

## SY1819 - Evaluation - Cohort 10+ & 11

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### Executive Summary

Program Description. The Waipahu 21<sup>st</sup> Century Community Learning Centers grant is comprised of eight centers. Seven centers are at Department of Education schools and one center is community-based. This grantee was notified of their project award in March 2015 and received Year 1 funding in March 2015. This report covers Year 4. It is the third complete program year of funding.

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

- The grant successfully provided programming for 1928 students, from Kindergarten through grade twelve, and 1563 adult family members, during Year 4. This exceeded overall project participation targets.

#### *Recommendation:*

- 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.
  
- The grant successfully provided programming for 1563 adult family members, across all sites, during Year 4. This exceeded overall project participation targets.

#### *Recommendation:*

- *Continue family engagement in education activities at each center.*
- Consider administering a family survey to assist in describing parent perspectives on

program impact.

- School-day teachers provided feedback on student changes through a Teacher Survey. Students participating as regular 30+ day attendees (1) demonstrated academic improvement, and (2) demonstrated educational and social benefits, exhibiting positive behavioral changes.

*Recommendation:*

- Continue to administer the teacher survey in order to understand educator perspectives at each center.
- Consider administering a student survey to gauge program impact from student point of view and gain an understanding of student interest areas.
- Re-examine school-live achievement gap information from 2013-2014 to assess where gaps may have changed.
- Advisory Council/Sustainability Plans

*Recommendation:*

- Continue to work with Advisory Council and schools on sustainable program components.

## **Program Description**

The *Waipahu Complex 21st Century Community Learning Centers (21st CCLC)* Project was established to meet the academic and community needs of the students and their adult family members in the Waipahu area. Center programs intend to address specific identified needs. The first is to bolster student achievement through academic and enrichment activities before, after-school, and during intersessions. The second is to provide a school space that is safe and conducive to study, available during out-of-school-time hours. The third is through family activities to encourage adult family member participation in education.

Several indicators suggest that the Waipahu community continues to struggle economically. In 2013, 10.9% of Waipahu families were living below the poverty level, compared to 7.9% statewide. These financial circumstances force Waipahu residents into more crowded households in order to share expenses. For instance, also in 2013, the average household in Waipahu held 4.50 individuals, compared to 2.96 for Hawai'i as a whole. Due to these factors, the 2013 median household income per capita in Waipahu was 32.8% lower than the state's (\$15,301 vs \$22,770).

Waipahu has less educational attainment than other communities. While 30.1% of Hawai'i residents held a bachelor's degree or higher in 2013, only 15.8% of Waipahu residents did. The Waipahu community is also less English proficient. In 2013, over half (50.7%) of Waipahu residents lived in a household in which a foreign language was spoken predominantly, compared to 25.4% for the state (United States Census Bureau, 2013).

These community conditions continue to challenge Waipahu Complex schools. According to complex internal data, third grade students in area schools lagged behind their state peers in all three sections of the 2013-14 HSA. Waipahu High School students also lagged behind their state peers in all four sections of the 2013-14 ACT.

Eight centers are operated out of seven complex area schools and one community-based site. There are five elementary sites: August Ahrens Elementary School, Honowai Elementary School, Kalei`opu`u Elementary School, Waikele Elementary School, and Waipahu Elementary School.

There is one intermediate school: Waipahu Intermediate School. There is one high school: Waipahu High School. The community-based site is operated in partnership with the Waipahu Safe Haven Immigrant Center and the state Department of Health.

This report provides data for the fourth year of a five-year grant award.

### Attendance Discussion

Schools in the Waipahu Complex are among the highest enrolled of the state. The complex employs a variety of methods for identifying students to take part in the 21st Century Community Learning Centers (21st CCLC) programs. Centers maintain a wait-list for students as classes and activities fill enrollment maximums. The academic tutoring programs work to maintain a low student-to-teacher ratio. Enrollment for enrichment activities may be limited for safety or dependent on equipment and supplies.

Methods of recruitment vary from center to center.

- Academic Tutoring → Teacher nomination with priority to Free/REduced Lunch students, students indicating limited access to technology at home, program invitation
- Enrichment (STEM, Arts/Music/Physical Education, etc.) → Interest based; Counselor recommendation; Parent request
- Applications sent to all students. Enrollment based on student interest. Continued participation based on keeping up with class work and behavior as reported by classroom teacher/counselors/administration
- Invitation to identified students based on a) RTI level, b) teacher recommendation, c) counselor/administration recommendation, and d) parent request

Eighty-six percent (86%) of our complex centers met their Targeted Participation goals in Year 4 of this grant. Waipahu Intermediate School was seven (7) students below their target participation goal. This center improved 21st CCLC attendance by 11% in Year 4.

