

Hawai'i 21CCLC Evaluation Report Template – SY2019-20 Cohort 12

OVERVIEW

To assist subgrantees with meeting state evaluation requirements the HIDOE has created a standardized template for evaluations of the 21CCLC programs. Cohort 12 subgrantees are required to complete this template with SY2019-20 information. The checklist below serves as a list of required elements and provides a tracking tool for completion. **Due December 15, 2020**

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1. General Information

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

Exhibit 1: Basic Information Table

Required Information	Enter Information
Date Evaluation Report Submitted	12/15/2020
Grantee Name	After-School All-Stars Hawaii
Program Director Name	Paula Fitzell, Chief Executive Officer
Program Director Email	pfitzell@asashawaii.org
Evaluator Name	Theresa Gerry
Evaluator Email	theresamgerry@gmail.com

Exhibit 2: Center Information Table

Center	Name of Center	Grade Levels Served
Center 1	King David Kalakaua Middle School	6, 7, 8

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

2. Executive Summary

This section of the report is a brief overview of the evaluation, explaining why it was conducted and listing its major conclusions and specific recommendations. Although the executive summary is placed first, it is typically the section that you write *last*.

Include a **brief summary (no more than 2 pages, 12 pt.)** of the key points from each section of the report:

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

1. Program Description

After-School All-Stars Hawaii (ASAS Hawaii) operates the Kalakaua 21st Century Community Learning Center (Kalakaua 21CCLC) and is the fiscal agent for this grant. The program takes place for three hours per day, five days a week during the school year. Each day, participants engage in supervised homework hour and then take part in athletics and enrichment activities. Students have access to academic support, enrichment, sports, service learning, cultural learning, career exploration, and many other resources.

Kalakaua 21CCLC provides field trips, guest speakers, experiential/hands-on learning, and sports and arts enrichment activities. Learning is experiential, hands-on and largely occurs outside the constraints of a classroom. Also, our school-based, school-linked approach enables more supervision, extended learning time, and opens up opportunities that are otherwise out of reach for low-income families.

Kalakaua 21CCLC partners with schools, nonprofits, cultural organizations, sports leagues and other community entities to provide an array of experiences to our students. Working with cultural and environmental partners, for example, students explore various sites and places related to their island community. Students benefit from exposure to positive role models, visiting different places of interest and learning about history, culture and the environment.

ASAS Hawaii has been a source of support and continuity for students since schools closed in March 2020 due to Covid-19. The organization invested in technology and skills development, training staff members to develop video content and utilize virtual platforms. As the pandemic continues, we regularly distribute supplies via drive-through pick-up, offer incentives for participation and provide daily after-school programs and support to students and families.

2. Evaluation Design

The Kalakaua 21st CCLC evaluation employed quantitative and qualitative data sources to monitor program objectives as they relate to the objectives of the federal 21CCLC program. An

external evaluator assessed the Center on three aspects of performance: process evaluation, outcome evaluation and program effectiveness.

Input from various stakeholders was used to refine and improve program processes. The program conducted parent surveys and student surveys to gain feedback from participants. ASAS Hawaii staff members met twice a year with the Principal of each school to evaluate programs, review offerings and enable productive two-way feedback. In addition ASAS Hawaii staff meet on a regular basis with school teachers and school staff specifically assigned to liaise with the after-school program.

3. Evaluation Results

The Kalakaua 21CCLC program was implemented as described in the grant proposal. The program operated full-time on-site, following the HDOE school schedule. The key success factor is that Kalakaua 21CCLC operates full-time at the partner school site, with a full-time staff member located at the school. This structure enables program staff members to get to know students and parents, while working closely with school faculty and administration.

Kalakaua 21CCLC served 285 students, including 160 regular participants with 30 or more days of attendance. The program met the target of 25% of school enrollment with 27% of the student population participating. The program served high percentages of socially/economically needy students, with 70% considered SED. Overall, participants were less likely than the general school population to be chronically absent

The program engaged parents, families and the greater community in the after-school program. The program boasts 63 community partners and offered four family Hoike events for parents and family members to learn about the program and build their own skills. In addition a sports event, Sports Showdown, takes place each semester, that bring the students, families and community together for a day of sports competition. Kalakaua 21st CCLC took part in the All-Stars Athletic League, providing weekly league games in basketball, volleyball and Pylon Football, which attracted a large number of parents and family members

Areas of improvement are as follows: tracking of on-time grade advancement, tracking of improvements in attendance and behavior (comparing Q1 to Q4), and tracking of social/emotional skills development. According to data provided by Data Design, Kalakaua 21CCLC were equally as likely as the school population to have behavioral referrals. This may indicate that the program is serving the students who need it most. School staff refer students because they are having behavior difficulties; thus the indicator reflects this discrepancy.

4. Conclusions and Recommendations

ASAS Hawaii is providing comprehensive, daily support and resources to students and families of the Kalakaua Complex. The organization has maintained consistent, value-added programming through the Covid-19 school closures. The majority of objectives and indicators of success were met this year. Looking ahead, the primary recommendation is for ASAS Hawaii to work with the incoming data vendor to establish tracking to assess improved attendance (Q1-Q4), improved behavior (Q1-Q4), and on-time grade promotion.

