1. General Information

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	12/12/2018
Grantee Name	Kaimuki Complex Subgrantee
Program Director Name	Ron Nomura
Program Director Email	Ronald_Nomura/HONDO/HIDOE@notes.k12.hi.us
Evaluator Name	M. Betsy Bounds
Evaluator Email	Blb22@aol.com
Year of Grant	Year 3

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	Jarrett Middle School	6,7,8
Center 2	Washington Middle School	6,7,8

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

2.   Executive Summary

The Kaimuki Complex submitted a 21st Century Learning Center grant to serve students at its two middle schools, William P. Jarrett Middle and George Washington Middle Schools that serve students in grades 6-8. The schools are characterized by high poverty and low academic performance. The percent of students eligible for free/reduced lunch at each site is high (71.9% at Jarrett and 57% at Washington). The Kaimuki 21st CCLC's targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect.

Student services at each site are being provided through a subcontract with After School All Stars (ASAS), an organization that has provided these services in a previous grant in which 31% of the Washington students participated in CCLC and 82% of the Jarrett students participated in CCLC. In the current grant year, 319 students participated in CCLC and 60.5% of those are eligible for free/reduced lunch. The largest ethnic group is Asian/Pacific Islander (69%) with Native Hawaiian being the next largest with 21%. In addition to services for students, family engagement activities are offered at least quarterly.

The evaluation was designed to utilize quantitative and qualitative data sources in a process and outcome evaluation to monitor program objectives, collect data needed for annual performance reporting, determine outcomes, identify any challenges and resolution and to provide recommendations for program improvement based on the evaluation. To measure program effectiveness, data includes: the number of participants by number of days attended (under 30 days; 30-59 days, 60-89 days or more than 90 days) total number of student participants, number of family participants and number of community partners. Parent and student surveys were administered to determine satisfaction with the program, perceptions of safety and whether the program is having a positive impact. A teacher survey was used to determine changes in academic proficiency and behavior in the classroom. Grades for the first and fourth quarter in math and reading were collected to determine how many students that needed to improve their grade did so by number of days attended. In addition, the scores on the state testing for CCLC participants were compared to the school as a whole to see if CCLC students performed better than the school as a whole.

Both schools have fully developed a CCLC that operates 15 hours a week and includes a variety of classes and activities that provide academic support and academic enrichment activities. A total of 319 students were served with 211 (66%) of the students attending for 30 days or more. A large number of partners have been engaged to offer supplemental services.

Based on the evaluation, it can be concluded that the CCLC at each site is fully implemented, operates for 15 hours a week, is at a high poverty school, has extensive parent participation, and has multiple partnerships. There is general satisfaction with the program by parents and students.

Some of the findings include the following:

- At Jarrett, 100% of parents believe their child is a better reader and 93.4% believer their child is better in math
- At Jarrett, 79.5% believer their child is a better reader and 87.2% believe they are better in math
- At Washington, 92.3% believe their child is a better reader and 76.9% believe the program helped their child improve in math
- At Washington, 63.9% agree the program helped them become a better reader and 55.6% agree it helped them become better in math
- More than 86% of students at both schools agree the program helped them do better in school
- At Washington, 78% of students improved in turning in homework and classroom participation and in classroom behavior.
- At Jarrett, 39% improved in turning in homework and classroom participation and 17% improved in classroom behavior.
- Chronic absences were less for students attending for 60 days or more than other groups including non-CCLC students.
- On the SBAC ELA and Math test, CCLC students that attended for 60 days or more had a higher percent of students that were proficient than non-CCLC, attendees of 30-59 days and unspecified students.
- Of students that needed to improve their math grade, 26.2% did improve (47% at Jarrett and 21.6% of those at Washington).
- In ELA, 34.6% of those that needed to improve did (84.1% at Jarrett and 15.3% of those at Washington).
- When compared to the school as a whole, proficiency in reading and math are higher for CCLC than the school as a whole at Washington.

Based on the evaluation, the following recommendations are made:
1. Continue working to have students attend longer.
2. Continue work with partners and involvement of family members.
3. Work with classroom teachers on academic needs students can address in CCLC.
4. Work to reduce achievement gaps.
5. Work to recruit more eligible students (SED, Sped, ELL) for CCLC.
6. Make sure that academic needs are being addressed at CCLC (integrate academic standards into instruction, target instruction to needs).
7. Put some focus on math at Jarrett Middle School.

