

## SY1819 - Evaluation - Cohort 10+ & 11

<b>Subgrantee Name</b>	Pearl City Complex 21st Century Community Learning Centers
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### Executive Summary

The Pearl City Complex 21st Century Community Learning Centers grant is comprised of three complex centers at Department of Education schools. This sub-grantee was notified of the project award in March 2015 and received Year 1 funding in April 2015. This report covers Year 4, the third full year of funding.

Evaluation was conducted to assess the implementation of programming and impact on enrolled students' attendance, student behavior, and student achievement. The 21st CCLC Teacher Survey was used to measure improvement in student learning behavior, classroom achievement, and student participation.

The grant successfully delivered programming for 583 students from Kindergarten through sixth grade, and 852 adult family members during Year 4. This exceeded the sub-grantee participation targets.

- *Recommendations: Maintain the number of enrolled students at each center. Increase the number of Regular Attendees (attending 30 days or more in fall and spring) at each center. Continue family engagement in education activities at each center.*

Students participating in programs (1) showed improvements on behavioral measures and classroom performance, and (2) demonstrated academic improvement in math and/or language arts as reported by their school-day teachers. Data results were gathered from an end-of-the year teacher survey.

- *Recommendations: Continue to administer the teacher survey in order to understand educator perspectives at each center. Consider administering a student survey to gauge the program impact from student point of view and gain an understanding of student interests. Consider administering a family survey to assist in describing parent perspectives on program impact. Re-examine school-level achievement gap information from 2013-2014 to assess where gaps may have changed.*

An Advisory Council was re-established and convened quarterly, working to build sustainability, establish additional partnerships, expand existing partnerships, and build capacity.

- *Recommendation: Continue to meet as an Advisory Council to explore sustainability options once grant sunsets.*

## **Program Description**

The *Pearl City Complex: 21<sup>st</sup> Century Community Learning Centers Project* was established and is implemented by the Pearl City Complex to meet the community and student academic needs by providing after-school academic and enrichment activities at identified sites. Site programs address three identified needs. The first is a lack of after-school programming. The second is persistent achievement gaps in its eligible schools. The third is student transience.

In 2015, three complex schools were eligible to apply for the 21<sup>st</sup> CCLC grant, Lehua Elementary (LEL), Pearl City Elementary (PCEL), and Waiiau Elementary (WEL), had increased their Strive HI index scores to well above 320. While the complex is proud of these accomplishments, the observed academic improvement has not been equitably distributed throughout the schools' student populations. The most recent achievement gap rate between high-needs[1] and non-high-needs students at these schools can be seen in the following table.

Achievement gap rates, 2013-14

School	Achievement gap rate
Lehua Elementary	25%
Pearl City Elementary	26%
Waiiau Elementary	34%

Furthermore, the average achievement gap rate of these three schools, 28.3%, is higher than the average achievement gap rate of the remaining elementary schools in the complex, 25.8%. With this project, the complex addresses not only the achievement gaps at these three schools, but the “gap in gaps” between the achievement gaps at these three schools and other complex schools.

This report covers Year 4 of the grant award for the Pearl City Complex. This is the first 21<sup>st</sup> CCLC project for the complex and it was awarded in the Spring of 2015\ . This reporting period is only the third full year of project implementation.

[1] Defined as students who qualify for free/reduced priced lunch, are English Language Learners, or are classified as Special Education learners

### **Attendance Discussion**

Students are recruited in a variety of ways at individual sites.

At Lehua Elementary School, teacher nomination with priority to students who qualify for Free/Reduced Lunch and students who indicated a limited access to technology at home are invited to attend out-of-school time classes. This site additionally runs Interest Based classes including Choir, Student Leadership, Basketball, and Math Olympiad. Any interested student may enroll if the class is available in their grade level.

At Pearl City Elementary School, applications are sent to all students. Enrollment is based on student interest. Continued participation is monitored and students must keep up with school day classwork and classroom teachers, counselor, and/or administration report any behavioral concerns that may help or hinder.

At Waiiau Elementary School, invitations are sent to identified students based on a) RTI level, b) teacher recommendation, c) counselor/administration recommendation, and d) parent request (if space available). Students may come from the A-Plus Afterschool program for a class and then return.

All sites met their Targeted Participation goals.

