

SY1819 - Evaluation - Cohort 10+ & 11

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|-------------------------------|-------------------------|
| Subgrantee Name | Waianae Complex |
| Program Director Name | Holly Jackson |
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Executive Summary

Waianae Complex submitted a grant on behalf of its six schools that were characterized by high poverty, low academic achievement, high dropout rate and a high number of homeless students. The six schools in the grant included Ma'ili Elementary School, Waianae High School, Makaha Elementary School, Leihoku Elementary School, and Wai'anae Elementary School and Wai'anae Intermediate School. At Wai'anae Intermediate, After School All Stars (ASAS) is a subcontracted partner in providing services at Waianae Intermediate. ASAS worked with Waianae Complex at Waianae Intermediate in a previous grant that ended before this grant was submitted.

This is year 4 of the grant. Keoni Incioq of the Nanakuli Waianae Complex area served as the project director and oversees the budget expenditures, coordinates with each site to ensure they have what they need to provide services and makes regular visits to each site.

The Waianae Complex area is characterized by high poverty as demonstrated by the percent of students that are eligible for free/reduced lunch as follows: Leihoku (76%); Ma'ili (84%); Makaha (81%); Waianae Elementary (86%); Waianae High (71%) and Waianae Intermediate (87%).

The evaluation was designed to monitor progress towards meeting objectives, determine program satisfaction, elicit ideas for program improvement to determine outcomes and provide the information needed for grant reporting. The evaluation analysis provides information about program effectiveness and recommendations for areas in need of improvement. The implementation plan was designed to determine if the project has been implemented as planned and if progress is being made on meeting objectives. The outcome evaluation was designed to collect and analyze data on student and family participation, academic achievement gains, classroom performance changes, and program satisfaction.

Evaluation results show that four sites did provide a CCLC. Ma'ili did not and Leihoku did not though there is data in the Data+Design showing 45 participants at Leihoku which has been included in this report as summer participation. One thing of note is that the evaluator was told that

Ma'ili

and Leihoku declined to participate (though providing after school services with teachers volunteering) due to the many reporting requirements for the grant. Each site provided core academic instruction, academic support and enrichment activities.

There was inconsistency in data collection and return of surveys which limits the ability to provide a comprehensive assessment of program effectiveness. Teacher surveys were only distributed at Waianae Intermediate School, Waianae Elementary and only one was obtained at Waianae High. There also was a limited number of parent and survey results returned-only one at Waianae High School and two schools: Waianae Intermediate and Waianae Elementary but those that were returned showed a general satisfaction with the program and that it offered benefits.

Only one school, Waianae Intermediate, reported family and partner numbers but their numbers were impressive. It would be good for other schools to reach out to families and partners to enhance their program.

On academic performance, at Waianae High, none of the students improved their grade in ELA or math. At Waianae Intermediate, 46.2% improved their grades in math (double what last year's results were). On the SBAC in ELA, the improvement was 31% at Makaha, 31% at Waianae Elementary, 46.2% at Waianae Intermediate, and at Waianae High 7.5%. On the SBAC in Math, improvement at Makaha was 10%; at Waianae Elementary 16%, at Waianae Intermediate 13.7% and at Waianae High 0%. On the SBA, 28% of CCLC students were proficient in ELA versus 18% of non-CCLC students. In math on the SBA, 18% of CCLC students were proficient compared to 10% of non-CCLC students. In Science, 21% of CCLC students were proficient compared to only 4% of non-CCLC students.

Regular attendees at the sites are as follows: 65% at Waianae Elementary, *' 28% at Waianae High School, 60% at Makaha, and 49% at Waianae Intermediate.

One concern is that students attending CCLC had more chronic absences and more behavioral referrals than those that did not attend according to the Spring Data +Design data stories. The CCLC group with the least behavior referrals was those attending for 90 days or more but they were still higher than non-CCLC students. This is an area to investigate to see if there is some negative situation that is causing those problems.

Conclusions:

Four sites offered a variety of activities in CCLC during summer and the school year. Two sites declined to participate in this past school year which is unfortunate. Academic improvement is apparent on the SBA, especially in comparing CCLC to non-CCLC students results in ELA, math and science. However, in the behavior areas, the results for CCLC students were worse on behavior referrals and chronic absences than non-CCLC students. Only one site reported partners and family participation.