3.   Program Description

3.A.   PROGRAM DESCRIPTION

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

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

The Kaimuki McKinley Roosevelt Complex Area administers the grant for Kaimuki Complex. Ron Nomura serves as project director at no cost to the grant. Elden Nakamura monitors the finances at no charge and Jean Stewart is paid part time from the grant to provide administrative support services. Student activities provided to students are subcontracted to After School All Stars (ASAS). This report covers the third year of the grant that was awarded in the 2015-16 school year. There are two schools in the grant: Jarrett Middle School and Washington Middle School, each serving students in grades 6-8.

The Kaimuki Area is diverse socioeconomically, with areas of high per capita income tangential to areas with high poverty, high immigrant and transient populations and low education. The Jarrett attendance area includes the low-income Palolo Valley Homes, University of Hawaii faculty housing, and single-family homes in Kaimuki and St. Louis Heights. The Kaimuki Complex area is characterized by high poverty with over 56% of students at each site eligible for free/reduced lunch (73% at Jarrett and 57% at Washington) . The Kaimuki 21st CCLC's targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect.

A year prior to the current grant, ASAS worked with Kaimuki Complex to offer CCLC services at the middle school for five years during which 31% of the Washington students participated in CCLC and 82% of the Jarrett students participated in CCLC.

Activities provided by ASAS include STEM, Literacy, Tutoring, Homework help, arts and music, physical activities and more. In addition to services for students, family engagement activities are offered at least quarterly and participation has been good.

3.B.   PROGRAM GOALS AND OBJECTIVES

All Hawaiʻi 21st CCLC grant programs are accountable to the state's Key Performance Indicators (KPIs) – see Section 4B: Evaluation Results. In addition to these KPIs, subgrantees must articulate their own program-specific goals and objectives.

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

3.B.1. Goals

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

1.	SAMPLE: Improve academic achievement in math
1.	The overall goal of the Kaimuki 21st Century Community Learning Centers is to provide out of school academic, enrichment and athletic opportunities to help close the achievement gap, engage families, and prepare students for college and careers through a contract with After-School All-Stars Hawaii to provide out of school programs for 330 middle school students in the Kaimuki Complex.

3.B.2. Objectives

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

Goal	Objective	Measure
1.	Regular program participants will achieve better indicators in attendance and behavior, compared to general school population.	Teacher survey
	Participants will have access to high quality services in at least one core academic service area, including English/language arts, mathematics, and science.	One core academic area offered
	Participants will have access to sports and enrichment activities to support their social and non-cognitive development.	At least two of these areas addressed
	Kaimuki 21st CCLC's will engage at least five community partners in field including sports, culture, arts, citizenship and others	At least 5 community partners
1	Kaimuki 21st CCLC's will provide two to four out of school activities each year to engage parents and families	Minimum of two activities
	Kaimuki 21st CCLC's will offer services 15 hours per week on average, providing services when school is not in session, after-school and during the summer	Minimum of 15 hours/week
	Kaimuki 21st CCLC's will serve high-need schools, as indicated by the percentage of students eligible for free or reduced school lunch, for participants and the general school population	At least 40% are eligible for free/reduced lunch in schools served
	A higher percentage of 21st CCLC participants will meet or exceed proficiency levels in math and English/language arts, compared to the general school population.	SBAC Comparison

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in 2017-18 (including summer)

Center	2017-18 Enrollment – Total	2017-18 Enrollment – Regular*	Grade Levels
Jarrett Middle School	151	116	6,7,8
Washington Middle School	168	95	6,7,8
Subgrantee Total	319	211	

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

Attendance Discussion

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

At Jarrett, 78.6% attended for 30 days or more and 53% attended for 90 days or more. At Washington, 56.5% attended for 30 days or more and 34% attended for 90 days or more. It is recognized that students may move which shortens the attendance period or drop out for a variety of reasons but the percent of those attending for 30 days or more is quite good. ASAS encourages attendance by having a variety of activities to appeal to a larger number of students, disseminating information to classroom teachers and parents about the activities offered, by encouraging individual students to keep coming to CCLC and by contacting the student's teacher if they haven't returned to find out if there is anything that can be done to get them to return.