Site	Target	Year 1	Year 2	Year 3	Year 4
Ahrens ES	250	-	371	409	329
Honowai ES	185	162	200	259	316
Kaleiopuu ES	200	72	229	214	243

Waikele ES	200	-	257	217	207
Waipahu ES	200	125	198	196	208
Waipahu IS	250	-	215	218	243
Waipahu HS	200	-	43	219	320
Safe Haven	30	34	72	54	62
<b>Totals</b>	<b>1515</b>	<b>393</b>	<b>1585</b>	<b>1786</b>	<b>1928</b>

**Describe activities offered during summer 2018.**

August Ahrens Elementary School

- STEM: Grade 3 Ramp Up, Grade 6 Ramp Up, STEAM Exploration
- Literacy: Grade 1 Ramp Up, Grade 2 Ramp UP, Grade 4 Project-Based Learning, Grade 5 Reader's Theater
- Arts & Music: Music Resource, Performance Arts, Visual Art
- Physical Education: Indoor PE, Physical Education & Health

Honowai Elementary School

- STEM: Computer Coding
- Tutoring: 1st Grade Jump Start, 2nd Grade Jump Start, 3rd Grade Jump Start, 4th Grade Jump Start
- Arts & Music: Hawaiian Studies
- Physical Education: Movement

Kalei`opu`u Elementary School

- STEM: Project-Based Learning
- Literacy: Kindergarten Camp

Waikele Elementary School

- STEM: Designing and Engineering, Spark Genius Hour
- Literacy: Author Study, Visual Expressions of Literature, Health Service Career Pathway
- Arts & Music: Exploring Art Movements

#### Waipahu Elementary School

- STEM: Vex IQ Robotics, Aquaponics
- Literacy: Kindergarten Ramp Up

#### Waipahu Intermediate School

- STEM: Agriculture
- Literacy: Creative Writing & Art, Introduction to Japanese
- Tutoring: Math Skills
- Arts & Music: Arts & Crafts, Classic Movie Critic, Cursive Writing & Crafting, Digital Photography, Funtastic Arts & Crafts, Hip Hop, Media Technology
- Physical Activity: Sports & Games, PE & Health, Aerobics & Weight Lifting
- Community/Service Learning: Culinary Basics

#### Waipahu High School

- STEM: Pharmacy Technician Certification Program

#### Waipahu Safe Haven Immigrant Center

- Tutoring
- Homework Help
- English Language Learners Support

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

#### August Ahrens Elementary School

- Tutoring: Reading, Math
- Literacy: Magic: Korean Drama, Magic: The Gathering
- Arts & Music: Children's Chorus, Hip Hop Dance, Performing Arts
- Physical Activity: Intramurals, Judo

#### Honowai Elementary School

- STEM: Coding & Typing, Dimension U Gaming, iPad Photography
- Literacy: Beginning Chinese, Conversational Japanese, Conversational Tagalog, Introduction to Korean Culture & Conversation, Reading Workshop, Strategy & Sportsmanship
- Tutoring: Math Workshop
- Homework Help
- English Language Learners Support: Conversational English
- Arts & Music: Chorus, Dance/Creative Movement
- Physical Activity: Basketball, Dance, Intramurals Athletics, Track, Volleyball
- Community/Service Learning: Media, iPad Multimedia Projects

#### Kalei`opu`u Elementary School

- STEM: Chess Club, MakerSpace, Tech Club, VEX Robotics
- Literacy: Language Arts Games, Math Games, Reading Foundational Skills
- Arts & Music: Hip-Hop, Hula
- Physical Activity: Basketball, Flag Football
- Community/Service Learning: KES Broadcasting, Yearbook Club

#### Waikele Elementary School

- STEM: Coding Lab, First Lego League, Waikele Broadcasting Warriors
- Tutoring
- Arts & Music: Afterschool Artists, Hip Hop Dance
- Physical Activity: Flag Football, Track, Volleyball

#### Waipahu Elementary School

- STEM: Aquaponics, Elementary Science Olympiad, FLL Jr. Robotics, Tech Trekkers, VEX IQ Robotics
- Literacy: Japanese Club
- Homework Help
- English Language Learner Support: Le Fetuao Samoan Language Club
- Arts & Music: Advanced Piano, Beginning Piano, Fine Arts, Sewing, WES Dance Crew, Yearbook Club
- Physical Activity: Basketball, Flag Football, Volleyball

#### Waipahu Intermediate School

- Tutoring: English, Math/Algebra I, Science, Social Studies
- Homework Help
- Arts & Music: Band
- Youth Leadership: AVID

#### Waipahu High School

- Literacy: British Literature, English, US History, World History
- Tutoring: Athlete Tutoring, Saturday School, Plato Learning
- Homework Help

#### Waipahu Safe Haven Immigrant Center

- Tutoring
- Homework Help
- English Language Learners Support

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

Information will be provided in 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.**

The overall project contracts with two community groups: City and County of Honolulu's Department of Parks and Recreation (DPR) and the Le Fetuao Samoan Language Center (LFSLC).