Based on the evaluation, the following recommendations are made:

1. Elementary sites should design some activities to involve family members.
2. Elementary schools and high schools should develop partnerships to plan for sustainability of the program and all sites should solidify a sustainability plan.
3. Examine reasons why some of the CCLC students are having behavior and chronic absences and see if they can find ways to help students be better prepared to improve these areas.
4. The high school should determine why none of the students have improved their grades in ELA or math and make sure those areas are addressed.
5. Since two sites have dropped out due to reporting responsibilities that they find difficult, it would help if support could be provided to help them get reports done rather than leaving it up to them to do by themselves. Having a part time person that addresses the reporting could be helpful.

6\). Keep up the academic emphasis so that there is continued improved outcomes and better outcomes for CCLC students versus non-CCLC students.

Program Description

Waianae Complex submitted a grant on behalf of its six schools that were characterized by high poverty, low academic achievement, high dropout rate and a high number of homeless students. The six schools in the grant include Ma'ili Elementary School, Waianae High School, Makaha Elementary School, Leihoku Elementary School, and Wai'anae Elementary School and Wai'anae Intermediate School. At Wai'anae Intermediate, After School All Stars (ASAS) is a subcontracted partner in providing services. ASAS worked with Waianae Complex at Waianae Intermediate in a previous grant that ended before this grant was submitted.

This is year 4 of the grant. Keoni Incioq of the Nanakuli Waianae Complex area served as the project director and provided oversight of the budget expenditures, coordinated with each site to ensure they have what they need to provide services and makes regular visits to each site. He had site staff complete their portion of the APR reports. Two sites, declined to participate this year and a staff member told the evaluator it was because of the difficulty of completing reporting requirements though each of those sites has after school programs in which teachers volunteer. Services provided at the site include core academic instruction, academic support and academic enrichment.

The Waianae Complex area is characterized by high poverty as demonstrated by the percent of students that are eligible for free/reduced lunch as follows: Makaha (80%); Waianae Elementary (86%); Waianae High (78%) and Waianae Intermediate (85%).

Attendance Discussion

On the Data+Design End of Year report, 64% of the CCLC students were regular attendees. On the Spring report, 58.4% were regular attendees. Just to note, there was a huge difference in the numbers provided for attendance (664 total in the Spring Data+Design report compared to 1251 in the end of the year report) which is hard to understand. The majority of participants were Native Hawaiian/Pacific Islander. At all sites, more than 40% were eligible for free/reduced lunch but not as high as reflective of the total school population at any of the schools.

Describe activities offered during summer 2018.

Waianae Intermediate provided a variety of activities including core academic instruction, academic enrichment, arts and music, truancy prevention, and physical activities. Waianae and Makaha provided STEM activities. Makaha also provided literacy instruction and arts and music. Waianae Elementary provided tutoring.

Describe activities offered during school year 2018-19.

Activities at all sites included core academics such as literacy and/or STEM activities. Tutoring or homework help was provided at all sites. Physical activities were provided at all sites. Community service and arts and music were offered at the elementary and intermediate school. Waianae EI had counseling and Waianae Intermediate had entrepreneurship.

Describe activities offered during summer 2019.

Summer activities included academics, physical activities and arts and music.

Program Materials

Regular classroom materials are sometimes utilized. There are teacher made materials. Computer access can make software programs such as DimensionU, a video game format to teach mathematics skills to students.

For STEM activities, the Engineering is Elementary curriculum from the Boston Museum is utilized.

CompassLearning has been used for credit recovery opportunities and is available for students and family members to utilize.

Resources

In addition to grant funds, in-kind support was provided by the project director, Keoni Incioq, use of the classrooms, sports fields, computer lab and some classroom materials. Partnerships provided field trips, instruction, enrichment activities

Provide a brief description of staff and roles.

The project director provided oversight of the project and met with the schools, visited the sites for a walk-through and was the liaison with principals and the ASAS administration. Each site had a designated coordinator either paid or in-kind to provide site oversight. Depending on needs, sites hired teachers or non-teaching staff to provide activities. There were also a number of volunteers that assisted with activities.

Provide a brief description of successes with partnerships.

A variety of partnerships have been established. Makaha Farms provides access to environmental and gardening projects with a curriculum aligned to state standards. Several partners provide service learning opportunities and some partners have provided classes for students on drug prevention and youth leadership. ASAS is a subcontracted partner that has brought several established partnerships to support CCLC activities.