The challenge is always finding activities that interest all students in some way and getting teachers to encourage students to attend. Many students have other obligations or commitments after school and are unable to attend but continued efforts to interest students and their parents is ongoing.

3.C.2 Participant Characteristics

Exhibit 4: Characteristics of Students Served

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Jarrett Middle School	91	61%	21	14%	17	11%	86	57%	96	64%
Washington Middle School	102	61%	10	6%	18	11%	96	57%	72	43%
Subgrantee Total	193		31		35		182		168	

Exhibit 5: Race/Ethnicity of Students Served

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2 or more	%2 or more
Jarrett Middle School			34	21.1%	104	64.6%	3	1.9%					20	12.4%
Washington Middle School	1	0.6%	62	36.9%	58	34.5%	3				9	5.4%	35	20.8%

													55	
Subgrantee Total	1		96		162		6		0		9			

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander.

In the current grant year, 319 students participated in CCLC and 60.5% of those are eligible for free/reduced lunch. The largest ethnic group is Asian/Pacific Islander (69%) with Native Hawaiian being the next largest with 21%.

3.D   SUMMER AND INTERSESSION PROGRAMMING

Describe activities offered during summer and intersession.

> Summer programming was provided at Washington Middle School. Activities included were in STEM, Arts and music, and physical activities.

Exhibit 6: Students Served During Summer

Center	Summer Enrollment – Total	Grade Levels
Washington Middle School	37	6,7,8
Subgrantee Total	37	

3.E.   CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials
What program materials were used (e.g., curriculum, online programs, reading materials, hands-on materials, equipment, tools)?

> Some of the materials and resources were paid out of grant funds through the subcontract with ASAS. The materials used during the school day were also utilized after school so that help with homework and other activities would align with school priorities and curriculum.

3.E.2   Resources
What resources (e.g., grant funds, physical facilities, in-kind personnel, community partnerships) were available?

> Resources utilized included the sports fields, classrooms and computer access at each of the schools that were provided in kind by the McKinley Complex. In addition, partners provided additional resources in the activities they provided.

3.F.   STAFF AND OTHERS INVOLVED IN THE PROGRAM

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

> Project oversight was provided by Ron Nomura, Project Director. He was assisted by Jean Stewart and Elden Nakamura at the central level. At the site level, each site had a coordinator and other staff provided by ASAS in their subcontract. In addition, an external

evaluator, Dr. Betsy Bounds provided the instruments, data collection tolls and provides a yearly evaluation. At Jarrett, there were 20 partners that provided support or direct services and at Jarrett, 12 partners provided services.

Exhibit 7. Number of Staff by Position

Center	Administrators Paid	Administrators Vol	College Students Paid	College Students Vol	Community Members Paid	Community Members Vol	High School Students Paid	High School Students Vol	Parents Paid	Parents Vol	School Day Teachers Paid	School Day Teachers Vol	Non-Teaching School Staff Paid	Non-Teaching School Staff Vol	Sub-contracted Staff Paid	Sub-contracted Staff Vol	Other Paid	Other Vol
Jarrett														2	7	16		
Washington		1												1	7			
Subgrantee Total	0	1	0	0	0	0	0	0	0	0	0	0	0	3	14	16	0	0

Exhibit 8. 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
Jarrett							4	15	
Washington	2								
Subgrantee Total	2	0	0	0	0	0	4	15	0

3.G.   PARTNERSHIPS

Partnership Data

Enter subgrantee-level partnership data in the appropriate fields in the table below.

Exhibit 9: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	
Raise funds		
Provide programming/activity related services	1	41
Provide goods		
Provide volunteer staffing	1	
Provide Paid Staffing	1	
Other	1	2
Subgrantee Total	5	43

Partnership Description

Provide a brief description of successes with partnerships.