The DPR works with six centers directly. The LFSLC works with three centers directly. Both partners provide programming and paid and volunteer staffing.

Each center established additional partnerships for programming and activity related services, volunteer staffing, and facilities. In Year 4, the following groups were identified by the center as their partners.

**Provide a brief description of challenges with 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.

Other reported common challenges included changes in interest for a particular event. Something that was popular last year (i.e. Internet Safety) may have been poorly attended this year. Attendance by adult family members for older student participants is also a challenge we work to alleviate by partnering with community groups to provide heavy snacks for families in lieu of dinner.

**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 parent/child or family seasonal events.

August Ahrens Elementary School provided the following Family Engagement activities: Waipahu Public Library visits, Student Showcases, Talent Shows, Parent Nights with HPD (Celebrate Safe Communities), Christmas Carnival and Parade, Parent/Child Sporting Challenges. A total of 386 adult family members participated during this reporting period.

Honowai Elementary School provided the following Family Engagement activities: Parent/Child Flag Football, Parent Literacy Classes, Spring Showcase, Art & Photography Gallery Show. A total of 84 adult family members participated during this reporting period.

Kalei`opu`u Elementary School provided the following Family Engagement activities: Project-Based Presentation Days, Aquaponics Open House, MakerSpace/Tech Family Night. A total of 104 adult family members participated during this reporting period.

Waikele Elementary School provided the following Family Engagement activities: Learning Celebrations, FLL Lego League Competition Preparation, Internet Safety Night, Cyberbullying Parent Awareness Training, Kids 4 CPR and Family CPR/AED Trainings. A total of 293 adult family members participated during this reporting period.

Waipahu Elementary School provided the following Family Engagement activities: Ohana Bingo Night, A total of 254 adult family members participated during this reporting period.

Waipahu Intermediate School provided the following Family Engagement activities: Internet and Social Media Safety Training, Dangers of E-Cig and Vaping Training, Winter/Spring Band Concerts. A total of 312 adult family members participated during this reporting period.

Waipahu High School provided the following Family Engagement activities: Parent Program Orientation, Test Prep Informational Sessions, FAFSA Nights. A total of 130 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 Waipahu 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?**

Evaluation was conducted to assess the implementation and impact of the Waipahu 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.

#### **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.

## Student Behavior

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

Centers	Behavioral Indicators	
	Academic Achievement: Improvement in homework completion/grades	Behavior: Improvement in behavior

August Ahrens Elementary	91%	Met	77%	Met
Honowai Elementary	97%	Met	92%	Met
Kalei'opu'u Elementary	99%	Met	99%	Met
Waikele Elementary	98%	Met	98%	Met
Waipahu Elementary	95%	Met	97%	Met
Waipahu Intermediate	98%	Met	98%	Met
Waipahu High School	83%	Met	85%	Met
Waipahu Safe Haven Immigrant Center	95%	Met	100%	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?
- Regular Attendance - Centers are able to enroll the target participation numbers, however, the challenge to have students attend regularly is a challenge. Centers are addressing this challenge by working to offer more enrichment activities throughout the week.
- 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?
- Enrollment at centers indicates a high interest by students for offered programs.
- Centers are staffed primarily with school-day teachers and employees indicating the value of the before- and after-school programs.
- Centers work with multiple partners to support 21st CCLC programming.
- What are the plans to ensure effective program implementation next year?
- Centers will focus on meeting all goals and objectives of the grant proposal.
- Centers will take this report recommendations to increase Regular Attendees.
- The project will focus on sustainability efforts for centers and complex-wide 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.

Other reported common challenges included changes in interest for a particular event. Something that was popular last year (i.e. Internet Safety) may have been poorly attended this year. Attendance by adult family members for older student participants is also a challenge we work to alleviate by partnering with community groups to provide heavy snacks for families in lieu of dinner.

### **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 with student performances or creating activities for parents/grandparents to work with their student to complete a project or share learning.

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

Common challenges for centers in providing services to parents and other family members include offering new and engaging activities for the families who are consistent in attendance. As students become older, adult participation dwindles. Efforts to present “awards” or showcase projects or provide a performance along with test prep strategies or FAFSA nights were ways used to improve participation.

### **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 Waipahu 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.

This year, the Waipahu Complex 21st CCLC programs exceeded the participation targets for both students and adult family members. Centers serviced a total of 1,928 students and 1,563 adult family members.

The attendance of adult family members increased by 63% from Year 3 (958 adults) to Year 4 (1,563 adults).

