objective 3.1: Percentage of REGULAR program participants with decreases in the number of days absent from school, as measured quarterly throughout the school year (See note below)				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Blanche Pope Elementary	0%	0%	0%	0%
Kailua Elementary	0%	0%	0%	0%
Kailua High	0%	0%	0%	0%
Keolu Elementary	0%	0%	0%	0%
Malama Honua PCS	0%	0%	0%	0%
Olomana School	0%	0%	0%	0%
Puohala Elementary	0%	0%	0%	0%
Waiahole Elementary	0%	0%	0%	0%
Waimanalo Elementary	0%	0%	0%	0%
Le Jardin Academy				

According to CEB, the Output Reports will not show any changes or decreases in absences. Looking forward, we will follow-up with our Data Sharing Agreement to seek additional data from the Data Governance Office to track these indicators.

**Objective 3.1 Discussion**

Describe how the 21CCLC program is working to support decreases in the number of days students are absent from school? What success and challenges have been experienced?

According to CEB, the Output Reports will not show any changes or decreases in absences. Looking forward, we will follow-up with our Data Sharing Agreement to seek additional data from the Data Governance Office to track these indicators.

**Exhibit 25: Performance on Indicator 3.2 –  
Decreases in the Number of Behavioral Incidents at School**

<b>Objective 3.2: Percentage of REGULAR program participants with decreases in the number of behavioral incidents at school, as measured quarterly throughout the school year</b>				
<b>Center</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Blanche Pope Elementary	0%	0%	0%	0%
Kailua Elementary	0%	0%	0%	0%
Kailua High	0%	0%	0%	0%
Keolu Elementary	0%	0%	0%	0%
Malama Honua PCS	0%	0%	0%	0%
Olomana School	0%	0%	0%	0%
Puohala Elementary	0%	0%	0%	0%
Waihole Elementary	0%	0%	0%	0%
Waimanalo Elementary	0%	0%	0%	0%
Le Jardin Academy	According to CEB, info is not available from the Output Reports.			

**Objective 3.2 Discussion**

Describe how the 21CCLC program is working to support decreases in the number of behavioral incidents at school? What success and challenges have been experienced?

According to CEB, the Output Reports will not show any changes or decreases in behavior referrals. Looking forward, we will follow-up with our Data Sharing Agreement to seek additional data from the Data Governance Office to track these indicators.

**Exhibit 26: Performance on Indicator 3.3  
Increases in Social and Emotional Skills**

<b>Objective 3.3: Percentage of REGULAR program participants with increased social and emotional skills as measured by student surveys.</b>	
<b>Center</b>	<b>Percentage of REGULAR program participants increased social and emotional skills as measured by student surveys.</b>
Blanche Pope Elementary	69%
Kailua Elementary	69%
Kailua High	69%
Keolu Elementary	69%
Malama Honua PCS	69%
Olomana School	69%
Puohala Elementary	69%
Waihole Elementary	69%
Waimanalo Elementary	69%
Le Jardin Academy	

**Objective 3.3 Discussion**

Describe how the 21CCLC program is working to support students’ social and emotional skills during the 21CCLC program. What success and challenges have been experienced?

In keeping with the Mālama Honua theme for all participating schools, the Program has been successful in providing students, teachers, and families opportunities to strengthen their social, emotional and cultural connections to their communities. Afterschool activities are bringing students and their families to community partner and cultural resource sites within the Ko'olaupoko. Following the Na Lau lama model (3.3.1) there is a strong correlation between academics (content) and context. Project activities that include both community partners coming into the classroom setting and going out to field sites will provide the additional context in which students can learn how to apply their knowledge to real-world situations within their home communities. These activities have promoted social/emotional connection to places within their own community and increase their motivation to learn. These connections are beginning to show impact to increase learning outcomes which the Program is learning to capture through student voice activities. The Program is starting to produce outcomes of strengthening new relationships to build long-term sustainability and support of after school and in-school learning.

### Student Survey

<b>Mālama Ko'olaupoko-Mālama Honua Afterschool Program, <u>Evaluation Update</u></b>		
<u>Participant Pre-and Post-Surveys</u>		
<b>The proportion of students<sup>1</sup> who responded “yes” to each of the items below...</b>	<b>Pre (n=209)</b>	<b>Post (n=202)</b>
1. I like going to school.	67%	70%
2. I feel safe at school after school has ended.	75%	79%
3. I get along with most of the students in my classes at school.	70%	69%
4. I get along with most of the students in the afterschool program.	-	72%
5. There is someone at school I can talk to if I have a problem.	78%	75%
6. There is someone in the afterschool program that I can talk to if I have a problem.	-	74%
7. Someone at home talks to me about school or homework.	74%	80%
8. I do my homework.	77%	76%
9. I would like help with my homework.	43%	-
10. If I need help with my homework, someone in the afterschool program helps me.	-	81%
11. I like to give new things a try, even if they look hard.	69%	71%
12. I know about the place I live and go to school.	82%	-
13. I want to learn more about where I live.	69%	-
14. I have learned more about my community from being in the afterschool program.	-	69%
15. I want to learn more about different kinds of jobs.	71%	-
16. I have learned about different kinds of jobs from being in the afterschool program.	-	66%

<sup>1</sup> Responses based on a sample of pre and post surveys from 5 schools.