There is an extensive list of partners that include: at Jarrett: Barnes and Noble provides arts opportunities twice a year; Boys and Girls Club provides sports activities twice monthly; Chaminade University provides volunteers and support with performing arts program (Daily); Hawaii Agricultural

Foundation – Kids Cooking Local Provided nutrition / cooking instruction (Weekly for two quarters); HMSA Provided field trips for students (Quarterly); Hula Grill Restaurant Provided nutrition / cooking instruction (Once off); Intramural Athletics provided competitive sports league for students (Weekly for two quarters); Kaimuki HS Junior ROTC Provide ROTC for students (Weekly for two quarters); Malama Aina Provided STEM /cultural classes for students(Weekly); Manoa Mentors – UH Provided volunteers for homework help (Daily); Mental Health of America, Hawaii Provided Youth Suicide and Bullying Prevention Program for Students (Twice per year); Motiv8 Foundation Provided Field Trips for students (Twice per year); Palolo Chinese Home Provided service learning and performing arts opportunities for students (Twice per year); Police Activities League Provided competitive sports league for students (Weekly for two quarters); Polynesian Hall of Fame Provided Field Trips for students (Once off); Purple Mai'a Provided STEM classes for students (Weekly); SOHI Provided competition sports play and developmental opportunities for general and special needs students (Eight sports tournaments per year); UH Manoa Provided service learning opportunities and assistance with High School/College/Career Preparedness (Twice per year); UH Wahine Basketball Provided Field Trips for students (Two per year) and basketball clinics (Once off); and UPLINK Provided assistant with transport and supplies (Ongoing)

At Washington: Boys and Girls Club provides sports activities monthly; Hawaii Yacht Club Provided Sailing classes for students (Weekly); Intramural Athletics Provided competitive sports league for students (Weekly for two quarters); Magic Island Sailing Foundation Provided Sailing classes for students (Weekly); Mental Health of America, Hawaii Provided Youth Suicide and Bullying Prevention Program for Students (Twice per year);); Motiv8 Foundation Provided Field Trips for students (Twice per year); Police Activities League Provided competitive sports league for students (Weekly for two quarters); Polynesian Hall of Fame Provided Field Trips for students (Once off); Punahou Volunteer Mentor Program Provided volunteers (Weekly for two quarters); SOHI Provided competition sports play and developmental opportunities for general and special needs students (Eight sports tournaments per year); UH Manoa Provided service learning opportunities and assistance with High School/College/Career Preparedness; and UPLINK Provided assistant with transport and supplies (Ongoing)

Provide a brief description of challenges with partnerships.

There were really no challenges with the partners as pre-planning with them occurred and sites were able to schedule the activities with them at a time that was mutually beneficial. They were able to supplement services that could not be provided with the grant funds and those services were a nice supplement to the program.

3.H.   PARENT/FAMILY INVOLVEMENT

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.

Involving parents is always a challenge for a variety of reasons. However, one of the most successful strategies was inviting parents to come for student performances or a showcase of their efforts. Parents were always encouraged to participate and to visit classrooms at any time.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

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

The evaluation was intended to address performance indicators, determine outcomes and make recommendations for program improvement. Evaluation methods included the use of teacher surveys to determine improvement in classroom performance in a variety of areas, parent and student surveys to determine satisfaction with project services, collection of student enrollment data to determine participation of regular attendee (students that attended for 30 days or more), grades in reading/language arts and math in first and fourth quarter to determine improvement, review of iReults data, and interviews or discussions with project administration and service providers. A process and outcome evaluation occurred that included collection of quantitative and qualitative data.

4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

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

What implementation questions are being answered?	Has the program been fully implemented? How many hours are services provided? Were challenges encountered and if so, how were they resolved? Are parents and students satisfied with activities offered? What partnerships are there and what do they provide?
What data collection methods are being used (e.g. interviews, observations)?	Surveys, review of participation data, academic achievement data, interviews with project staff to determine satisfaction, identify any challenges and determine resolution.
What is the timing of data collection?	Student, parent and teacher surveys are collected in the Spring. There is a semester review of progress with the project director. Through meetings conducted with staff each semester, they are asked to identify challenges and any needs for improvement are addressed at that time.

Information has been provided on hours of operation, types of activities, partnerships developed and each site has fully implemented a CCLC. Surveys provide the perception of students and parents on whether the CCLC is having a positive impact on the student in reading, math, and school.

4.A.3. Outcomes Evaluation

Describe how program outcomes are being evaluated.