Site	Target	Year 1*	Year 2	Year 3	Year 4
Lehua Elementary School	105	43	166	177	206
Pearl City Elementary School	150	44	170	156	185
Waiiau Elementary School	150	48	176	175	192
<b>Total</b>	<b>450</b>	135	512	508	<b>583</b>

*\*Project funding received March 2016, not a fully funded year*

**Describe activities offered during summer 2018.**

Lehua Elementary School

- STEM: Summer Bridge Program, Gr 3-4
- Literacy: Kindergarten Summer Bridge Program

#### Pearl City Elementary School

- STEM: Beginning & Intermediate Digital Media
- Tutoring: ELA Tutoring, Math Tutoring
- Arts & Music: Yearbook/Newsletter Writing
- Physical Education
- Community/Service Learning: Gardening
- Counseling Programs: Life Skills, Personal Development

#### Waiau Elementary School

- STEM
- Literacy: Hawaiian Immersion Jumpstart, Hawaiian Language Immersion Summer Enrichment, Summer Enrichment

### **Describe activities offered during school year 2018-19.**

#### Lehua Elementary School

- STEM: Math Olympiad Training
- Tutoring: Math Learning Center
- Arts & Music: Art Club, Chess Club, Ukulele
- Physical Activity: Flag Football, Girls on the Run, Soccer, Track
- Community/Service Learning: Junior Police Officers, Student Lighthouse Team, Winter Break Beautification,

#### Pearl City Elementary School

- STEM: Beginning & Advanced Digital Media, Design Engineering, Math Skill Building, Robotics
- Tutoring: ELA, Math
- Art & Music: Art Exploration, Drama, Vocal Instruction
- Physical Education

#### Waiau Elementary School

- STEM: Advanced Math Group, Aquaponics,
- Literacy: Hawaiian Language Immersion Enrichment Classes
- Homework Help
- Art & Music: Art, Puppetry
- Community/Service Learning: Gardening
- Youth Leadership: Leadership Class

### **Describe activities offered during summer 2019.**

This information will be provided in the 2019-20 SY Annual Evaluation Report.

### **Program Materials**

Programming at each center complemented and supplemented regular school-day initiatives, using resources including curriculum (i-Ready), technology (computers, mobile devices), site recreational equipment and spaces (athletic equipment, band instruments), and physical facilities (classrooms).

**Resources**

The activities utilized grant funds, physical facilities, in-kind personnel, and community partnerships who provided staff time and effort, various supplies, and incentive items for program participants.

**Provide a brief description of staff and roles.**

Site Coordinators administered programming at the center level. School-Day staff were hired as teachers and activity leaders, non-teaching school staff were hired or volunteered as support to monitor computer labs, additional staff assisted as needed in the center or by activity.

**Provide a brief description of successes with partnerships.**

We have a strong partnership with site schools. Site Coordinators work closely with school-day administration and teaching staff to identify programs and activities to support each school's Academic Plan and school level educational and enrichment initiatives.

Community partnerships include coordination with school A-Plus Afterschool programs as students may leave and return to these programs during the out-of-school time hours. This relationship is established and maintained successfully by the Site Coordinators.

Local businesses are sources of miscellaneous supplies used for student incentives. Some also provide time for field trips during summer and intersession programs involving student leadership and character development.

Center s	Partnerships
Lehua ES	Dunkin Donuts Pearl City, McDonald's Pearl City, Pearl City Lion's Club, Lehua A+ Afterschool Program, Lehua Elementary School
Pearl City ES	Pearl City Elementary School PTO, Pearl City Elementary School A+ Afterschool Program, Pearl City Elementary School
Waiiau ES	Waiiau A+ Afterschool Program, Waiiau Elementary School

**Provide a brief description of challenges with partnerships.**

A challenge of establishing and maintaining community partnerships are the resources become valuable to the school and then used primarily during the school day to benefit and affect more students.

**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.**

Centers provided a variety of activities for adult family members throughout the grant year. These activities ranged from showcasing program activities and student learning to Child/Parent classes to encourage a variety of engagement from adult family members.

Lehua Elementary School provided the following Family Engagement activities: Parent Summer Sharing/Evaluation, Deaf/Hard of Hearing Family Social, Lehua's Spooktacular Family Dance, Gingerbread Make-n-Take, Girls on the Run Mock 5K, STEM Family Night Challenge, 5th Grade Game Night, Secret Island Beach Activity. A total of 190 adult family members participated during this reporting period.

Pearl City Elementary School provided the following Family Engagement activities: Family Fun Night, Meet 'N Greet, Open House, Harvest Fest, Winter Wonderland, Career Night, Science Night, Beauty and the Beast play, Curriculum Fair, Project Based Learning Presentations. A total of 493 adult family members participated during this reporting period.