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

ASAS Hawaii is an independent 501(c)3 headquartered in Honolulu. Formed in 2009, ASAS Hawaii operates eleven 21CCLC sites, including seven on Oahu and four on Hawaii Island. Programs operate at each school's campus, serving 2,081 students in the 2019-20 school year. Each partner school provides in-kind office space, classroom space, field/outdoor areas, and cafeteria access.

The 2019-20 school year was Year 2 of the 21CCLC grant for Kalakaua Middle School. ASAS Hawaii has been providing after-school programming at Kalakaua since 2009, serving an average 235 students every year. This school serves high percentages of students qualifying for free or reduced lunch, special education and English Language Learners. These schools consistently fall below the state standard on assessments. Additionally, students are behind state standards on indicators such as reading at grade level by 8th grade, on-time promotion to 10th grade, and on-time graduation from high school.

Kalakaua is part of the Farrington Complex. The majority of students will attend Farrington High School, which has about 2,437 students in grades 9-12. The complex ranks lower than Honolulu County and the State of Hawaii in several socioeconomic indicators, including per capita income, unemployment and educational attainment. This complex is among the bottom 25% in Hawaii in terms of per capita income, with a median household income of \$64,206, compared to the state median income of \$66,420.

3.B. PROGRAM GOALS AND OBJECTIVES

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

- **Goals** are brief, general statements about what the program hopes to achieve.
- **Objectives** are more detailed, specific statements that articulate exactly what will change as a result of the program.

- **Measures** must also be identified that will be used to assess progress toward *each* objective. Goals, objectives and measures should be clearly linked. See below for guidance.

3.B.1. Goals

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

1.	<i>SAMPLE: Improve academic achievement in math</i>
1.	Participants demonstrate academic improvement in ELA
2.	Participants demonstrate academic improvement in Math
3.	Participants demonstrate positive behavioral changes
4.	Participants demonstrate positive attendance behaviors

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.	<i>SAMPLE: 1.1 50% or more of students participating at least 30 days in the 21CCLC program will improve their course marks in math from fall to spring.</i>	<i>Course Marks</i>
	<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>
1.	Regular program participants improve reading/ELA grades	Grades
	Regular program participants meet or exceed proficiency in ELA at a higher rate than the general school population	SBA
	Percentage of regular program participants with improvement in ELA scores/proficiency	SBA
2.	Regular program participants improve Math grades	Grades
	Regular program participants meet or exceed proficiency in Math at a higher rate than the general school population	SBA
	Percentage of regular program participants with improvement in ELA scores/proficiency	SBA
3.	Percentage of regular program participants with decreases in number of days absent	Attendance
	Percentage of regular program participants with decreases in number of behavioral incidents	Behavior Referrals A-D
	Percentage of regular program participants with increased social and emotional skills	Student Surveys
	Regular program participants will be less likely to have behavior referrals (A-D), compared to the general school population.	Behavior Referrals A-D
4.	Regular program participants will be less likely to be chronically absent*, compared to the general school population.	Attendance

3.C. PARTICIPANTS INVOLVED IN THE PROGRAM

3.C.1. Attendance

Exhibit 3: Students Served in Summer 2019

Center	Summer 2019 Enrollment – Total	Grade Levels
Kalakaua Middle School	83	6, 7, 8, 9
Subgrantee Total	83	

Exhibit 4: Students Served in School Year 2019-20 (fall and spring combined)

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Kalakaua	268	159	6, 7, 8
Subgrantee Total			

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

Exhibit 5: Total Students Served in 2019-20 (full year combined and unduplicated)

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*
Kalakaua	285	160
Subgrantee Total		56%

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

Exhibit 6: Number of Program Hours Per Week Scheduled (e.g. programming was provided 20 hours per week in summer and 14 hours per week in the school year)

Center	2019 Summer Program Hours	2019 -20 School Year Program Hours
Kalakaua	20	15

Exhibit 7: Percent of Students Served in 2019-20 (combined and unduplicated)

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

School	2019-20 Total Student Body (TSB)	25% of TSB if Elementary or Middle School 15% of TSB if High School	2019-20 21CCLC Enrollment Total (exhibit 5, column 2)	2019-20 21CCLC Enrollment Percent of TSB
Kalakaua	1065	25%	285	27%
Subgrantee Total	1065	25%	285	27%

3.C.2 Participant Characteristics

What are the characteristics of program participants – use the following two tables to indicate for each site the characteristics of program participants including:

- F/R Lunch
- Special Needs
- English Language Learners
- Gender
- Race/ethnicity

Exhibit 8: Characteristics of Students Served (19/20 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
	#	%	#	%	#	%	#	%	#	%
Kalakaua	211	70%	24	8%	63	21%	128	45%	157	55%
Subgrantee Total	211		24		63		128		157	

Note: These data should match data reported in Exhibit 5.