Sample Outcomes Questions:

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

What outcomes questions are being answered?	Did student grades in reading and math improve from first to 4th quarter? Did attendance and turning homework in on time improve? Did classroom behavior improve? Are CCLC students performing better on the SBAC than non-CCLC students?
For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)?	We collected grades from 1st and 4th quarter in ELA and Math to be used as one measure to show improvement in academic skills. To determine positive changes in behavior and class attendance, the teacher survey was utilized. The iResults data is being used to determine proficiency of CCLC students on the SBAC.
What is the timing of data collection?	Data collection occurred at the end of each session including summer and at year end. The iResults data that was just made available is being analyzed right away.

4.B.   EVALUATION RESULTS

4.B.1. Implementation Evaluation Results

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

Data show that each site has a CCLC that operates for 15 hours a week and offers academic and academic enrichment activities. There is a broad variety, in part as the result of the multiple partnerships the schools have. There has been coordination and cooperation between the Kaimuki Complex staff and the ASAS staff. ASAS has provided requested data and other information needed to evaluate program effectiveness.

4.B.2   Key Performance Indicators (KPIs) – Objective 1

Objective 1: Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.

Exhibit 10: Performance on KPI Objective 1 – Turning in Homework and Classroom Participation

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvements in turning in homework and participating in class.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in turning in homework and classroom participation (INSERT ONLY ONE PERCENTAGE FOR EACH CENTER)
Jarrett Middle School	39%
Washington Middle School	78%

Exhibit 11: Performance on KPI Objective 1 – Student Classroom Behavior

Objective 1.2: Percentage of REGULAR program participants with teacher-reported improvement in student classroom behavior.	
Center	Percentage of REGULAR program participants with teacher-reported improvement in teacher-reported student classroom behavior
Jarrett Middle School	17%
Washington Middle School	78%

KPI Objective 1 Discussion

Please describe particular successes related to Objective 1. What data/evidence are these success and challenges based on?

> In addition to the above information, iResults data provided shows that students in CCLC have a much lower rate on chronic absenteeism (7% compared to 14% for non-CCLC) and far fewer behavior incidents (C offenses are 5 for CCLC students and 28% for non-CCLC and for D offenses, CCLC students are at 6 percent versus 27 for non-CCLC students.

Please describe particular challenges related to Objective 1.

> An ongoing challenge in determining improvement on the teacher survey is that too few teachers return the survey which makes it hard to generalize from those data.

4.B.3 Key Performance Indicators – Objective 2

Objective 2: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

Exhibit 12: Performance on KPI Objective 2 – Core Educational Services

Objective 2.1: 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)			
Center	Reading & Literacy	Math	Science & Technology	Other (specify)
Jarrett	y	y	y	
Washington	y	y	y	

Core Educational Services Discussion

Provide a brief description of evidence that these services are of high quality.

Staff are hired for their experience and training in the areas they teach and provided with the core standards for integration into their lessons.

Exhibit 13: Performance on KPI Objective 2 – Enrichment Activities

Objective 2.2: 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)
Jarrett	y	y	y		y	
Washington	y	y	y		y	

Exhibit 14: Performance on KPI Objective 2 - Services to Parents and Family Members

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating	Description of services to parents and other family members.
Jarrett	1167	Parents were actively involved at Jarrett through volunteering, participating in special events, attending performances and showcases and visiting classes.
Washington	248	Parents participated by attending student activities, volunteering, coming to meetings related to CCLC

Parent/Family Services Discussion

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

At Jarrett, there was a very high parent participation (note, they are counted each time a parent participates so there is some duplication in the total numbers) and good participation at Washington. ASAS did a good job of working to include parents in CCLC activities at each site.

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

There are often challenges in getting parents to participate in CCLC but it is effective to offer opportunities for them to see their child in an activity or showcase as an incentive to participate.

Exhibit 15: Performance on KPI Objective 2 – Hours per Week

Objective 2.4: Centers will offer services for 12 hours or more per week, and provide services when school is not in session, such as during the summer and holidays.		
Center	**Number of hours per week services offered during the school year**	**Number of hours per week services offered during summer and holidays**
Jarrett	15	0
Washington	15	20

[**Key Performance Indicators (KPIs) – Objective 3**

Objective 3 - 21st Century Community Learning Centers will serve children and community members with the greatest need for expanded learning opportunities. (Not included here - Communities are already described in Section 3.A above.)]