**Success Stories**

Participation in the state monitoring with external evaluator Mardale Dunsworth identified areas for improvement. One area was the program's Emergency Safety Plan and Procedures. Following that finding this grantee met with the Hawaii State DOE Safety, Security, and Emergency Preparedness Branch. Together, exemplary procedures and portions of plans from each center/school were identified and a more comprehensive program wide guide was established.

This Emergency Plan now includes regular drills for fire, inclement weather, and lock down. Folders with emergency contact information were established for all classrooms. Contact lists with phone numbers of school-day staff were made available to 21st CCLC staff.

Addressing safety during the out-of-school time activities is now a priority component of training and program implementation, as well as connection to the school day administration and faculty.

**Best Practices**

Participation in the state monitoring with external evaluator Mardale Dunsworth identified areas for improvement. One area was the program's Emergency Safety Plan and Procedures. Following that finding this grantee met with the Hawaii State DOE Safety, Security, and

Emergency Preparedness Branch. Together, exemplary procedures and portions of plans from each center/school were identified and a more comprehensive program wide guide was established.

This Emergency Plan now includes regular drills for fire, inclement weather, and lock down. Folders with emergency contact information were established for all classrooms. Contact lists with phone numbers of school-day staff were made available to 21st CCLC staff.

Addressing safety during the out-of-school time activities is now a priority component of training and program implementation, as well as connection to the school day administration and faculty.

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

The administration of this grantee strives to make the best possible use of time spent in out-of-school time programs. In doing so, a framework for program staff is established for program staff to develop activities, as well as strategies to enhance programmatic practices. Waipahu Complex 21st CCLC seeks to raise the bar for quality programming to improve student outcomes.

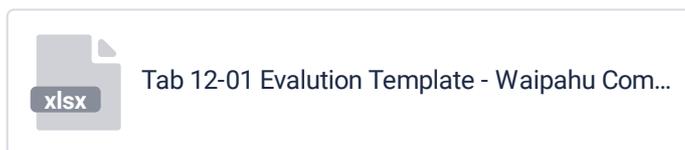
The grantee proves strong enrichment in core academic areas, such as STEM disciplines, reading and literacy, art and music, physical education, college and career readiness with hands-on, engaging activities. These activities are designed with real world skills in mind, including leadership, teamwork, sportsmanship, communication, critical thinking, creativity, and adaptability.

Grantee staff consistently use these strategies and goals for the program: Ongoing collaboration with school day teachers; Facilitated homework assistance, Use of problem- and project-based learning techniques; Recognition of student accomplishments; Teaching of higher education and career preparation; Incorporation of state and national learning standards.

## **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**



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

The program seeks to serve a total of 1,285 students and 400 community members in the first full year of the grant. Based upon previous evaluation results, these figures are expected to increase in subsequent years as additional partners are secured and community collaboration is fostered. It is projected that, over the five year grant period, over 7,500 students and 2,000 community members will participate in 21st CCLC programming.

The longevity of WC's programming and its longstanding relationships with its partners are integral to the sustainability of its project goals and outcomes. After being introduced to service providers through 21<sup>st</sup> CCLC, community members are able to seek out those services independently. This has occurred previously with partners such as Department of Parks and

Recreation, and is expected to occur again with new partners such as Waipahu Safe Haven Immigrant Center.

Furthermore, service providers are able to establish a foothold in the Waipahu community via 21<sup>st</sup> CCLC. They can then extend the services they provide to permanently include Waipahu especially to support the growing Micronesian community in Waipahu.

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

- What changes were made from the original sustainability plan?

The partnership with We Are Oceanic was unable to be established with consistency. As a non-profit group, they opted to focus on supporting our schools through the Parent Community Network Coordinators, during the school day.

- What community partners have been added?
  - Boy Scouts
  - Bricks4Kidz
  - Department of Public Health
  - Hawaii Judo Academy
  - Honolulu Police Department
  - Waipahu Community Association
  - Waipahu Community Coalition
  - Waipahu McDonald's
  - Waipahu Weed and Seed
- What community partners have dropped off?
  - We Are Oceanic

**Conclusions**

The Waipahu Complex 21st Century Community Learning Centers grant successfully delivered out-of-school time programming for 1,928 students, from Kindergarten through grade twelve, and 1,563 adult family members, during Summer 2018 to May 2019.

Student participants with the greatest need for expanded learning opportunities enrolled in a range of high-quality educational, developmental, and recreational services.

Regularly attending students (attending for 30 days or more):

1. Demonstrated academic improvement based on surveys completed by school-day teachers, and
2. Demonstrated education and social benefits and exhibit positive behavioral changes.

**Reflections on program implementation and impact**

Site Coordinators for the Waipahu 21st Century Community Learning Centers were asked to reflect upon the grant year by noting what the grant has meant for their students, families, and schools:

For students, centers offered a safe place to build relationships with other people (both peers and

adults).