17. I have learned about the Hawaiian culture from being in the afterschool program.	-	67%
18. I like going to my afterschool program.	-	75%
19. I have fun in my afterschool program.	-	79%

### Student Survey Discussion

Evaluate the results of the student survey, particularly in reference to social and emotional skills. What positive results are noticed? What are the challenges?

#### Participant Pre-and Post-Surveys

- The purpose of administering a pre and post survey was to measure preliminary changes in youth outcomes that are typically linked with long-term healthy development and educational success. While the surveys are not required by the Hawaii DOE or the 21<sup>st</sup> Century CCLC program, PAF was interested in highlighting how their afterschool program differs from others in unique ways. For example, it wants to demonstrate how the afterschool program embeds Hawaii's culture, career exploration, and connection to community in its design and implementation. In addition, PAF was interested in addressing Nā Hopena A`o or HĀ.
- This survey is based on two documents: 1) *The Survey of Afterschool Youth Outcomes (SAYO)* developed by the National Institute on Out-of-School Time; and 2) *The Nā Hopena A`o (HĀ)* document developed by the Hawai'i Department of Education. The SAYO is used by many 21<sup>st</sup> Century CCLC programs nationwide and is a validated instrument for grades 4-8. It addresses 3 quality areas related to program experiences, future expectations, and sense of competency. HĀ is focused on unique student learning outcomes related to a sense of *Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i*.
- Specifically, all 6 HĀ: BREATH statements are addressed by the afterschool program to some extent.
- Survey items addressed adult/peer relationships, attitude towards school, engagement in program, self-efficacy, career exploration, and connections to culture and community. The challenge in creating a survey was to keep it short, developmentally appropriate for children who varied in age elementary to high school, and relevant for afterschool programs that offered different activities. A first draft was reviewed and vetted by all the teachers prior to implementing the program at the respective schools.
- In general, the majority of kids (approximately 70%) responded positively on both the pre and post survey questions related to feeling safe at school, getting along with other kids, doing their homework, knowing a caring adult, being open to new experiences, and learning about their community, the Hawaiian culture, and different jobs.

20. (Pre-Survey Item) What do you usually do after school?

- In general, the majority of kids (60% or more) indicated that prior to participating in the afterschool program, they did their homework, watched TV or played video games, played with friends, or did chores.

21. (Pre-Survey Item) What do you want to do in an after-school program?

- When asked what they would like to do afterschool, there was no majority of responses. However, the most popular responses included playing sports, playing outside, or playing games.

22. (Post-Survey Item) What is your favorite thing to do in the afterschool program?

- The top 5 responses included the following:  
1) Sports (basketball, football, etc.) 2) Outdoor play 3) Art 4) Baking/cooking 5) Drama

23. (Post-Survey Item) What do you want to do more often in your afterschool program?

- The top 5 responses to this question were slightly different and included the following:  
1) Sports 2) Baking/cooking 3) Art 4) Outdoor play 5) Free time with friends

#### Student Focus Group and Teacher Interviews

- The goal was to interview groups of students at some of the schools at the end of the program. However, given that the ending of the afterschool program varied across the schools and the general end-of-year craziness in May, only one group of students from Waimānalo Elementary was interviewed. In general, the students echoed the results of the survey findings, and were very enthusiastic in expressing their enjoyment of the program. In general, kids indicated that:
  - They loved activities that involved being outside and/or activities that allowed them to interact or socialize with their friends
  - Some kids picked activities that interested them and others picked activities that their friends were doing but all kids agreed that their choices depended on the activities offered that day, which teacher was in charge of leading the particular activity, and how they were feeling on a particular day.
  - While kids were able to describe specific cultural activities that they enjoyed (e.g., Hawaiian checkers, or konane), they did not mention if the mo`olelo or cultural facts they learned about were specific to their community.
  - Kids were able to identify what were some jobs they wanted to learn more about, but they did not mention if their interest in future careers/jobs was discussed during the afterschool program or if they were exposed to the career during a field trip.

#### 4.B.5 Key Indicators of Success – Objective 4

**Objective 4: Participants in 21CCLC will demonstrate progress toward individually identified program goals.** Please describe achievement of the program-specific objectives described earlier in [Section 3.B.2](#).