Waiiau Elementary School provided the following Family Engagement activities: 21st CCLC Open House, Student Showcase, Summer Share, Parent/Child Hawaiian Language Classes. A total of 169 adult family members participated during this reporting period.

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

Evaluation was conducted to assess the implementation and impact of the Pearl City Complex 21st CCLC programs on student attendance, student behavior, and student achievement. The 21st CCLC Teacher Survey was used to measure improvement in student learning behavior, classroom achievement, and student participation in a classroom setting.

## **Implementation Evaluation**

### **What implementation questions are being answered?**

Has the program been implemented as planned in the grant application? If no, what changes were made, and why? What challenges have been faced in implementing the program, and how are those challenges being addressed? Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why? Are program activities interesting and valuable to students, teachers, administrators, and community partners? What are the plans to ensure effective program implementation next year?

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

Activity Leaders collect data on attendance and monitor academic progress using formative and summative assessments. Site Coordinators gather enrollment data, compile attendance data, complete Program Observations, and report on programming and family engagement activities. The Project Director compiles attendance/demographic data on enrolled students and staffing; makes sites visitations to observe programming implementation, conducts interviews, and reports on fiscal data as requested by the state.

### **What is the timing of data collection?**

Data is collected regularly, by semester. The reporting periods for the 2018-19 grant year were: Summer Session: June 4, 2018 - July 27, 2018 Fall Session: August 6, 2018 - January 4, 2019 Spring Session: January 7, 2019 - May 31, 2019

### **Add any additional program implementation information.**

None.

## **Outcomes Evaluation**

### **What outcomes questions are being answered?**

To what extent do students who participate in the program show improvements in behavior? To what extent do students who participate in the program show academic gains? To what extent has the program achieved its objectives? What factors have affected program success?

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

Attendance data is measured against the program target enrollment figures. Student academic and behavioral improvement is measured using the 21st CCLC Teacher Survey. The target is to see 70% or more, showing improvement in the grant year, after attending thirty days or more of programming. Site Coordinators meet to report on how sites activities contribute to meeting the program objectives.

### **What is the timing of data collection?**

Attendance data is collected by semester (summer, fall, and spring). this cumulative data is used to measure outcomes. The Teacher Survey is completed at the end of the grant year for by regular, school-day teachers of identified Regular Attendees (attending 30 days or more). Semester Reports by Site Coordinators document how their site programs are meeting the program objectives, identifying factors contributing to program success. This information is used to adjust program activities for the next semester/year.

### **Add any additional program outcome information.**

## **School-Day Teacher Progress Reported**

A Teacher Survey was distributed to the primary teachers of all Regular Attendees (enrolled students attending for 30 days or more). The survey questions required a retrospective view of changes in the students' academic achievement and behavior over the school year.

Changes are reported on a 5-point rating scale, ranging from "Significant Improvement" to "No Improvement." A rating of "did not need to improve" was also available. The federal government acknowledges a 75% or higher as having met the objective for improvement.

**Objective 1.3 Demonstrate and document student academic and behavioral improvement**

Behavior Indicators		Lehua Elementary		Pearl City Elementary		Waiiau Elementary	
Academic Achievement	Improvement in homework completion.	86%	Met	100%	Met	93%	Met
Behavior	Improvement in behavior	89%	Met	100%	Met	89%	Met

**Implementation Evaluation Results**

\* Has the program been implemented as planned in the grant application? If no, what changes were made, and why?

- Yes.
- What challenges have been faced in implementing the program, and how are those challenges being addressed?
- Any staffing challenges? Partnership challenges?
- Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?
- All centers continue to maintain partnerships with schools, parent organizations, after school care providers, and community businesses.
- Are program activities interesting and valuable to students, teachers, administrators, and community partners?
- Program will seek insight from students/teachers/administrators/community partners re: their perspectives of program impact, what a successful program looks like to them, ways to sustain programs beyond grant funding.

- What are the plans to ensure effective program implementation next year?
- Continue organization and implementation as conducted in this year.
- Engage parents and students in sustainability plans through Advisory Council activities.

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

All centers continue to maintain established partnerships with community and school-community based groups.

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

A primary challenge faced with community partnerships is sharing resources with school-day activities. As we solicit partnerships, groups are eager to assist the schools, leading to a focus on what can be provided during the school day or for specific school groups. This diminishes the support for after school and/or after school activities.

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

All centers met their targeted Adult Family members participation goals. Centers worked within their unique relationships with families to encourage participation and attendance by promoting student performances or creating evening activities for parents/grandparents to work with their child to complete a project or share learning (Math Night, Career Night, STEM Night, etc.).