Students who participated were better connected to their peers and the school staff, made academic and behavioral gains, and participated in activities in which they otherwise would not have had the opportunity to engage.

Families benefited from knowing that their children were in a safe place during non-school hours.

On a school-wide level, site coordinators noted anecdotal evidence of parent and student satisfaction, a greater sense of school community, a more positive public perception of their school, and significant positive academic achievement views by program participants.

### **Evaluation dissemination**

Each Center (August Ahren Elementary School, Honowai Elementary School, Kalei`opu`u Elementary School, Waikele Elementary School, Waipahu Elementary School, Waipahu Intermediate School, Waipahu High School, and Waipahu Safe Haven Immigrant Center) will receive two hard-copies of this Evaluation Report documenting the complex-wide performance of the 21st Century Community Learning Centers grant programs in Year 4. Centers will also be provided access to an electronic version of this Evaluation Report.

- One copy is filed in Tab 12 of the Site Handbook after the Project Director shares the results, conclusions, and recommendations with the 21st CCLC Site Coordinators.
- One copy is shared with the complex school administrators with the intent for them to share to their broader school community, including, but not limited to their leadership team, school-day staff, parent groups, 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 all evaluations are shared with complex stakeholders:

- Pearl City/Waipahu Complex Area Superintendent, Keith Hui
- Pearl City/Waipahu Complex Area Business Manager, Lawrence Suan
- Pearl City/Waipahu Complex Area School Renewal Specialist, Matthew Kravevich

Exhibit 1: Basic Information Table

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

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	August Ahrens Elementary School	K-6
Center 2	Honowai Elementary School	K-7
Center 3	Kalei'opu'u Elementary School	K-6
Center 4	Waikele Elementary School	K-6
Center 5	Waipahu Elementary School	K-6
Center 6	Waipahu Intermediate School	7-8
Center 7	Waipahu High School	9-12
Center 8	Waipahu Safe Haven Immigrant Center	K-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.

	<i>SAMPLE: Improve academic achievement in math</i>
Goal 1	Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.
Goal 2	21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.
Goal 3	21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities.
Goal 4	Participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.
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 program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
Goal 1	Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions.	Teacher Surveys, Program attendance data
Goal 2	Core educational services: 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Weekly schedules, activity forms, program observations
	Enrichment and support activities: 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Weekly schedules, activity forms, program observations
	Community involvement: More than 85% of centers will establish and maintain partnerships with the community that continue to increase levels of community collaboration in planning, implementing, and sustain programs.	Semester reports, program observations
	Services to parents and other family members: More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Family Engagement reports, supporting documentation
	Extended hours: More than 75% of centers will offer services at least 12-16 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.	Weekly schedules, activity forms, program observations
Goal 3	High-need communities: 100% of centers are located in high-poverty communities.	Title I Status; demographic data
Goal 4	Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	Teacher-reported improvement in academics through Teacher Survey
	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**

<b>Center</b>	<b>Summer 2018 Enrollment - Total</b>	<b>Grade Levels</b>
August Ahrens Elementary School	137	1-6
Honowai Elementary School	46	1-7
Kalei'opu'u Elementary School	95	K-6
Waikele Elementary School	88	1-6
Waipahu Elementary School	33	K, 5-6
Waipahu Intermediate School	118	7-8
Waipahu High School	17	12
Waipahu Safe Haven Immigrant Center	17	1-8
	0	Grade levels served
<b>SubgranteeTotal</b>	<b>551</b>	K-12

**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.

<b>Center</b>	<b>2018-19 Enrollment – Total</b>	<b>2018 -19 Enrollment – Regular*</b>	<b>Grade Levels</b>
August Ahrens Elementary School	329	160	K-6
Honowai Elementary School	316	94	K-6
Kalei'opu'u Elementary School	243	117	K-6
Waikele Elementary School	207	77	K-6
Waipahu Elementary School	208	107	K-6
Waipahu Intermediate School	243	70	7-8
Waipahu High School	320	120	9-12
Waipahu Safe Haven Immigrant Center	62	19	K-8
<b>SubgranteeTotal</b>	<b>1928</b>	<b>764</b>	<b>K-12</b>

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

Center	Summer 2019	Grade Levels
August Ahrens Elementary School	0	Grade levels served
Honowai Elementary School	0	Grade levels served
Kalei'opu'u Elementary School	0	Grade levels served
Waikele Elementary School	0	Grade levels served
Waipahu Elementary School	0	Grade levels served
Waipahu Intermediate School	0	Grade levels served
Waipahu High School	0	Grade levels served
Waipahu Safe Haven Immigrant Center	0	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
August Ahrens Elementary School	329	160	K-6
Honowai Elementary School	316	94	K-6
Kalei'opu'u Elementary School	243	117	K-6
Waikele Elementary School	207	77	K-6
Waipahu Elementary School	208	107	K-6
Waipahu Intermediate School	243	70	7-8
Waipahu High School	320	120	9-12
Waipahu Safe Haven Immigrant Center	62	19	K-8
			Grade levels served
<b>SubgranteeTotal</b>	<b>1928</b>	<b>764</b>	<b>K-12</b>