Provide a brief description of challenges with partnerships.

The high school and elementary schools did not report partnerships though they may have them. As the final year continues, partnerships should be developed or solidified to ensure sustainability.

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.

The only family participation reported has been at Waianae Intermediate where they reported 824 parent participation (duplicated count-counted up participation from sign-in logs at various activities. Activities included family nights and showcases that parents attended. There could be more participation than reported but there does not appear to be specific activities for families being offered at sites other than Waianae Intermediate.

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

The purpose of the evaluation is to monitor progress towards meeting objectives, determine program satisfaction, elicit ideas for program improvement to determine outcomes and provide the information needed for grant reporting. The evaluation analysis provides information about program effectiveness and recommendations for areas in need of improvement. The implementation plan was designed to determine if the project has been implemented as planned and if progress is being made on meeting objectives. The outcome evaluation was designed to collect and analyze data on student and family participation, academic achievement gains, classroom performance changes, and program satisfaction. The results provided by Data+Design adds some additional information that is incorporated.

Implementation Evaluation

What implementation questions are being answered?

Has each site implemented a CCLC that includes academic support, core academic instruction and enrichment activities? What partnerships have been developed and what do they provide? Are teachers and parents satisfied with program offerings? What challenges were encountered and how were they resolved?

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

Surveys, interviews and review of documentation of services offered

What is the timing of data collection?

Surveys for parents and students are sent out in April. Quarterly consultation with the project director and evaluator is used to determine progress and identify challenges and changes. Activities and staffing information is collected each semester and in the summer.

Add any additional program implementation information.

Discussion with previous project director about the reason two sites dropped out.

Outcomes Evaluation

What outcomes questions are being answered?

Do students participating in CCLC have teacher reported improvement in classroom behaviors? Do regular attendees that needed to improve their grades in ELA and Math improve them from first to fourth quarter? Do regular attendees have better academic proficiency than non-CCLC students?

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

Teacher survey Grade reports Data+Design data

What is the timing of data collection?

Teacher survey in May, Data+Design when available

Add any additional program outcome information.

None

Implementation Evaluation Results

Four

sites have provided CCLC services. Each site provided core academic instruction as well as academic support and enrichment. Areas that could be improved would be in developing partnerships and providing engaging activities for family members. A better return on student and parent surveys would help to determine satisfaction with the program and elicit any suggestions for program improvement.

The schools operated for 4-5 days a week. One of the main challenges reported was in the difficulty in finding staff to work after school due to the location-many staff don't live in the area and are not willing to stay longer. The two schools not participating have told staff it is because of the difficulty of doing the reporting that is required

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

Four

sites have provided CCLC services. Each site provided core academic instruction as well as academic support and enrichment. Areas that could be improved would be in developing partnerships and providing engaging activities for family members. A better return on student and parent surveys would help to determine satisfaction with the program and elicit any suggestions for program improvement.

The schools operated for 4-5 days a week. One of the main challenges reported was in the difficulty in finding staff to work after school due to the location-many staff don't live in the area and are not willing to stay longer. The two schools not participating have told staff it is because of the difficulty of doing the reporting that is required.

Partnerships were only reported at Waianae Intermediate though some schools have established partnerships that could perhaps be utilized at CCLC. In fact they may be participating even if the site does not report them. Efforts to ensure all partnerships are reported if they are working with CCLC would help to provide more accurate results.

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

Sites seem to have difficulty determining what types of partnerships they might pursue. Waianae Intermediate is very successful and could be a model for the other schools.

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

Waianae Intermediate had excellent family participation. ASAS worked to actively include and involve family members in a variety of ways that included inviting them to student showcases and having family nights. The other schools did not report participation.

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

The schools that did not report participation should work to actively provide and encourage opportunities for family members to participate.

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

Having students attend for longer periods of time has been found to help improve outcomes and encouragement is needed to have as many students as possible attend for at least 30 days.

The Spring Data+Design report indicated that

28% of CCLC students were proficient on the SBA test versus 18% of non-CCLC students in Language Arts.

The highest percentage of students proficient in Language Arts were the students who attended 90 days or more at 41%.

18% of CCLC students were proficient on the SBA test versus 10% of non-CCLC students in math.