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

A challenge is to provide more consecutive types of learning opportunities for adult learners. Centers attempted to offer a series of classes, however interest dwindles quickly and attendance drops. Centers focused more on one time activities for families and their students.

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

Data provided in Objective 3 is gathered by an external agency contracted by the Community Engagement Branch. Using standardized measures for this report is restricted to “testing” grade levels of the public school system. These are grades 3, 4, 5, 6, 7, 8, and 11\). Additionally, when reviewing the data for improvements in course marks/grades, data is only students from grades 7-12.

In the Pearl City Complex, grades PK-6 use standards-based report cards for specific strands within the Hawaii Content Performance Standards. These course marks are rated Well Below, Developing Proficiency, Meets Proficiency, and Exceeds Proficiency. Strands are rated each quarter and not comparable from fall to spring.

We will continue to collaborate with the state on using existing DOE data in the comprehensive assessment of program impact, as sometimes the data pulls from the contractor differ from our understanding based on our program data.

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

There have been no changes since last year to the program-specific objectives.

**Success Stories**

This year, the Pearl City Complex 21st CCLC programs exceeded the participation targets for both student enrollment and adult family member participation. Centers services a total of 583

students and 852 adult family members. This was an increase from Year 3.

### Best Practices

Centers continued to incorporate using Student Voice when offering enrichment programs during the summer, school year, and intersessions. Centers partnered with school-day grade levels to offer intentional parent/child programs after school and some Saturdays. This connection with the school-day lead to an increase in family engagement attendance.

### Student, Teacher, Parent, Staff or Community Input

A variety of simple evaluations and surveys were administered at family engagement events. Results provided additional topics and information adults were interested in attending. Students identified enrichment classes. Program staff indicated their interest in continuing teaching activities.