4.B.4   Key Performance Indicators (KPIs) – Objective 4

Objective 4: Regular participants in 21st Century Community Learning Centers will demonstrate academic improvement based on formative and summative assessments given throughout the school year.

**Exhibit 16: Performance on KPI Objective 4 –
Academic Improvement in Reading/Language Arts**

Objective 4.1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts.				
Center	**Percentage of regular program participants with IMPROVEMENT in reading/language arts from fall to spring**	**Primary Source of Data on Improvement:**		
		Grades/ Course marks?	**Assessment/ Test Scores?**	**Teacher Surveys**
Jarrett	84.1%	x		
Washington	15.3%	x		

Exhibit 17: Performance on KPI Objective 4 – Academic Improvement in Math

Objective 4.2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math.				
Center	**Percentage of regular program participants with IMPROVEMENT in math from fall to spring**	**Source of Data on Improvement:**		
		Grades/ Coursemarks?	**Assessment/ Test Scores?**	**Teacher Surveys**
Jarrett	47%	x		
Washington	21.6%	x		

KPI Objective 4 Discussion

Please describe particular successes or challenges related to KPI Objective 4.

At Jarrett, 84.1% improved their grade in ELA and 47% improved their math grade. Results at Washington were only 15.3% that had an improved grade in ELA and 21.5% had an improved

grade in math. One challenge is being able to coordinate with the student's classroom teacher to determine what work they need.   While students may bring homework to do during homework help, they are not necessarily forthcoming about what they need to work on. It would be beneficial if there was more communication between CCLC staff and classroom teachers to determine the areas of need for the students..

4.B.5   Achievement of Program-Specific Objectives

Please describe achievement of the program-specific objectives described earlier in Section 3.B.2.

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

Copy objectives and measures from the table in section 3.B.2 into Exhibit 19 below. Make sure to select the whole text box by clicking on the three vertical dots to the upper left of the box. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 18: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
1.1 Regular program participants will achieve better indicators in attendance and behavior, compared to general school population.	Attendance data, behavior data from iResults	On iResults data, CCLC students that attended 60 days or more had fewer chronic absences than those that attended less or were not in CCLC.	Met
2.1 100% of centers offer high-quality services in at least one core academic area.	Course description, CCLC schedule of classes offered	Both centers offered STEM and Literacy skills instruction	Met
2.2 100% of centers will offer enrichment & support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation	Activities Form and class descriptions	Both centers had a variety of enrichment and support activities including homework help, service learning, arts and music and more.	Met
2.3 More than 85% of centers will establish and maintain community partnerships that increase levels of community collaboration in planning, implementing, and sustaining programs.	Partner list and description	There were 29 partners at Jarrett and 16 at Washington that have provided a variety of services and made a commitment to ASAS to work with them.	Met
2.4 More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Parent attendance sign-in forms	Both centers offered a number of opportunities for parent participation. There were 1167 parent participation noted and 248 at Washington	Met
More than 75% of centers offer services at least 12-16 hours/week average during school year and when	CCLC schedule	Each site offers 3 hours/5days a week of services	Met

school not in session, such as during the summer and holidays.			
3.1 High-need communities: 100% of centers are located in high-poverty communities.	Determination of free/reduced lunch rate	Both schools have more than 56% of their students eligible for free/reduced lunch	Met
4.1 Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.	1st and 4th quarter grade reports Iresults data provided on SBAC proficiency	Jarrett: 84.1% of students had improved grades in ELA and 47% improved their math grade. At Washington, grades improved for 15.3% in ELA and 21.6% in math. See below for discussion on SBAC scores. When compared to the school as a whole, both schools CCLC students had a higher percent of proficiency than the school in ELA and Washington had a higher rate in math.	Partially Met

Achievement of Program-Specific Objectives Discussion
Describe whether objectives have changed since last year and particular success and challenges in meeting program-specific objectives.