The highest percentage of students proficient in Language Arts were the students who attended 30-59 days at 23%.

21% of CCLC students were proficient on the SBA test in science versus 4% of non-CCLC students.

The highest percentage of students proficient in Language Arts were the students who attended 90 days or more at 36%.

It appears that CCLC students profited by their participation in CCLC and that those attending for 30 days or more often did better than those that did not or non-CCLC students.

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

No change.

The academic results this year showed that CCLC students did better academically than non-CCLC students.

It is important that all sites distribute and collect surveys so that a broader representative of stakeholders is available.

Success Stories

Waianae Intermediate has been very successful with partnerships and family participation. Some partners provided opportunities students would not otherwise have experienced such as horseback riding.

Best Practices

The effective use of partners at Waianae and their family activities are very effective. Other sites could learn from them.

Student, Teacher, Parent, Staff or Community Input

Unfortunately one school only got one survey and one did not get any. For the schools that did, the following results are provided:

Waianae Elementary

Parent Survey

When asked if parents felt that the program was of benefit to their child, 71.4% agreed that it was, and 28.6% slightly agree. 28.6% agree the staff communicated with them about their child's progress, 42.9% slightly agreed, 14.3% slightly disagreed, and 14.3% disagreed. 57.1% agreed their child was safe at the program, and 42.9% slightly agreed. 71.4% agree that their child learns more by participating in the program, and 28.6% slightly agree. 57.1% of the parents agreed that their child was more interested in school as a result of the program, 28.6% slightly agree, while 14.3% disagree.

Student Survey

When students were asked if they felt safe at the program, 87.1% said yes, 10.4% said sometimes, and 2.5% said no. 86.5% of students felt they were learning something new, 9.8% said sometimes, and 3.7% said no. 86.5% like what they do at the program, 11% sometimes like what they do, and 2.5% do not. 66.5% feel they are getting good grades since coming to the program, 29.8% feel they are sometimes getting better grades, and 3.7% feel they are not.

Teacher Survey

In terms of students improving in homework completion AND class participation, 32.1% felt there was significant improvement, 11.3% felt there was moderate improvement, 22.6% saw slight improvement, 28.3% saw no change, 3.8% saw a slight decline, 1.9% saw significant decline.

32.1% saw significant improvement in behavior, 15.1% saw moderate improvement, 15.1% saw slight improvement, 26.4% saw no change, 7.5% saw slight decline, 1.9% saw moderate decline, and 1.9% saw significant decline.

In terms of turning homework on time, 32.1% saw significant improvement, 7.5% saw moderate improvement, 9.4% saw slight improvement, 45.3% saw no change, 3.8% saw a slight decline, 1.9% saw a significant decline. 34.6% saw a significant improvement in students attending class more regularly, 9.6% saw moderate improvement, 17.3% saw slight improvement, and 38.5% saw no change.

Teachers felt that 30.8% there was significant improvement in students coming to school motivated to learn, 23.1% showed moderate improvement, 26.9% showed slight improvement, 9.6% saw no change, 3.8% saw slight decline, 3.8% moderate improvement, and 1.9% significant improvement. I

In getting along with others, 32.1% of teachers saw significant improvement, 17% saw moderate improvement, 20.8% saw slight improvement, 20.8% saw no change, 5.7% saw slight decline, 1.9% saw moderate improvement, and 1.9% saw significant decline.

Waianae Intermediate School

Parent Survey

81.3% of parents strongly agree that their child looks forward to coming to the program, and 18.8% agree. 56.3% strongly agree that the program has helped their child become a better reader, 18.8% agree, 6.3% disagree, and 18.8% feel it does not apply. 43.8% strongly agree that their child has become better at math, 31.3% agree, 6.3% disagree, and 18.8% feel it does not apply. 56.3% strongly agree the program helped their child do better in school, 37.5% agree, and 6.3% disagree. 56.3% strongly agree that the teacher care about the students, 37.5% agree, and 6.3% disagree. If given the chance to enroll their student in the program again, 43.8% strongly agree they would, 50% agree, while 6.3% disagree.