- 1. Objective** - State the specific measurable objective
- 2. Measure** – state the type of data collected to measure this objective
- 3. Results** - Summarize evaluation findings related to this objective
- 4. Met/Not met** – for each objective specify one of the following: Met, Not Met, Progress, No Progress, Unable to measure

#### Exhibit 27: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
Goal 4: Participants in 21st Century Community Learning Centers will demonstrate progress toward individually identified program goals.			
4.1 HĀ Principles: At all elementary, intermediate, and high schools: 20% per year increased knowledge, understanding and practice of HA principles	Pre- and Post-Participant Survey Questions and observations	69% of student respondents (n=202) said yes, “I have learned more about my community from being in the afterschool program.”	Met

<p>4.2 Service-Learning: To promote the Program theme that students, teachers, and families will visit and commit to give back some service hours to each of the community partner/ cultural resource sites within the Ko'olaupoko area or island to show that social/emotional and cultural connections are being made that will enhance the learning journey of each participating student beyond the confines of this program.</p>	<p>Student Interviews and activities log.</p>	<p>100% of students participated in several service-learning stewardship activities, many with their families.</p>	<p>Met</p>
<p>4.3 Parent Engagement: To increase parent involvement by 10% every year in participating at community partner sites with students and teachers.</p>	<p>Baseline measurement not yet determined to measure increase. Implementation planned for Year 2</p>	<p>A total of 38 parents were documented as actively participating in the afterschool activities beyond attending orientation or ho'ike gatherings.</p>	<p>Unable to measure</p>
<p>4.4 Student Voice: To support a process in which student voice and needs drive the opportunities to give students and their families a sense of ownership in the program, build firm foundations and take responsibility for their own learning journey.</p>	<p>Student Interviews, design thinking focus groups, and student voice productions.</p>	<p>Method still being determined.</p>	<p>Unable to measure</p>

**Achievement of Program-Specific Goals Discussion**

Describe the success and challenges in meeting the program specific goals.

All students from all nine sites participated in stewardship service-learning restoration activities at various cultural sites including Waikalua Loko fishpond, the lo'i at Ulupo site of Kawainui Marsh and Ho 'okua 'aina Farm, Kualoa Ranch's education program sites, Kako 'o Oihi including other beach cleanups, gardens, plantings of native plants, and limu restorations. Although all schools had parent engagement activities, documentation efforts need to be strengthened for future reports. Student voice activities included several site projects that enabled documentary products. Most sites gave students choices in their participation in multiple activities on a rotational basis. Many of these activities have been illustrated in the attached Illustrated Tour slides.

**4.C. ADDITIONAL DATA**

**4.C.1 Success Stories**

Incorporating the HA framework into afterschool activities at Kailua Elementary provided instruction in a range of cultural skills including Ku'i ae (pounding kalo into poi). Students were trained to train other students of all ages and was showcased in their end of school year event, Mele-on-the-Lawn event including kapa making, board and stone, lauhala weaving, and lei making.

#### 4.C.2 Best Practices

Parents have been volunteering to teach various classes at Pūōhala Elementary based on their skills, interests, and expertise. Their class topics include diverse range of activities including “Living with Kuleana (Responsibility)”, hula and oli, mele (song), farm-to-table cooking, math and hygiene, Math Magic, Oceanography and Art, Critical Thinking and Debate, preparing sugar cane, and traditional smoking techniques of cultural foods.

Student choice has been practiced at Waimanalo Elementary to provide students a choice of three activities on a daily rotational basis.

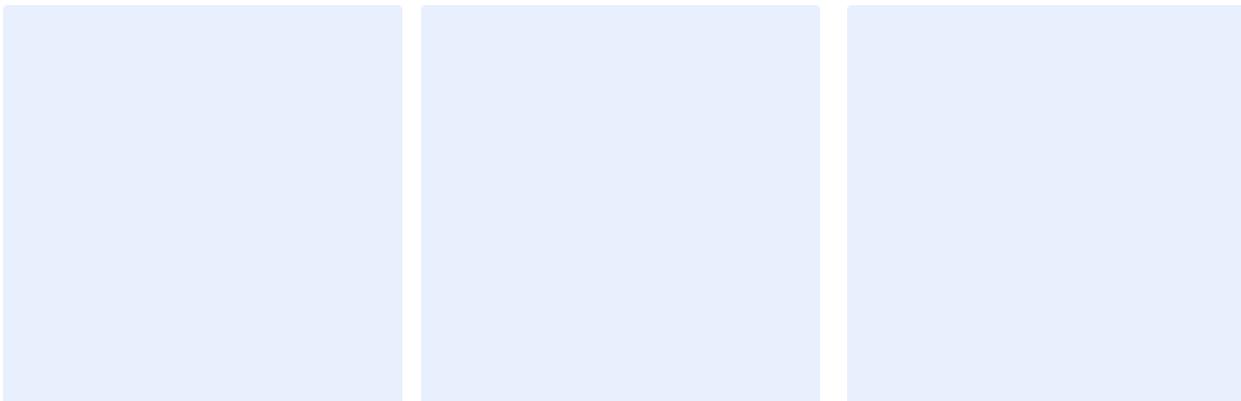
HIDOE Education Leadership Institute Conference - Keolu Elementary School presented a session titled, “Place and Community Based Learning,” in recognition of their culture based instructional innovations at the HIDOE’s Education Leadership Institute Conference in Summer 2019. A team effort involved the afterschool staff, parents, and Malama PAF staff to illustrate the concepts of place-based lessons, integration and curriculum design, multiple perspectives, learning journeys, values, community partnerships, the whole child, capturing the mind, body, spirit, the teacher as facilitator and guide, and a strengths-based approach.