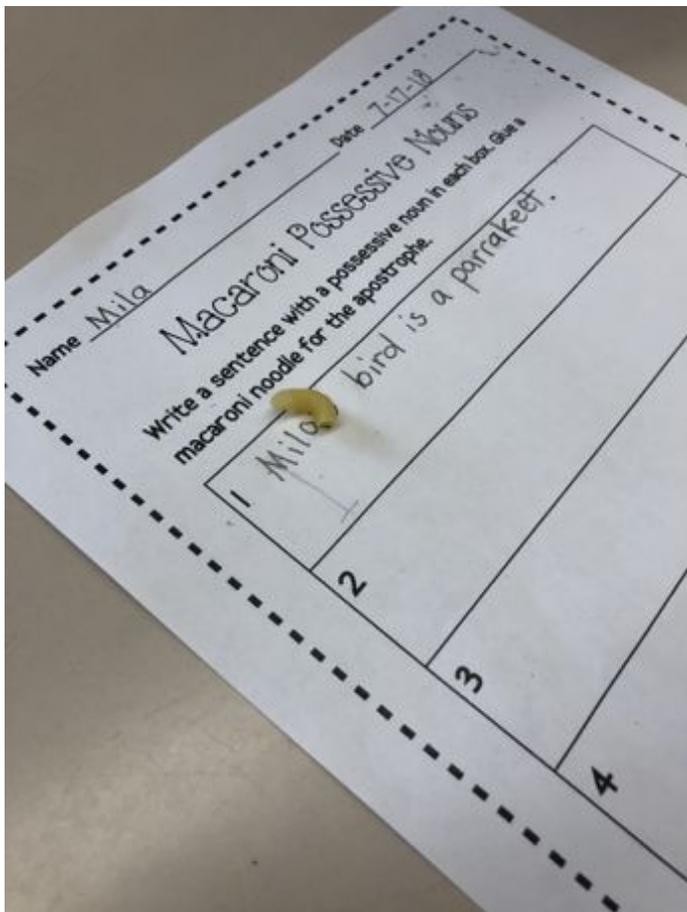
## Student Data

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### Student Data

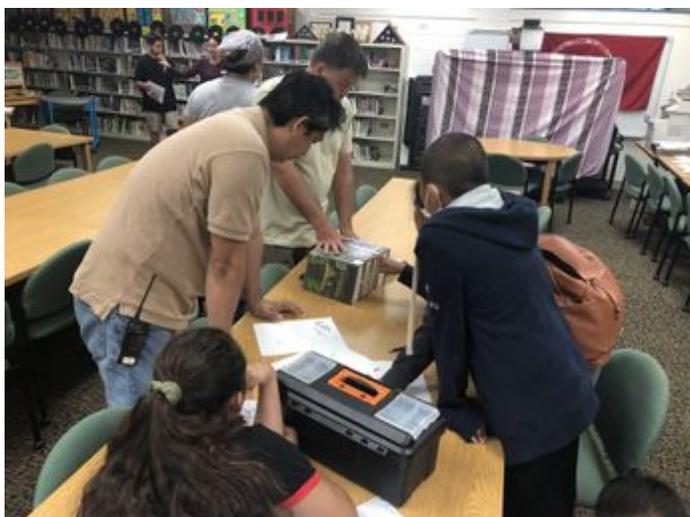
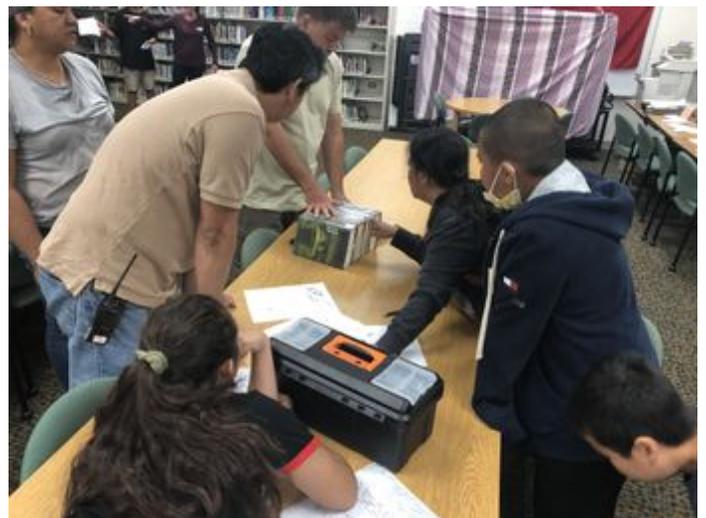
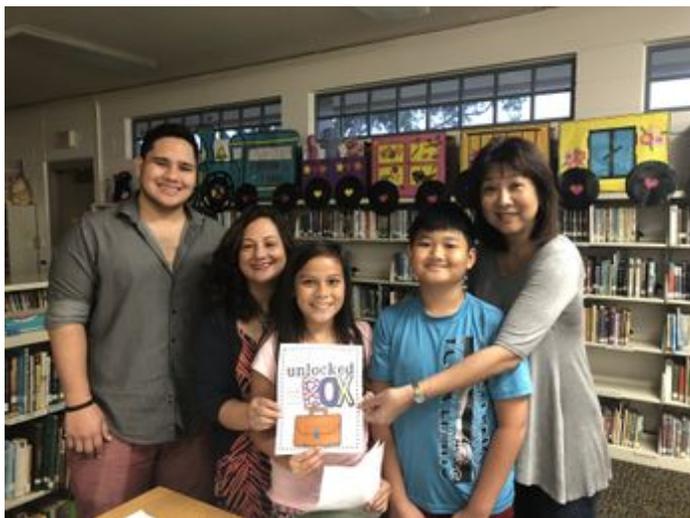
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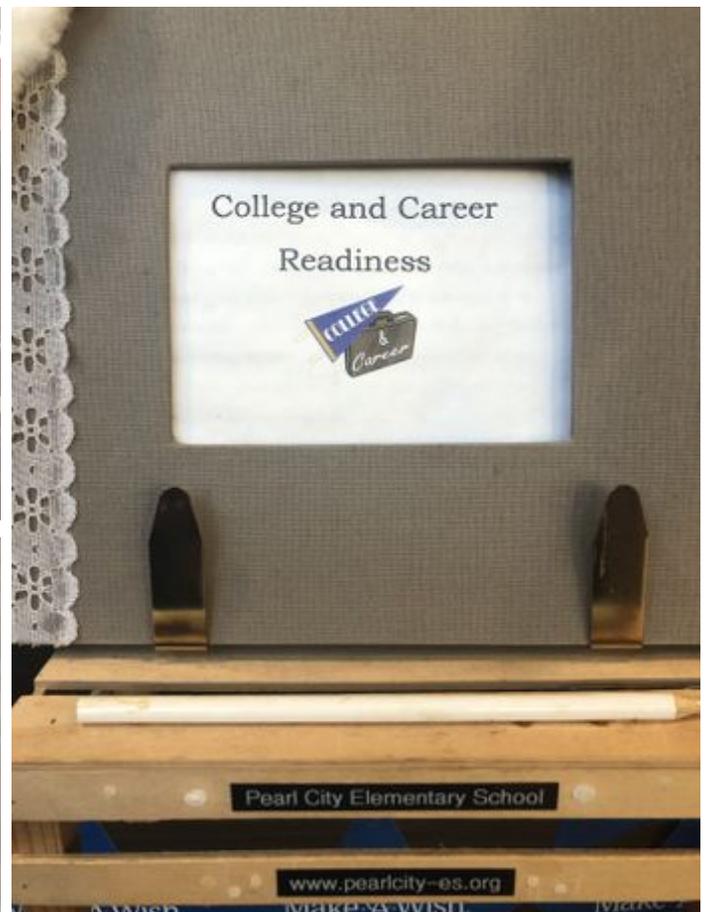
### Pictures