Student Survey

When students were asked if they look forward to coming to the program, 57.6% strongly agree that they do, and 42.4% agree. 27.3% strongly agree the program has helped them become a better reader, 51.5% agree, 18.2% disagree, and 3% feel it does not apply. 24.2% of students strongly agree that the program has helped them become better at math, 54.5% agree, 15.2% disagree, and 6.1% feel it does not apply. 45.5% strongly agree that the program has helped them do better in school, while 54.5% agree. 63.6% of students strongly agree that the teachers care about them, 33.3% agree, and 3% disagree. Given the chance to do it over again, 66.7% strongly agree they would come again, and 33.3% agree.

Teacher Survey

In terms of students improving in homework completion AND class participation, 36.7% did not need to improve, 38% improved, 20.7% did not improve, and 4.7% declined. teachers saw 23.5% of students improve in attending class regularly, 65.4% did not need to improve, 7.2% did not improve, and 3.9%

declined.

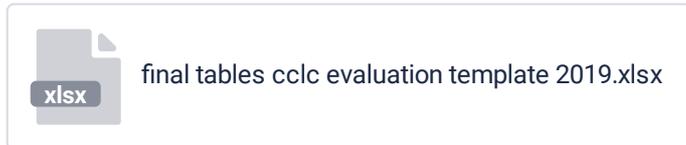
37.3% of teachers saw improvement in classroom behavior, 40.5% felt there was not a need to improve, 14.4% did not see improvement, and 7.8% saw decline.

45.5% of teachers saw improvement in academic performance, 16.2% did not see improvement, 9.7% saw a decline, and 28.6% felt there was not a need to improve.

Student Data

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

Student Data



Pictures



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

Other grants that were in place at the time of the grant application were utilized to provide some services to CCLC. ASAS has been very successful in building partnerships that will continue to be available when the grant ends. The plan called for networking at groups such as the After School Alliance to continue to build partnerships and to consider other funding sources that could be utilized to support CCLC.

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

No changes have been made. The complex intends to seek additional funding and utilize the partnerships that have been developed. No partners have dropped out.

Conclusions

The evaluation has been limited by the lack of providing needed information and not obtaining surveys. It is hoped that more efforts to do so will occur in the coming year. All sites should distribute student and parent surveys to all participants in order to get a picture of how students and parents perceive the services offered and to obtain any suggestions for program improvement. The teacher surveys help determine if changes are occurring in the classroom and provide useful information.

Four sites offered a variety of activities in CCLC during summer and the school year. Two sites declined to participate in this past school year which is unfortunate. Academic improvement is apparent on the SBA, especially in comparing CCLC to non-CCLC students results in ELA, math and science. However, in the behavior areas, the results for CCLC students were worse on behavior referrals and chronic absences than non-CCLC students. Only one site reported partners and family participation and it would help all sites to have both as they come to the end of the grant and need to

consider sustainability.

Reflections on program implementation and impact

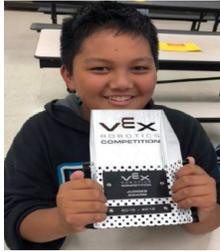
Four

sites have provided CCLC services. Each site provided core academic instruction as well as academic support and enrichment. Areas that could be improved would be in developing partnerships and providing engaging activities for family members. A better return on student and parent surveys would help to determine satisfaction with the program and elicit any suggestions for program improvement. The two sites that dropped out reported that it was because the reporting requirements took too much time and were difficult to do. Providing some help with that might make a difference.

The schools operated for 4-5 days a week. One of the main challenges reported was in the difficulty in finding staff to work after school due to the location-many staff don't live in the area and are not willing to stay longer. The two schools not participating have told staff it is because of the difficulty of doing the reporting that is required.

Evaluation dissemination

The evaluation is provided to the project director and site principals. It is shared with the program staff, at parent meetings, and/or posted on their website.



The Waianae All-Stars VEX robotics team won the award for 'never giving up' at a recent competition. Keep up the great work.