ASAS has been helpful in providing data in the past with grades and SBAC. However, this year, having the results provided by iResults has added to the availability and analysis. Results show that CCLC students in the Washington Middle School had a higher percent of proficiency in reading and math on the SBAC (48% proficient in ELA compared to 44% for non-CCLC and 42% in math compared to 31% for non-CCLC students). At Jarrett, results in math were lower than non-CCLC students (32% vs. 40% for non-CCLC students). When combined, the results indicate that those that attended for 60 days or more had a higher percent of proficiency in both ELA and math than those that attended less or were non-CCLC students. However, achievement gaps are evident between SED, ELL, and Sped students in academic achievement on the SBAC and non-SED- ELL-Sped students.

When comparing the proficiency of CCLC students to the school as a whole, results were better at Washington and Jarrett by a few percentage points on the ELA SBAC test. In math Washington was higher but Jarrett CCLC student proficiency was lower both when compared with non-CCLC students and the school as a whole.

Jarrett students did have 84.1% who improved their grade in ELA which may indicate an emphasis in that area was a contributing factor. In math 47% of Jarrett students did improve their math grade even though the SBAC math scores do not demonstrate a higher proficiency that non-CCLC students and the school as a whole. At Washington, grades improved for only 15.3% in ELA and 21.6% in math.

4.C. ADDITIONAL DATA

4.C.1   Success Stories

Two areas in which the CCLC schools excelled were in family involvement and working with partners. There are 29 partners at Jarrett plus the feeder elementary schools and at Washington, there are 15 partners plus the feeder elementary schools. Family involvement is high with 1187 at Jarrett (some are duplicate count) and 248 at Washington.

Students attending for 60 days or more had the highest percent of proficiency in ELA and math on the SBAC.

Examples of the variety and success of activities: At Jarrett, after 7 long months of work, the Kulia All Stars production of Mulan debuted performing 5 times during the month. The production was sold out and was a huge success. The Jarrett all-stars Special Olympics softball team competed at UH Manoa SOHI summer games and placed 3rd.
At Washington Middle School, students had a water day with different challenges for students to complete. The winner got to slide home with a floaty. Washington students participated in a semi-annual sports showdown with six other schools that was hosted at Nanakulli High and Intermediate School.

4.C.2   Best Practices

ASAS has been very successful in developing partnerships with other organizations in order to expand services. They are an organization that has a number of CCLC sites across Hawaii which no doubt helps them in recruiting partnerships. However, while some partnerships are shared across multiple sites, each school has some unique partnerships as well. Their success is doing this is something that could be shared with other sites or groups to demonstrate how services can be expanded without using grant funds. In addition, they have also been very successful in involving family members in CCLC, something that many sites struggle with.

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

Parents and Students of all students (not just regular attendees) were asked to complete surveys. The results by school are as follows:

Jarrett Middle School Student Survey

- 89.5% of students look forward to coming to the Jarrett ASAS program.
- 79.5% of students agree or strongly agree that Jarrett ASAS Program has helped them become a better reader.
- 87.2% of students agree or strongly agree that Jarrett ASAS Program has helped them become better at math.
- 94.9% of students agree or strongly agree that Jarrett ASAS helped them do better in school.

- 97.4% of students agree or strongly agree that teachers at Jarrett ASAS Program care about the students.
- 84.2% of students agree or strongly agree they would want to come to the Jarrett ASAS Program next year.

Jarrett Middle School Parent Survey

- 100% of parents agree or strongly agree that their child looks forward to attending the Jarrett ASAS Program.
- 100% of parents agree or strongly agree that Jarrett ASAS Program has helped their child become a better reader.
- 93.4% of parents agree or strongly agree that Jarrett ASAS Program has helped their child become better at math.
- 100% of parents agree or strongly agree that Jarrett ASAS Program has helped their child do better in school.
- 100% of parents agree or strongly agree that Jarrett ASAS Program teachers care about the students.
- 100% of parents agree of strongly agree if they had they chance, they would enroll their child in the Jarrett ASAS Program again.

Washington Middle School Student Survey

- 83.3% of students look forward to coming to the Washington ASAS program.
- 63.9% of students agree or strongly agree that Washington ASAS Program has helped them become a better reader.
- 55.6% of students agree or strongly agree that Washington ASAS Program has helped them become better at math.
- 86.1% of students agree or strongly agree that Washington ASAS helped them do better in school.
- 91.6% of students agree or strongly agree that teachers at Washington ASAS Program care about the students.
- 86.1% of students agree or strongly agree they would want to come to the Washington ASAS Program next year.