#### 4.C.3 Student, Teacher, Parent, Staff or Community Input – *[if you used survey(s) please include instrument as an attachment and include results in the narrative.]*

The Pre- and Post-Participant Survey was shared and discussed previously in the report.

#### 4.C.4 Pictures

Feel free to share any pictures you might have that show your 21<sup>st</sup> Century Community Learning Centers in progress.



## 5. Sustainability Plan

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### 5.A ORIGINAL SUSTAINABILITY PLAN

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

Partnerships come with creative financing strategies through many non-profits that have been born over the last 20 plus years to better steward the rich resources of our community. Non-profits have developed key relationships with funders like the HKL Castle Foundation, the Minami Foundation, the University of Hawaii and many other philanthropic organizations. Long-term sustainability will not fall on the resources of any one of these organizations but collectively so that all participate and share in the success of our student learners. Community partnerships to extend the “classroom” to the broader community is still evolving. This project will help to catalyze this momentum that was created within the past 20 years. Historically PAF has been successful in getting awards from the US Department of Education under the Native Hawaiian Education Act, EPA, NOAA, Robert Wood Johnson Foundation, the Smithsonian Foundation, Office of Hawaiian Affairs, Hawaii Community Foundation, HKL Castle Foundation Minami foundation and many more. We will continue to leverage these resources to support both in-school and out-of-school programs for the Windward side.

### 5.B UPDATED SUSTAINABILITY PLAN

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

- What changes were made from the original sustainability plan?
- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

Updated sustainability plan.

The original sustainability plan is solidifying participation among key partner relationships with the Harold K.L. Castle Foundation, the Minami Foundation, and Kamehameha Schools who, collectively, have been participating in planning for the future to invest in the community partner “classrooms.” The Girls and Boys Club of Hawaii has actively been planning with the Malama Program to establish a clubhouse teen center at Kailua High School. PAF’s outdoor classroom at Waikalua Loko I’a continues to gain City support for establishing an interpretive center and build capacity for student visits. PAF is actively developing a collective partnership hui to refine an evaluation assessment methodology that goes beyond paper testing by combining both qualitative and quantitative methods to discern holistically how students learn and thrive given the right circumstances for learning. This will further insure sustainability of the program into the future.

## 6. Conclusions and Recommendations

### 6.A CONCLUSIONS

#### Conclusions and Recommendations:

Student outcomes described by the iResult Outcome reports have not provided statistically significant results, due to too few students recorded, over a too-short a period of time. However, this report has been a useful review of progress in establishing the activities, building each site's staff team and normalizing routine protocols for operating. The Malama community activities organized within the HA framework for community connectedness was lauded in a end-of-school year banquet of the Kailua Complex as providing the support and resources for students to learn more about their communities and community partners.

Recommendations: Areas needing more emphasis have been identified as priorities for Year Two initiatives.

- An attendance system version 2.0 is going operational in January 2020 to automate attendance compilation unified with a student/family database.
- Improved documentation of parent engagement activities will be instituted to capture the extensive participation.
- Manageable choices of activities are becoming routine and provide students more choices.
- School sites continue to customize their activities to better fit their students' needs and provide additional support for students approaching proficiency in their academic skills.
- Support of community partners and their outdoor classrooms is building as regular fieldtrips.
- PAF-based transportation to community partner sites is becoming a reality in Spring 2020 to build capacity for regular fieldtrips.
- Documentation and record keeping is improving to become an online handbook of artifacts.

### 6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

#### Reflection on the Implementation and Impact:

This annual program evaluation serves as an opportunity to further understand the successes and challenges that each school site is facing and where data efforts can contribute to problem solving improvements to better serve students and their families and further enhancing the growth of the partnerships between the Program and each school site. As a result, specific strategies are being worked on to increase the effectiveness of the out of school program while also looking for ways to catalyze the regular school day. These meetings will continue to occur at least annually to assure that we examine any and all possibilities to raise the bar on student learning and family involvement.

### 6.C EVALUATION DISSEMINATION

This report will be discussed by the weekly program team meetings, the lead teacher meetings and their school site meetings, by the Advisory group, by the community partners gatherings, and among the principals of the school sites.

# 21<sup>st</sup> Century Community Learning Center Program Mālama Ko'olaupoko – Mālama Honua Program

## Illustrated Tour of Afterschool Activities in Year One



**Funding:**  
21st Century Community Learning Centers federal grant is administered by the Hawai'i Department of Education, Office Of Strategy, Innovation and Performance, Community Engagement Branch, (2018-2021).