Our All-Star robotics team having some fun while flying some VR drones

Exhibit 1: Basic Information Table

| Required Information | Enter Information |
|----------------------|-------------------|
| Subgrantee Name | Waianae Complex |

On the narrative report, there would be a change on page 2, 4th paragraph that says there were 92% of regular attendees at Waianae High and that new number is 85.4%. Also note that on page 3 in the attendance discussion, I noted the number discrepancy between Spring and EOY on the data+design reports. That is an accurate statement but if I need to say more, let me know

Exhibit 2: Center Information Table

| Center | Name of Center | Grade Levels Served |
|----------|----------------|---------------------|
| Center 1 | Leihoku | K-8 |
| Center 2 | Makaha | K-8 |
| Center 3 | Waiane El | K-6 |
| Center 4 | Waiane Int. | 7,8 |
| Center 5 | Waiane Hi | 9.10,11,12 |
| 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 | The overarching goal is to support college and career readiness of students with out-of-school opportunities that are appropriate for each stage of their |
| 1 | Click here to enter first goal. |
| 2 | Click here to enter second goal, if applicable. |
| 3 | Click here to enter third goal, if applicable. |
| 4 | Click here to enter fourth goal, if applicable. |
| 5 | Click here to enter fifth goal, if applicable. |

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</i> | <i>Course Marks</i> |
|----------|---|--------------------------------------|
| 1 | <i>SAMPLE: 1.2 The gap in math achievement between low-income and middle or high-</i> | <i>Smarter Balanced Assessment</i> |
| 1 | Students will demonstrate educational and social benefits and exhibit positive behavioral | Teacher Survey |
| | School sites will offer a range of educational, developmental, and recreational services. | Activities form, course descriptions |
| | Students in the 21st CCLC program will demonstrate academic improvement based on | Grade reports and SBAC result |
| 1 | Click here to enter fourth objective for Goal 1. | Click here to enter measure. |
| 2 | Click here to enter first objective for Goal 2. | Click here to enter measure. |
| | Click here to enter second objective for Goal 2. | Click here to enter measure. |
| | Click here to enter third objective for Goal 2. | Click here to enter measure. |
| | Click here to enter fourth objective for Goal 2. | Click here to enter measure. |
| 3 | Click here to enter first objective for Goal 3. | Click here to enter measure. |
| | Click here to enter second objective for Goal 3. | Click here to enter measure. |
| | Click here to enter third objective for Goal 3. | Click here to enter measure. |
| | Click here to enter fourth objective for Goal 3. | Click here to enter measure. |
| 4 | Click here to enter first objective for Goal 4. | Click here to enter measure. |
| | Click here to enter second objective for Goal 4. | Click here to enter measure. |
| | Click here to enter third objective for Goal 4. | Click here to enter measure. |
| | Click here to enter fourth objective for Goal 4. | Click here to enter measure. |
| 5 | Click here to enter first objective for Goal 5. | Click here to enter measure. |
| | Click here to enter second objective for Goal 5. | Click here to enter measure. |
| | Click here to enter third objective for Goal 5. | Click here to enter measure. |
| | Click here to enter fourth objective for Goal 5. | Click here to enter measure. |

Exhibit 3: Students Served in Summer 2018

| Center | Summer 2018 Enrollment – Total | Grade Levels |
|------------------------|--------------------------------|---------------------|
| Leihoku | 79 | K-5 |
| Makaha | 89 | K-8 |
| Waiane El | 42 | K-6 |
| Waiane Int. | 52 | &-8 |
| Waiane Hi | 0 | 9,10,11,12 |
| | 0 | Grade levels served |
| SubgranteeTotal | 262 | |

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

| Center | 2018-19 Enrollment – Total | 2018 -19 Enrollment – Regular* | Grade Levels |
|------------------------|----------------------------|--------------------------------|---------------------|
| Leihoku | | | K-6 |
| Makaha | 45 | 27 | K-8 |
| Waiane El | 243 | 158 | K-6 |
| Waiane Int. | 326 | 157 | 7,8 |
| Waiane Hi | 82 | 70 | 9,10,11,12 |
| | | | Grade levels served |
| SubgranteeTotal | 697 | 412 | |

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

| Center | Summer 2019 | Grade Levels |
|------------------------|-------------|----------------------|
| Leihoku | | Grade levels served |
| Makaha | | Grade levels served |
| Waiane El | | Grade levels served. |
| Waiane Int. | | Grade levels served |
| Waiane Hi | | Grade levels served. |
| | 0 | Grade levels served |
| SubgranteeTotal | 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 |
|------------------------|----------------------------|--------------------------------|---------------------|
| Leihoku | 55 | 0 | K-6 |
| Makaha | 226 | 40 | K-8 |
| Waiane El | 257 | 147 | K-6 |
| Waiane Int. | 466 | 224 | 7,8 |
| Waiane Hi | 290 | 215 | 9.10.11.12 |
| | | | Grade levels served |
| SubgranteeTotal | 1294 | 626 | |