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

The Advisory Council will be tasked with developing a sustainability plan to strengthen community partners' buy-in and understanding of the efforts needed to sustain programming. Building collaboration is a key ingredient for sustainability. Pearl City Complex (PCC) community partners each possess unique resources to contribute to the program and expand its base of support. They will advocate for the program and identify alternate and supplemental funding sources. The key components for the sustainability of PCC's 21<sup>st</sup> CCLC project are:

- 1) Create a sustainability plan with the Advisory Council, in the initial stages of project implementation;
- 2) Pursue other funding sources before the grant expires;

- 3) Capitalize on program achievements in pursuing funding;
- 4) Engage the community partners on the Advisory Council to support and develop sustainability plans.

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

\* What changes were made from the original sustainability plan?

None

- What community partners have been added?
- Dunkin' Donuts Pearl City
- McDonald's Pearl City
- Pearl City Lion's Club
- What community partners have dropped off?
- Space and Navy Warfare Systems Center Pacific

**Conclusions**

The Pearl City Complex 21<sup>st</sup> Century Community Learning Centers grant successfully delivered out-of-school time programming for 508 students from Kindergarten through sixth grade, and 305 adult family members, during Summer 2018 to May 2019.

Students enrolled in academic classes, homework assistance, and/or enrichment/recreational activities. Students participating in programs:

1. showed improvements on behavioral measures and classroom performance, and
2. demonstrated academic improvement in math and/or language arts as reported by their originating schools and school day teachers.

Families of participating students accessed educational and personal development opportunities through 21<sup>st</sup> CCLC at their local center.

**Reflections on program implementation and impact**

The data provided in this evaluation report demonstrates strong management and successful implementation of the 21st CCLC grant's key indicators, goals, and objectives at the Pearl City Complex. Grant administration and activity leaders delivered valuable public outcomes for youth and are also able to ensure it can continue to attain and be accountable for these outcomes.

This complex has assembled practitioners with a commitment to using data and feedback to support continuous improvement, innovation, and accountability; a substantial, high quality, and consistent management practices leading to the value of high quality out-of-school time programs programs by parents, students, schools, and community partners.

**Evaluation dissemination**

This report is submitted to the Community Engagement Branch.

- Each center (Lehua Elementary School, Pearl City Elementary School, and Waiiau

Elementary School) will receive two hard copies of this **Evaluation Report** documenting the complex-wide performance of the 21<sup>st</sup> Century Community Learning Centers grant programs in Year 4 (June 2018 – May 2019). Centers will also be given access to an electronic version of the Evaluation.

- One copy is filed in Tab 12 of the Site Handbook after sharing the results, conclusions, and recommendations with the 21<sup>st</sup> CCLC Staff.
- One copy is shared with the school administration with the intent to share with the broader school community including, but not limited to the school's leadership team, school-day staff, identified parent group, and community partners.

Copies of this evaluation will be shared electronically with active, past, and prospective partners. Partners may request one hard copy.

Access to an electronic version of these evaluations will be shared within the Hawaii Department of Education. Individuals may request one hard copy.

Exhibit 1: Basic Information Table

Required Information	Enter Information
<b>Subgrantee Name</b>	Pearl City Complex 21st Century Community Learning Centers

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Lehua Elementary School	K-6
Center 2	Pearl City Elementary School	K-6
Center 3	Waiiau Elementary School	K-6
Center 4		
Center 5		
Center 6		
Center 7		
Center 8		
Center 9		

**3.B.1. Goals**

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

1	<i>SAMPLE: Improve academic achievement in math</i>
1	Provide academic opportunities, improving achievement standards in core academic subjects during non-school hours..
2	Offer enrichment and recreation activities to reinforce and complement the regular academic program of participating students to improve positive behavior changes.
3	Provide opportunities for the educational development of adult family members of students served by community learning centers.
4	Build sustainability by engaging parents and community, establishing additional partnerships, expanding existing partnerships, and building capacity.