Pacific American Foundation is an educational non-profit organization founded in 1993

- ❖ Science, Technology, Engineering, Math
- ❖ Family Literacy, Homework Support, Tutoring
- ❖ Mālama 'Āina Stewardship – Fieldtrips
- ❖ Health/Well Being
- ❖ Parent Engagement
- ❖ Cultural Enrichment Activities
- ❖ Career Exploration, College Awareness

# A Community-School Framework

## Building Partnerships to Co-Create New Curriculum

Teachers  
& Family

Relevance  
Āina-based  
Context & Skills

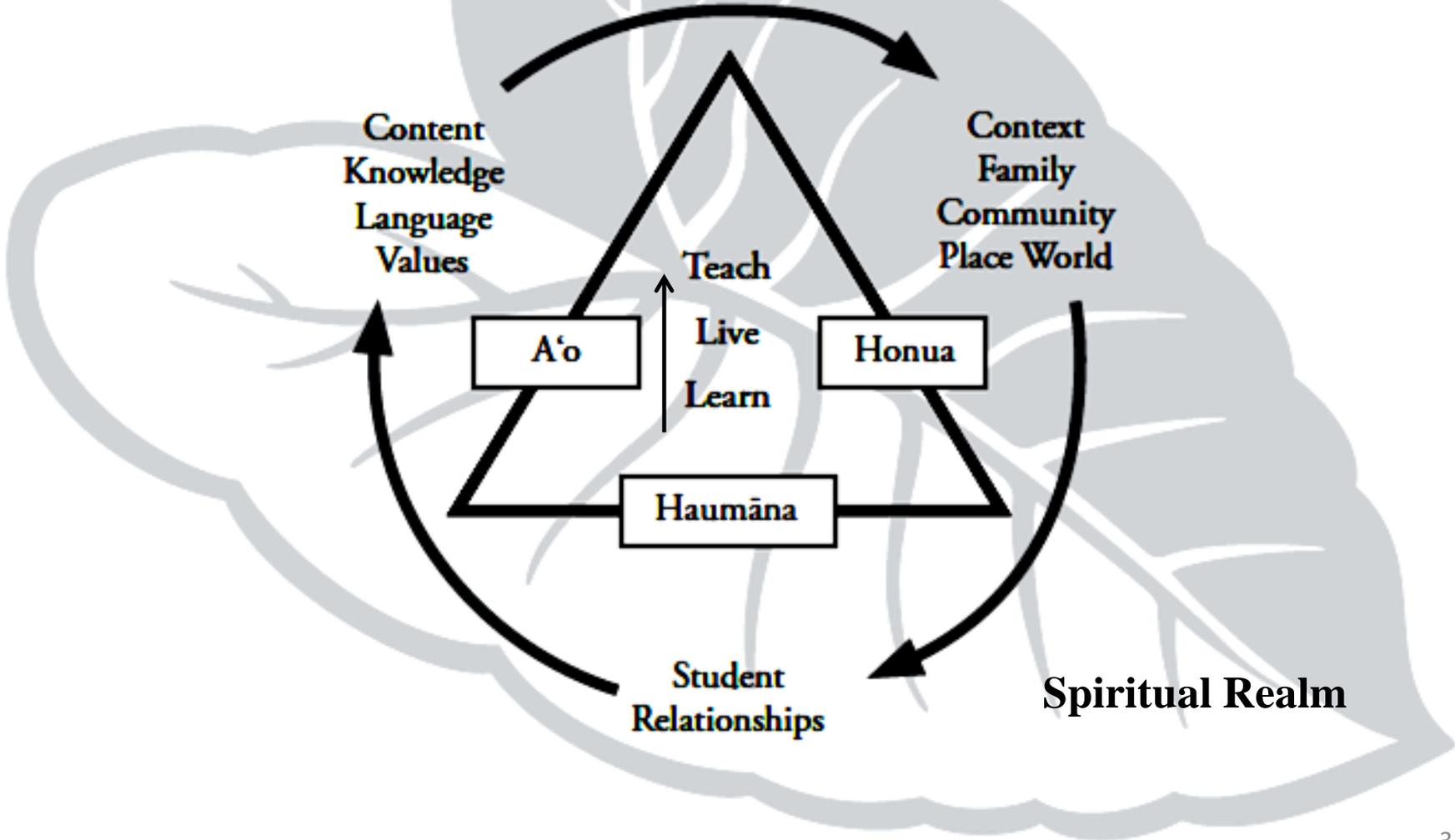
Rigor  
Academic  
Content  
& Skills

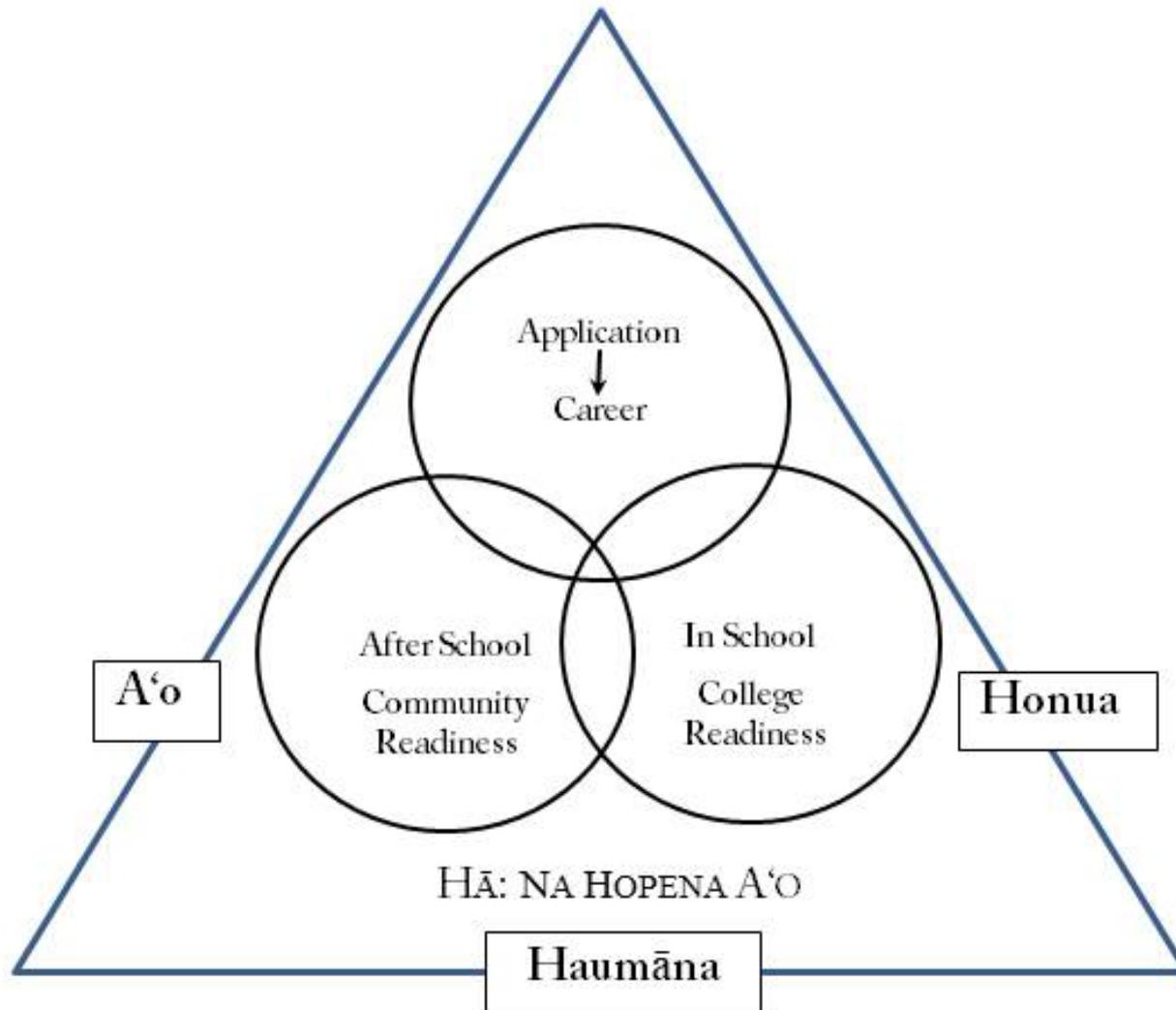
Students:

Relationships  
Building Connections

Resources of Community Partners

# Applying Culture-based, Place-specific Curricula





*Mālama Ko'olaupoko - Mālama Honua Program*  
21<sup>st</sup> Century Conceptual Framework  
(2018)





Literacy skills and homework support come first at each afterschool site.

Students explore the traditional agricultural practices at Ulupō at Kawainui Marsh.



Kalo lo'i at Ulupō and the window sticker on the Kaleo Wong's truck.





Kailua Elementary Site students assisted to fertilize the kalo lo'i pond by mixing the algae into the pond's mud.



Students from the Puohala Elementary site explored the lo'i terraces and forest at Kako'o 'Oiwī and assisted with a reforestation research project by planting native plants using only Olelo Hawai'i (Hawaiian language).



Farm-to-table activities at Waiahole Elementary site included a trip to a nursery and creating a garden with grown vegetables showcased as salad at their culminating ho'ike showcase.



Students experienced the fishpond at Paepae O He'eia where they experienced the engineering of the pond's brackish chemistry and helped debark invasive mangrove to maintain the mākāhā sluice gates.



Paepae O He'eia Fishpond





Modeling the Ahupua 'a at  
Waikalua Loko I 'a Fishpond.





Students explore reef organisms using homemade plankton nets at the tidepools at Makapuu.