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

| Center | F/R Lunch | | Special Needs | | ELL | | Male | | Female | |
|------------------------|------------|--------|---------------|--------|-----------|--------|------------|--------|-------------|--------|
| | # | % | # | % | # | % | # | % | # | % |
| Leihoku | 18 | 40.00% | 4 | 9.00% | 8 | 18.00% | 27 | 60.00% | 18 | 40.00% |
| Makaha | 126 | 56.00% | 45 | 20.00% | 8 | 4.00% | 97 | 43.00% | 129 | 58.00% |
| Waiane El | 174 | 58.00% | 28 | 11.00% | 43 | 17.00% | 119 | 47.00% | 138 | 54.00% |
| Waiane Int. | 232 | 51.00% | 71 | 16.00% | 12 | 3.00% | 259 | 57.00% | 2091 | 44.00% |
| Waiane Hi | 137 | 53.00% | 34 | 13.00% | 10 | 4.00% | 162 | 62.00% | 101 | 39.00% |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| SubgranteeTotal | 687 | | 182 | | 81 | | 664 | | 2477 | |

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 | # |
|-------------------------|----------|---------|-----------|---------|------------|---------|-----------|---------|------------|----------|-----------|---------|------------|
| Leihoku | 0 | 0.00% | 7 | 16.00% | 16 | 36.00% | 0 | 0.00% | 15 | 34.00% | 1 | 3.00% | 6 |
| Makaha | 0 | 0.00% | 8 | 4.00% | 98 | 44.00% | 1 | 1.00% | 81 | 36.00% | 10 | 5.00% | 28 |
| Waiane El | 0 | 0.00% | 10 | 4.00% | 156 | 65.00% | 1 | 1.00% | 56 | 22.00% | 3 | 2.00% | 21 |
| Waiane Int. | 3 | 1.00% | 39 | 9.00% | 278 | 61.00% | 5 | 2.00% | 76 | 17.00% | 15 | 4.00% | 44 |
| Waiane Hi | 0 | 0.00% | 14 | 6.00% | 176 | 67.00% | 3 | 2.00% | 39 | 15.00% | 10 | 4.00% | 21 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Subgrantee Total | 3 | | 78 | | 724 | | 10 | | 267 | | 39 | | 120 |

| % |
|--------|
| 14.00% |
| 13.00% |
| 9.00% |
| 10.00% |
| 8.00% |
| |
| |
| |
| |
| |

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 |
|-------------------------|----------------|------------------|-------------------|----------------------|---------|---------------------|---------------------------|----------------------|-------|
| Leihoku | | | | | | 6 | | | |
| Makaha | | | | | | 10 | | | |
| Waiane El | | | | | | 10 | | | |
| Waiane Int. | 15 | | | 5 | | 10 | | | |
| Waiane Hi | | | | | | 10 | | | |
| | | 5 | | | | 10 | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Subgrantee Total | 15 | 5 | 0 | 5 | 0 | 56 | 0 | 0 | 0 |

Exhibit 11: Partners

| Partner Contributions | Total Number of Partners | |
|---|--------------------------|--------|
| Contribution Type | Paid | Unpaid |
| Provide evaluation services | 1 | |
| Raise funds | | |
| Provide programming/activity related services | 40 | |
| Provide goods | | |
| Provide volunteer staffing | 9 | |
| Provide Paid Staffing | | |
| Other | | |
| Subgrantee Total | 50 | 0 |

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

| Center | Reading & Literacy | Math | Science & Technology | Other (specify) |
|--|-------------------------------|-------------|---------------------------------|-------------------------|
| Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No | | | | |
| Leihoku | | | | Specify other services. |
| Makaha | Yes | Yes | Yes | Specify other services. |
| Waiane El | Yes | Yes | Yes | Specify other services. |
| Waiane Int. | Yes | Yes | Yes | Specify other services. |
| Waiane Hi | Yes | Yes | No | 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, | | |
|---|-----------|---|
| Center | Number of | Description of community partners and their services . |
| Leihoku | | |
| Makaha | | |
| Waiane El | | |
| Waiane Int. | | |
| Waiane Hi | 45 | Partners provided leadersip, truancy prevention, community service, field trips, instrction and |
| | | |
| | | |
| | | |
| | | |