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

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
August Ahrens Elementary School	160	49.00%	16	5.00%	64	19.00%	157	48.00%	172	52.00%
Honowai Elementary School	165	67.00%	13	5.00%	65	26.00%	100	40.00%	147	60.00%
Kalei'opu'u Elementary School	107	43.00%	7	3.00%	8	3.00%	115	44.00%	128	53.00%
Waikele Elementary School	52	25.00%	14	7.00%	14	7.00%	93	45.00%	114	55.00%
Waipahu Elementary School	121	58.00%	9	4.00%	72	35.00%	93	45.00%	115	55.00%
Waipahu Intermediate School	112	46.00%	18	7.00%	18	7.00%	117	48.00%	126	52.00%
Waipahu High School	212	66.00%	24	8.00%	39	12.00%	181	57.00%	139	43.00%
Waipahu Safe Haven Immigrant Center	54	87.00%	5	8.00%	56	90.00%	32	52.00%	30	48.00%
<b>SubgranteeTotal</b>	<b>983</b>	<b>55%</b>	<b>106</b>	<b>6%</b>	<b>336</b>	<b>25%</b>	<b>888</b>	<b>47%</b>	<b>971</b>	<b>52%</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 +
August Ahrens Elementary School	1	0.00%	264	80.00%	1	0.00%	23	7.00%	14	4.00%	1	0.00%	25	8.00%
Honowai Elementary School	0	0.00%	122	49.00%	0	0.00%	34	14.00%	64	26.00%	1	0.00%	26	11.00%
Kalei'opu'u Elementary School	0	0.00%	127	52.00%	2	1.00%	41	17.00%	34	14.00%	4	2.00%	35	14.00%
Waikele Elementary School	0	0.00%	103	50.00%	2	1.00%	27	13.00%	24	12.00%	5	2.00%	46	22.00%
Waipahu Elementary School	0	0.00%	69	33.00%	0	0.00%	18	9.00%	100	48.00%	0	0.00%	21	10.00%
Waipahu Intermediate School	0	0.00%	141	58.00%	1	0.00%	20	8.00%	56	23.00%	7	3.00%	18	7.00%
Waipahu High School	0	0.00%	183	57.00%	5	2.00%	12	4.00%	101	32.00%	2	1.00%	17	5.00%
Waipahu Safe Haven Immigrant Center	0	0.00%	0	0.00%	0	0.00%	1	2.00%	59	95.00%	0	0.00%	2	3.00%
<b>Subgrantee Total</b>	<b>1</b>	<b>0%</b>	<b>1009</b>	<b>47%</b>	<b>11</b>	<b>1%</b>	<b>176</b>	<b>9%</b>	<b>452</b>	<b>32%</b>	<b>20</b>	<b>1%</b>	<b>190</b>	<b>10%</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
August Ahrens Elementary School	2	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0
Honowai Elementary School	0	1	0	0	0	0	0	0	0	0	15	0	0	0	0	0	0	0
Kalei'opu'u Elementary School	1	0	0	0	0	0	0	0	0	0	14	4	0	0	0	0	0	0
Waikele Elementary School	1	0	0	0	0	0	0	0	0	0	19	0	1	0	0	0	0	0
Waipahu Elementary School	1	0	0	0	0	0	0	0	0	0	18	0	0	0	2	0	0	0
Waipahu Intermediate School	1	0	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0
Waipahu High School	1	0	0	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0
Waipahu Safe Haven Immigrant Center	0	1	0	0	5	0	0	0	0	0	0	0	0	0	0	0	1	0
<b>Subgrantee Total</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>91</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</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
August Ahrens Elementary School	17	-	-	-	-	12	-	-	-
Honowai Elementary School	17	-	-	-	-	10	-	-	-
Kalei'opu'u Elementary School	17	-	-	-	-	10	-	-	-
Waikele Elementary School	17	-	-	-	-	10	5	-	-
Waipahu Elementary School	17	-	-	-	-	12	-	12	-
Waipahu Intermediate School	17	-	-	-	-	10	-	-	-
Waipahu High School	17	-	-	-	-	14	-	-	-
Waipahu Safe Haven Immigrant	17	-	12	-	-	-	-	-	12
<b>Subgrantee Total</b>	<b>136</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>78</b>	<b>5</b>	<b>12</b>	<b>12</b>