### 3.B.2. Objectives

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

	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21stCCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
<b>1</b>	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>
Goal 1	Establish a Math Academy at each site to provide math literacy instruction, tutoring, and enrichment to increase understanding of concepts, acquire appropriate terminology, and construct high quality written responses.	Weekly Schedules; Activity Forms; Program Observations
Goal 2	Establish reading and science enrichment activities at all sites providing learning activities focusing on providing highly engaging content that fosters an excitement in learning.	Weekly Schedules; Activity Forms; Program Observations
	Demonstrate and document student academic and behavioral improvements. Students regularly participating in the program will show improvement in achievement through measures including teacher surveys, Strive HI individual scores and/or quarterly report card marks.	Strive HI scores; report card marks; teacher surveys
	Provide enrichment programs such as fine arts, performance arts, recreational, and health and wellness programs.	Weekly Schedules; Activity Forms; Program Observations
	Integrate the General Learner Outcomes (GLOs) to provide high expectations for students' learning and behavior.	Program Observations
	Provide homework assistance centers.	Weekly Schedules; Activity Forms; Program Observations
Goal 3	Provide educational opportunities for adult family members of 21st CCLC student participants including parent meetings for program orientations and student support.	Family Engagement Reports; Attendance of adult family members
Goal 4	Increase and maintain collaboration with stakeholders. An Advisory Council will be formed to monitor program progress, determine areas of need, and provide resources to the program.	Agenda, sign-in, meeting minutes

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

<b>Center</b>	<b>Summer 2018 Enrollment – Total</b>	<b>Grade Levels</b>
Lehua Elementary School	47	K-5
Pearl City Elementary School	36	K-6
Waiiau Elementary School	87	K-6
	0	Grade levels served
<b>SubgranteeTotal</b>	<b>170</b>	K-6

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

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Lehua Elementary School	206	43	K-6
Pearl City Elementary School	185	46	K-6
Waiiau Elementary School	192	67	K-6
			Grade levels served.
			Grade levels served.
			Grade levels served
<b>SubgranteeTotal</b>	<b>583</b>	<b>156</b>	K-6

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

Center	Summer	Grade Levels
Lehua Elementary School		Grade levels served
Pearl City Elementary School		Grade levels served
Waiiau Elementary School		Grade levels served.
		Grade levels served
		Grade levels served.
	0	Grade levels served
<b>SubgranteeTotal</b>	0	Grade levels served

Exhibit 5  
has been  
removed.

Please  
continue  
to the next  
exhibit.

Exhibit 6: Total Students Served in 2018-19 (combined and unduplicated)  
 \* Regular attendees are those who have attended the program for 30 or more days.

Center	2018-19 Enrollment – Total	2018 -19 Enrollment – Regular*	Grade Levels
Lehua Elementary School	206	43	K-6
Pearl City Elementary School	185	46	K-6
Waiau Elementary School	192	67	K-6
			Grade levels served.
<b>SubgranteeTotal</b>	<b>583</b>	<b>156</b>	K-6

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Lehua Elementary School	132	64.00%	30	15.00%	34	17.00%	105	51.00%	101	49.00%
Pearl City Elementary School	86	46.00%	12	6.00%	27	15.00%	81	44.00%	104	56.00%
Waiiau Elementary School	116	61.00%	5	3.00%	1	1.00%	93	49.00%	98	51.00%
<b>SubgranteeTotal</b>	<b>334</b>	<b>57.00%</b>	<b>47</b>	<b>8.00%</b>	<b>62</b>	<b>11.00%</b>	<b>279</b>	<b>48.00%</b>	<b>303</b>	<b>52.00%</b>

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

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

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2 +	% 2 +
Lehua Elementary School	1	0.00%	27	13.00%	11	5.00%	42	20.00%	55	27.00%	32	16.00%	38	18.00%
Pearl City Elementary School	0	0.00%	42	23.00%	7	4.00%	41	22.00%	36	19.00%	18	10.00%	41	22.00%
Waiiau Elementary School	0	0.00%	26	14.00%	0	0.00%	60	31.00%	34	34.00%	2	1.00%	39	20.00%
<b>Subgrantee Total</b>	<b>1</b>	<b>0.00%</b>	<b>95</b>	<b>17.00%</b>	<b>18</b>	<b>3.00%</b>	<b>143</b>	<b>26.00%</b>	<b>125</b>	<b>23.00%</b>	<b>52</b>	<b>9.00%</b>	<b>118</b>	<b>21.00%</b>