Exhibit 15: Performance on KPI Ob

| Objective 2.3: Centers will offer services to parents and other family members of s | |
|---|-----------|
| Center | Number of |
| Leihoku | |
| Makaha | |
| Waiane El | |
| Waiane Int. | 824 |
| Waiane Hi | |
| | |
| | |
| | |
| | |

Objective 1.4 - Services to Parents and Family Members

| |
|---|
| students enrolled in the program. |
| Description of services to parents and other family members. |
| |
| |
| Parents participated in family nights, volunteering, visiting classes |
| |
| |
| |
| |
| |

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 | | |
|---|----------------------------------|----------------------------------|
| Center | Average number of hours per week | Average number of hours per week |
| Leihoku | 0 | 10 |
| Makaha | 10 | 10 |
| Waiane El | 10 | 10 |
| Waiane Int. | 15 | 15 |
| Waiane Hi | 12 | # |
| | # | # |
| | # | # |
| | # | # |
| | # | # |

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

| Objective 3.1: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in | | | | |
|--|----------------------------------|---|-----------------------------------|--------|
| Center | Regular program participants who | | Regular program participants with | |
| | # | % | # | % |
| Leihoku | | | | |
| Makaha | 10 | | 3 | 30.00% |
| Waiane El | 29 | | 9 | 31.00% |
| Waiane Int. | 13 | | 6 | 46.20% |
| Waiane Hi | 40 | | 3 | 7.50% |
| | | | | |
| | | | | |
| | | | | |

Exhibit 18: Performance on Indicator 3.1.2 –
Academic Improvement in Reading/Language Arts – Grades or Course Marks

| Objective 3.1: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in Reading/Language | | | | |
|---|----------------------------------|---|-----------------------------------|--------|
| Center | Regular program participants who | | Regular program participants with | |
| | # | % | # | % |
| Leihoku | | | | |
| Makaha | | | | |
| Waiane El | | | | |
| Waiane Int. | 24 | | 13 | 46.2%% |
| Waiane Hi | 23 | | 0 | 0%% |
| | | | | |
| | | | | |
| | | | | |

Exhibit 19: Performance on Indicator 3.2.1 –
Academic Improvement in Math – Smarter Balanced

| Objective 3.2: Participants in 21stCentury Community Learning Centers will demonstrate academic | | | | |
|---|----------------------------------|---|-----------------------------------|--------|
| Center | Regular program participants who | | Regular program participants with | |
| | # | % | # | % |
| Leihoku | | | | |
| Makaha | 10 | | 1 | 10.00% |
| Waiane El | 25 | | 4 | 16.00% |
| Waiane Int. | 117 | | 16 | 13.70% |
| Waiane Hi | 35 | | 0 | 0.00% |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

| Objective 3.2 Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in math. | | | | |
|---|----------------------------------|---|-----------------------------------|--------|
| Center | Regular program participants who | | Regular program participants with | |
| | # | % | # | % |
| Leihoku | | | | |
| Makaha | | | | |
| Waiane El | | | | |
| Waiane Int. | 14 | | 5 | 35.70% |
| Waiane Hi | 20 | | 0 | 0.00% |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Exhibit 21: Progress on Program-Specific Objectives

What specific measurable objectives are being used to address your program's goals? It is not necessary to have four of the specific goals articulated above in section 3.B.1. Enter all that apply.

| | <i>Objectives</i> | <i>Measures</i> |
|---|--|--------------------------------------|
| | <i>SAMPLE: 1.2 The gap in math achievement between low-</i> | <i>Smarter Balanced Assessment</i> |
| | Students will demonstrate educational and social benefits | Teacher Survey |
| | School sites will offer a range of educational, developmental, | Activities form, course descriptions |
| 1 | Students in the 21st CCLC program will demonstrate | Grade reports and SBAC result |

jectives per goal, but space is provided just in case. Link objectives to

| <i>Results</i> | <i>Met/Not Met</i> |
|---|--------------------|
| <i>The gap between percentage of low-income vs. middle or</i> | <i>Met</i> |
| Two schools did not have any surveys. One school had 1 | Not Met |
| All sites provided a variety of activities. | Met |
| At Waianae High, none of the students improved their grade | Not Met |