Exhibit 11: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	Paid	Unpaid
Provide evaluation services	0	7
Raise funds	0	0
Provide programming/activity related services	5	12
Provide goods	0	0
Provide volunteer staffing	2	13
Provide Paid Staffing	4	3
Other	0	0
<b>Subgrantee Total</b>	<b>11</b>	<b>35</b>

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

<b>Center</b>	<b>Reading &amp; Literacy</b>	<b>Math</b>	<b>Science &amp; Technology</b>	<b>Other (specify)</b>
<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>				
August Ahrens Elementary School	Yes	Yes	Yes	Specify other services.
Honowai Elementary School	Yes	Yes	Yes	Specify other services.
Kalei'opu'u Elementary School	Yes	Yes	Yes	Specify other services.
Waikele Elementary School	Yes	Yes	Yes	Specify other services.
Waipahu Elementary School	Yes	Yes	Yes	Specify other services.
Waipahu Intermediate School	Yes	Yes	Yes	Specify other services.
Waipahu High School	Yes	Yes	Yes	Specify other services.
Waipahu Safe Haven Immigrant Center	Yes	Yes	Yes	Specify other services.
				Specify other services.

**Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities**

**Objective 1.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)**

Center	Arts & Music	Physical Activity	Community Service	Leadership	Tutoring/ Homework Help	Other (Specify)
August Ahrens Elementary School	Yes	Yes	No	No	Yes	
Honowai Elementary School	Yes	Yes	Yes	No	Yes	ELL Support
Kalei'opu'u Elementary School	Yes	Yes	Yes	No	No	
Waikele Elementary School	Yes	Yes	No	No	Yes	
Waipahu Elementary School	Yes	Yes	No	No	Yes	ELL Support
Waipahu Intermediate School	Yes	No	No	Yes	Yes	
Waipahu High School	No	No	No	No	Yes	
Waipahu Safe Haven Immigrant Center	No	No	No	No	Yes	ELL Support
						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 .
August Ahrens Elementary School	7	August Ahrens Elementary School, Hawaii Judo Academy, A-Plus Afterschool Care, Brickz4Kidz, Honolulu Police Department, Le Fetuaao Samoan Language School, City and County of Honolulu - Parks and Recreation Department
Honowai Elementary School	4	Waipahu McDonald's, Honowai Elementary School, City and County of Honolulu-Department of Parks and Recreation, Honolulu Police Department
Kalei'opu'u Elementary School	3	Kalei'opu'u Elementary School, City and County of Honolulu-Department of Parks and Recreation, KES PTO
Waikele Elementary School	3	Waikele Elementary School, A-Plus Afterschool Care; City and County of Honolulu-Department of Parks and Recreation
Waipahu Elementary School	7	Waipahu Elementary School, Le Fetuaao Samoan Language Center, Waipahu Safe Haven Immigrant Center, City and County of Honolulu-Department of Parks and Recreation, Waipahu High School, Boy Scouts, Waipahu Intermediate School
Waipahu Intermediate School	3	Waipahu Intermediate School, City and County of Honolulu-Department of Parks and Recreation, Waipahu Safe Haven Immigrant Center
Waipahu High School	8	Waipahu High School, Le Fetuaao Samoan Language Center
Waipahu Safe Haven Immigrant Center	8	Waipahu Community Coalition, Public Health, Waipahu Community Association, Weed and Seed, UH College of Education, Waipahu Elementary School, Waipahu Intermediate School, Waipahu High School

**Exhibit 15: Performance on KPI Objective 1.4 - Services to Parents and Family Members**

<b>Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.</b>		
<b>Center</b>	<b>Number of parents/ family members participating</b>	<b>Description of services to parents and other family members.</b>
August Ahrens Elementary School	386	Waipahu Public Library visits, Student Showcases, Talent Shows, Parent Nights with HPD (Celebrate Safe Communities), Christmas Carnival and Parade, Parent/Child Sporting Challenges
Honowai Elementary School	84	Parent/Child Flag Football, Parent Literacy Classes, Spring Showcase, Art & Photography Gallery Show.
Kalei'opu'u Elementary School	104	Project-Based Presentation Days, Aquaponics Open House, MakerSpace/Tech Family Night
Waikele Elementary School	293	Learning Celebrations, FLL Lego League Competition Preparation, Internet Safety Night, Cyberbullying Parent Awareness Training, Kids 4 CPR and Family CPR/AED Trainings
Waipahu Elementary School	254	Ohana Bingo Night, Literacy Nights
Waipahu Intermediate School	312	Internet and Social Media Safety Training, Dangers of E-Cig and Vaping Training, Winter/Spring Band Concerts
Waipahu High School	130	Parent Program Orientation, Test Prep Informational Sessions, FAFSA Nights
Waipahu Safe Haven Immigrant Center	-	n/a