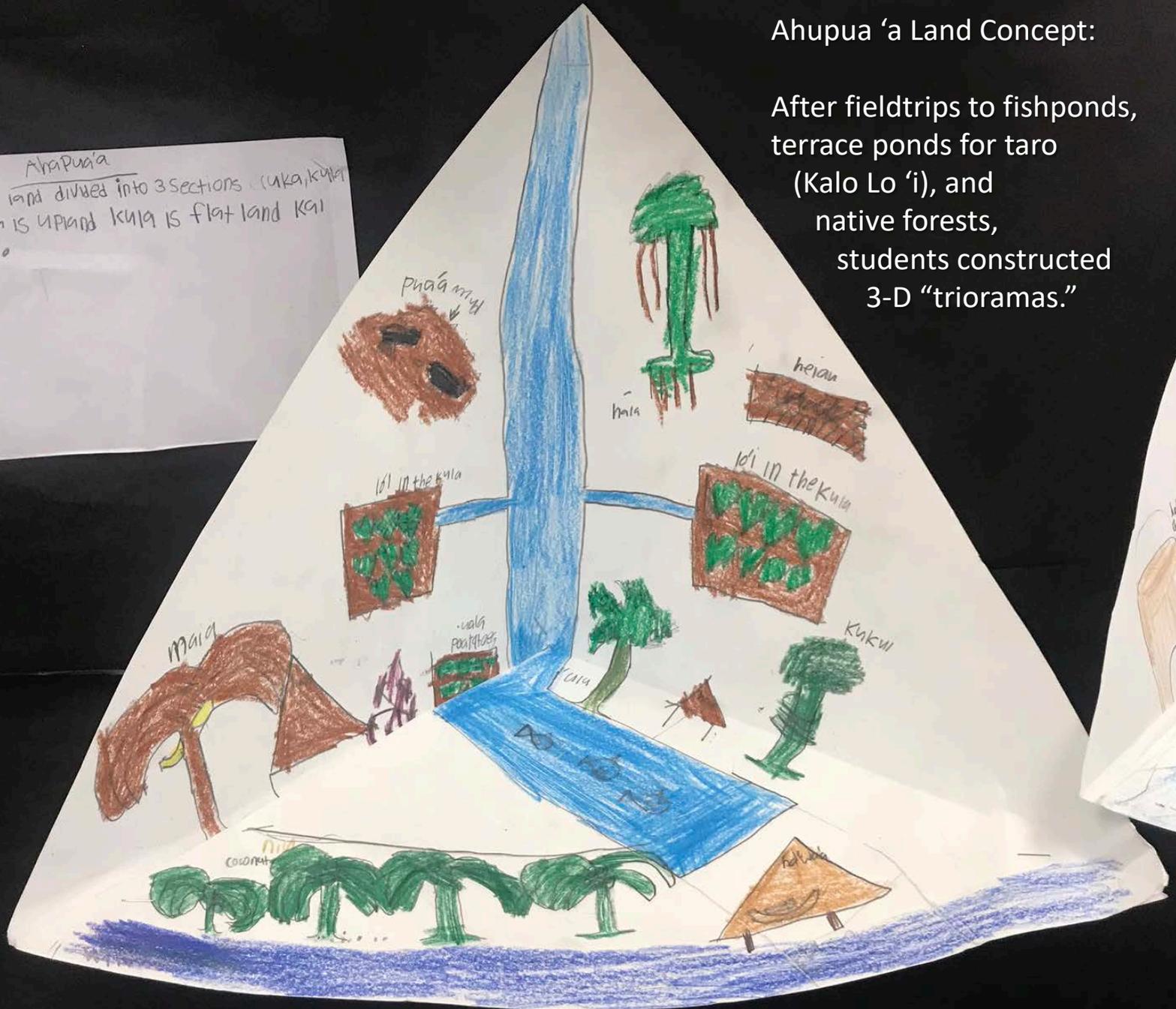
Students explore reef organisms at the tidepools at Makapuu.



## Ahupua'a Land Concept:

After fieldtrips to fishponds, terrace ponds for taro (Kalo Lo 'i), and native forests, students constructed 3-D "trioramas."

Ahupua'a  
Ahupua'a is land divided into 3 sections (uka, kula, kai). Uka is upland, kula is flat land, kai is the sea.





## Engineering for Grades K-5:

Students were introduced to the Engineering Design Process with the Marshmallow Tower Challenge to build the tallest straw tower to support a marshmallow.





At 'Ohana night at Waimanalo Elementary and Intermediate School sites, students performed their hula as part of a drama and played the Native Hawaiian game of strategy, Konane.





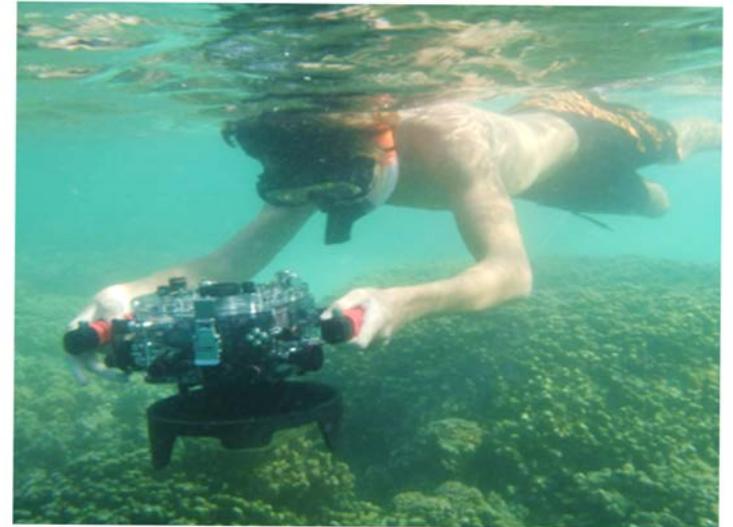
ESPORTS



Yoga Flow 101



Intro to Acting, the Craft



Students at Kailua High School site participated in afterschool classes in Marine Science at the Hawaii Institute of Marine Biology, Drama class, Esports, Yoga Flow 101, and Jazz Band, and programming (shell scripting).