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

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Lehua Elementary School	1	0	0	0	0	0	0	0	0	0	16	0	1	0	0	0	0	0
Pearl City Elementary School	1	0	0	0	3	0	1	0	0	0	7	0	5	5	0	0	0	0
Waiiau Elementary School	2	0	0	0	0	0	0	0	0	0	13	0	0	0	0	0	0	0
<b>Subgrantee Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Exhibit 10. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Lehua Elementary School	17	-	-	-	-	12	-	-	-
Pearl City Elementary School	17	-	10	12	-	15	10	-	-
Waiiau Elementary School	17	-	-	-	-	10	-	-	-
<b>Subgrantee Total</b>	51	0	10	12	0	37	10	0	0

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Paid	Unpaid
Provide evaluation services	0	0
Raise funds	0	0
Provide programming/activity related services	0	5
Provide goods	0	3
Provide volunteer staffing	0	8
Provide Paid Staffing	0	0
Other	0	0
<b>Subgrantee Total</b>	<b>0</b>	<b>16</b>

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

Center	Reading & Literacy	Math	Science & Technology	Other (specify)
<b>Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)</b>				
Lehua Elementary School	Y	Y	Y	Specify other services.
Pearl City Elementary School	Y	Y	Y	Specify other services.
Waiiau Elementary School	Y	Y	Y	Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.
				Specify other services.



**Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement**

**Objective 1.3: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.**

Center	Number of community partnerships	Description of community partners and their services .
Lehua Elementary School	5	Dunkin Donuts Pearl City, McDonald's Pearl City, Pearl City Lion's Club, Lehua A+ Afterschool Program, Lehua Elementary School
Pearl City Elementary School	3	Pearl City Elementary School PTO, Pearl City Elementary School A+ Afterschool Program, Pearl City Elementary School
Waiiau Elementary School	3	Waiiau A+ Afterschool Program, Waiiau Elementary School



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

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

Center	Average number of hours per week services offered during the school year	Average number of hours per week services offered during summer and holidays
Lehua Elementary School	12.5	15
Pearl City Elementary School	18.5	41
Waiiau Elementary School	12	20
	#	#
	#	#
	#	#
	#	#
	#	#
	#	#









**Exhibit 21: Progress on Program-Specific Objectives**

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

	Objectives	Measures	Results	Met/Not Met
	<i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-income students will be reduced by at least 5 percentage points as measured by the Smarter Balanced Assessment.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2018-19 was 9% compared to 15% in 2017-18.</i>	<i>Met</i>
Goal 1	Establish a Math Academy at each site to provide math literacy instruction, tutoring, and enrichment to increase understanding of concepts, acquire appropriate terminology, and construct high quality written responses.	Weekly Schedules; Activity Forms; Program Observations	Activities were provided at all centers focusing on math literacy, tutoring, and enrichment.	Met
	Establish reading and science enrichment activities at all sites providing learning activities focusing on providing highly engaging content that fosters an excitement in learning.	Weekly Schedules; Activity Forms; Program Observations	All centers provided reading and science enrichment activities using Hawaii Common Core and Hawaii Content and Performance Standards as curriculum benchmarks.	Met
	Demonstrate and document student academic and behavioral improvements. Students regularly participating in the program will show improvement in achievement through measures including teacher surveys, Strive HI individual scores and/or quarterly report card marks.	Strive HI scores; report card marks; teacher surveys	All centers showed improvement in academic and behavioral improvements through teachers surveys for regularly attending students.	Met
Goal 2	Provide enrichment programs such as fine arts, performance arts, recreational, and health and wellness programs.	Weekly Schedules; Activity Forms; Program Observations	All centers provided enrichment programs.	Met
	Integrate the General Learner Outcomes (GLOs) to provide high expectations for students' learning and behavior.	Program Observations	All center used the GLOs as part of their curriculum.	Met
	Provide homework assistance centers.	Weekly Schedules; Activity Forms; Program Observations	All centers provided activities offering homework assistance to enrolled students.	Met
Goal 3	Provide educational opportunities for adult family members of 21st CCLC student participants including parent meetings for program orientations and student support.	Family Engagement Reports; Attendance of adult family members	All centers provided Family Engagement activities to adult family members of enrolled students throughout the year.	Met
Goal 4	Increase and maintain collaboration with stakeholders. An Advisory Council will be formed to monitor program progress, determine areas of need, and provide resources to the program.	Agenda, sign-in, meeting minutes	The project held quarterly Advisory Council meetings with grant stakeholders	Met