**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
August Ahrens Elementary School	10.5	20
Honowai Elementary School	11.5	17.5
Kalei'opu'u Elementary School	10	15
Waikele Elementary School	21	15
Waipahu Elementary School	14	18
Waipahu Intermediate School	11.25	20
Waipahu High School	18	17.5
Waipahu Safe Haven Immigrant Center	12	12

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

<b>Objective 3.1: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in Reading/Language Arts.</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>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
August Ahrens Elementary School	42	27.00%	13	31.00%
Honowai Elementary School	42	41.00%	13	31.00%
Kalei'opu'u Elementary School	33	38.00%	12	36.00%
Waikele Elementary School	20	27.00%	12	60.00%
Waipahu Elementary School	54	52.00%	21	39.00%
Waipahu Intermediate School	30	27.00%	13	43.00%
Waipahu High School	12	38.00%	6	50.00%
Waipahu Safe Haven Immigrant Center	5	30.00%	0	0.00%

**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 Arts.**

Center	Regular program participants who needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
August Ahrens Elementary School	0	0.00%	0	0.00%
Honowai Elementary School	0	0.00%	0	0.00%
Kalei'opu'u Elementary School	0	0.00%	0	0.00%
Waikele Elementary School	0	0.00%	0	0.00%
Waipahu Elementary School	0	0.00%	0	0.00%
Waipahu Intermediate School	4	11.00%	1	10.00%
Waipahu High School	77	43.00%	11	32.00%
Waipahu Safe Haven Immigrant Center	2	34.00%	0	0.00%

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

<b>Objective 3.2: Participants in 21stCentury Community Learning Centers will demonstrate academic improvement in math.</b>				
<b>Center</b>	<b>Regular program participants who needed to improve in math from fall to spring</b>		<b>Regular program participants with IMPROVEMENT in math from fall to spring</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
August Ahrens Elementary School	50	32.00%	14	28.00%
Honowai Elementary School	46	45.00%	13	28.00%
Kalei'opu'u Elementary School	38	43.00%	9	24.00%
Waikele Elementary School	20	27.00%	10	50.00%
Waipahu Elementary School	55	53.00%	21	38.00%
Waipahu Intermediate School	32	26.00%	4	23.00%
Waipahu High School	11	33.00%	1	20.00%
Waipahu Safe Haven Immigrant Ce	4	24.00%	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 needed to improve in reading/language arts from fall to spring		Regular program participants with IMPROVEMENT in reading/language arts from fall to spring	
	#	%	#	%
August Ahrens Elementary School	0	0.00%	0	0.00%
Honowai Elementary School	0	0.00%	0	0.00%
Kalei'opu'u Elementary School	0	0.00%	0	0.00%
Waikele Elementary School	0	0.00%	0	0.00%
Waipahu Elementary School	0	0.00%	0	0.00%
Waipahu Intermediate School	11	17.00%	2	13.00%
Waipahu High School	59	41.00%	9	45.00%
Waipahu Safe Haven Immigrant Center	3	25.00%	2	50.00%

**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 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>
1	Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions.	Teacher Surveys, Program attendance data	All centers showed improvement in academic and behavioral indicators through teacher surveys of regularly attending students.	Met
	Core educational services: 100% of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Weekly schedules, activity forms, program observations	100% of centers offered high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.	Met
	Enrichment and support activities: 100% of centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation.	Weekly schedules, activity forms, program observations	100% of centers offered enrichment and support activities.	Met
	Community involvement: More than 85% of centers will establish and maintain partnerships with the community that continue to increase levels of community collaboration in planning, implementing, and sustain programs.	Semester reports, program observations	100% of centers established and maintained community partnerships to increase community collaboration in implementing and sustaining programs for student and adult family members.	Met
	Services to parents and other family members: More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Family Engagement reports, supporting documentation	100% of centers offered services to adult family members of student participants.	Met
2	Extended hours: More than 75% of centers will offer services at least 12-16 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.	Weekly schedules, activity forms, program observations	100% of centers offered services at least 12-16 hours per week on average during the school year and when school is not in session, such as during the intersessions, summer, and holidays.	Met
3	High-need communities: 100% of centers are located in high-poverty communities.	Title I Status; demographic data	100% of centers are located in high-poverty communities.	Met
4	Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	Teacher-reported improvement in academics through Teacher Survey	All centers showed improvement in academic and behavioral indicators through teacher surveys of regularly attending students.	Met
	<a href="#">Click here to enter first objective for Goal 5.</a>	<a href="#">Click here to enter measure.</a>		
	<a href="#">Click here to enter second objective for Goal 5.</a>	<a href="#">Click here to enter measure.</a>		
	<a href="#">Click here to enter third objective for Goal 5.</a>	<a href="#">Click here to enter measure.</a>		
5	<a href="#">Click here to enter fourth objective for Goal 5.</a>	<a href="#">Click here to enter measure.</a>		