# HIMB MARINE SCIENCE CLUB

By the Hawaii Institute Of Marine Biology

Serving 9-12 grade Kailua High students

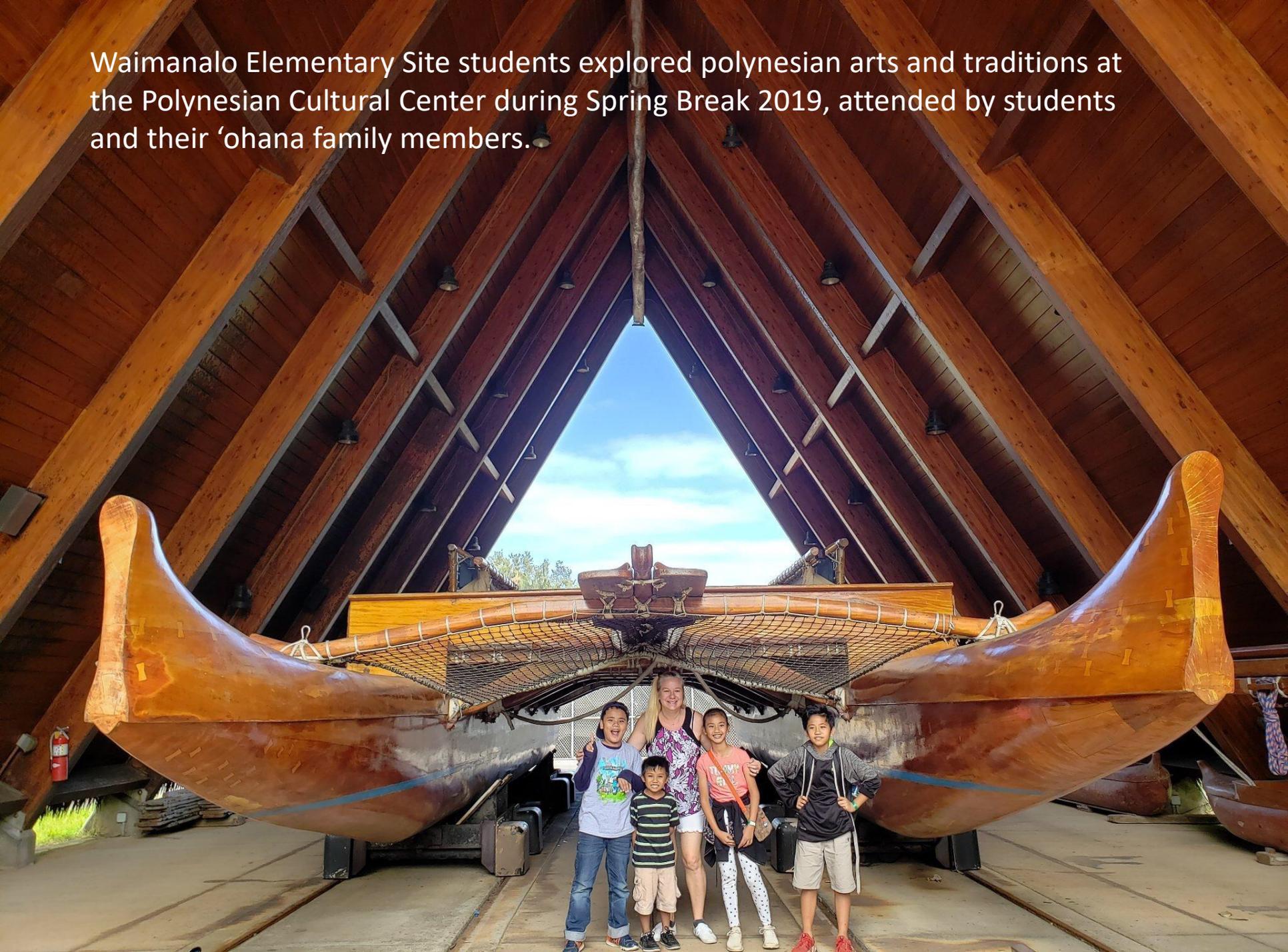


Activities include:

- Training in marine science research techniques
- Snorkeling exploration of Coconut Island's marine environment with certified lifeguards
- Introduction to Hawaiian reef ecology
- Overnight camp-out on Coconut Island
- Connecting with peers, students, and researchers
- Participation in the first year of a long-term Smithsonian reef assessment survey



Waimanalo Elementary Site students explored polynesian arts and traditions at the Polynesian Cultural Center during Spring Break 2019, attended by students and their 'ohana family members.



Mele-on-the Lawn, a cultural festival at Kailua Elementary site, concluded with traditional song 'Hawai'i Aloha'.



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