Washington Parent Survey

- 96.3% of parents agree or strongly agree that their child looks forward to attending the Washington ASAS Program.
- 92.3% of parents agree or strongly agree that Washington ASAS Program has helped their child become a better reader.
- 76.9% of parents agree or strongly agree that Washington ASAS Program has helped their child become better at math.
- 96.3% of parents agree or strongly agree that Washington ASAS Program has helped their child do better in school.
- 96.1% of parents agree or strongly agree that Washington ASAS Program teachers care about the students.
- 96.3% of parents agree of strongly agree if they had they chance, they would enroll their child in the Washington ASAS Program again.

In general, parents were more positive that the ASAS CCLC program benefits their child. More than 84% of students would return to the program again (some indicated it didn't apply as they are moving on to H.S.). More than 86% of students indicated the program had helped them do better in school.

4.C.4   Pictures

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

The Jarrett Kulia All-Stars ready for the 2018 Sports Showdown.

Kulia All-Stars presents the Mulan Jr. Musical.

The students had a water day for the last day of school. The water day consisted of different challenges at each base and in order to move unto the next base, they had to complete the challenge. The first person to complete all challenges gets to slide home with a floaty. The kids and staff had so much fun!

ALL-STAR PARTICIPANT STORY

Britney has been with ASAS all year long. She's always happy and positive. Britney always knows how to bring a smile to others faces by telling bad, but funny jokes. She's may be independent, but loves to help others around her.

5.   Sustainability Plan

5.A   ORIGINAL SUSTAINABILITY PLAN

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

> There was not a full description of a sustainability plan in the grant application. However, the intent was to build partnerships with organizations that would provide long-term opportunities and financial support

5.B   UPDATED SUSTAINABILITY PLAN

Describe how programming levels will be sustained after the grant ends, including:
- What changes were made from the original sustainability plan?
- What community partners have been added?
- What community partners have dropped off?
- Describe any additional funding sources.

> There continue to be partners added and none have dropped off. They have provided volunteers, activities and funds to augment the program and paid staff.

6.   Conclusions and Recommendations

6.A   CONCLUSIONS

> Based on the evaluation, it can be concluded that the CCLC at each site is fully implemented, operates for 15 hours a week, is at a high poverty school, has extensive parent participation, and has multiple partnerships. There is general satisfaction with the program by parents and students. The number of activities at each site is impressive both in the number as well as the variety of opportunities offered to students. Parent involvement has been high at each site as well
>
> Some of the findings include the following:
>
> - At Jarrett, 100% of parents believe their child is a better reader and 93.4% believer their child is better in math
> - At Jarrett, 79.5% believer their child is a better reader and 87.2% believe they are better in math
> - At Washington, 92.3% believe their child is a better reader and 76.9% believe the program helped their child improve in math

- At Washington, 63.9% agree the program helped them become a better reader and 55.6% agree it helped them become better in math
- More than 86% of students at both schools agree the program helped them do better in school
- At Washington, 78% of students improved in turning in homework and classroom participation and in classroom behavior.
- At Jarrett, 39% improved in turning in homework and classroom participation and 17% improved in classroom behavior.
- Chronic absences were less for students attending for 60 days or more than other groups including non-CCLC students.
- On the SBAC ELA and Math test, CCLC students that attended for 60 days or more had a higher percent of students that were proficient than non-CCLC, attendees of 30-59 days and unspecified students.
- Of students that needed to improve their math grade, 26.2% did improve (47% at Jarrett and 21.6% of those at Washington).
- In ELA, 34.6% of those that needed to improve did (84.1% at Jarrett and 15.3% of those at Washington).

6.B   RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Based on the evaluation, the following recommendations are made:
1. Continue working to have students attend longer
2. Continue work with partners and involvement of family members
3. Work with classroom teachers on academic needs students can address in CCLC
4. Work to reduce achievement gaps
5. Work to recruit more eligible students (SED, Sped, ELL) for CCLC
6. Make sure that academic needs are being addressed at CCLC (integrate academic standards into instruction, target instruction to needs)
7. Put some focus on math at Jarrett Middle School.

6.C   EVALUATION DISSEMINATION

The evaluation is provided to the project director and the school which can be posted on their website and shared at parent meetings, partner meetings and with program staff.