Exhibit 9: Race/Ethnicity of Students Served (19/20 combined and unduplicated)

Center	# AI/AN	% AI/AN	# Asian	% Asian	# NH/PI	% NH/PI	# Black	% Black	# Latino	% Latino	# White	% White	# 2 +	% 2 +
	Kalakaua	0	0%	162	57%	85	30%	1	0%	19	7%	1	0%	17
Subgrantee Total	0		162		85		1		19		1		17	

Note: AI/AN refers to American Indian/Alaska Natives; NH/PI refers to Native Hawaiian/Pacific Islander; 2+ refers to two or more races. Note: These data should match data reported in Exhibit 5.

3.D PROGRAMMING

Describe activities offered during summer 2019.

Kalakaua provided a unique summer program, addressing summer transition, continued learning, enrichment, social and emotional learning and helping to stave learning loss that occurs during the summer break. Additionally, students from Kalakaua had access to CampUs, a three-day residential camp provided in partnership with University of Hawai'i at Manoa. CampUs helps eighth graders to successfully transition to high school.

Describe activities offered during school year 2019-20.

The Kalakaua 21st CCLC programs took place for three hours per day, five days a week during the school year. Each day, students checked in with ASAS Hawai'i, participated in daily homework hour, and engaged in athletics and enrichment activities. Within a structured curriculum, students were introduced to high school transition, service learning, career exploration and sports-based youth development.

Describe activities offered during Spring 2020 during COVID-19 school closure.

ASAS Hawaii has maintained contact with students and provided online activities since schools closed in March 2020. The organization is committed to maintaining virtual relationships to

make sure children receive support through this unprecedented time. Staff members engage with students through social media platforms including Facebook, Instagram, YouTube, and TikTok. Asynchronous classes were offered after-school daily using the aforementioned social media platforms.

3.E. CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

3.E.1. Program Materials

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

Program materials and supplies appropriate to each class were used.

STEM classes offered included, but were not limited to: Gaming, Photography, STEM Media, and Juice Bar.

Enrichment classes included, but were not limited to: Glee, Hula, Heroes (service club), Polynesian Dance, Sketching, Performing Arts, Costuming, Arts and Crafts, Music, We Are Ready (transition to high school), and Sewing.

Sports and fitness classes included, but were not limited to: Zumba, Basketball, Flag Football, Volleyball, Archery, Pylon Football and Multi-Sports.

Since schools closed in March, ASAS Hawaii distributed Chromebooks, STEM, sports, art and cooking supplies to students in need.

3.E.2 Resources

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

The Kalakaua 21st CCLC programs operate on school campuses. The school partners provide in-kind office space, classroom space, and field and cafeteria space for activities. Kalakaua provides daily nutritious snacks to students after the school day ends, which are funded by the USDA Snack Program.

ASAS Hawaii works with numerous community partners to provide organized sports, culture and arts, community service projects, tutoring and mentoring, and experiential learning in science, math and technology. Current partners include: Special Olympics Hawai'i, bringing a unified sports program in which kids with and without disabilities learn, train, support and compete together, fostering respect, dignity, and advocacy for students with disabilities; and Microsoft, which hosted field trips to its Ala Moana store and visits Kalakaua school campus regularly, allowing students to learn about opportunities, careers and advancements in the technology field.

In addition to this 21CCLC grant, this program is supported by grants from City and County of Honolulu, McInerney Foundation, Hawaii Community Foundation, and others.

ASAS Hawaii manages programs and operations from its main office, located at 1523 Kalakaua Avenue Suite 200-202, Honolulu, HI 96826.

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.

ASAS Hawaii employs a Site Coordinator to handle the daily operations, coordination and management of programs for that school. The Site Coordinator position plays a key role in out-of-school programs, fulfilling the responsibilities of the Center Coordinator in the 21st CCLC framework.

Program Leaders teach classes, run activities, assist with homework, chaperone field trips and collaborate with partner instructors. ASAS Hawaii maintains a 20:1 leader to student ratio to ensure adequate supervision and individual attention.

These positions are supervised by Program Managers and ASAS CEO, which are employed and funded by ASAS Hawaii. The Project Director and Fiscal Agent is Paula Fitzell, President and CEO of ASAS Hawaii.

Exhibit 10. Number of Staff by Position (19/20 combined and unduplicated)

Center	Adminis-trators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Kalakaua	1	#	6	1	4	9	#	27	#	#	#	#	#	#	#	#	#	#
Subgrantee Total	1	0	6	1	4	9	0	27	0	0	0	0	0	0	0	0	0	0

Exhibit 11. Average Hours per Week by Position

Center	Adminis-trators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Kalakaua	40	10-19	10-19	#	#	#	#	#	#
Subgrantee Total	40	10-19	10-19	0	0	0	0	0	0

3.G. PARTNERSHIPS

Partnership Data

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

Exhibit 12: Partners

Partner Contributions	Total Number of Partners	
	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	#
Raise funds	1	#
Provide programming/activity related services	1	#
Provide goods	1	#
Provide volunteer staffing	1	#
Provide Paid Staffing	1	#
Other - Operate daily programs	1	#
Subgrantee Total	1 (unduplicated)	0

Partnership Description

Provide a brief description of successes with partnerships.

The relationship between ASAS Hawaii and Kalakaua dates back to 2009, and the organization has provided year-round after-school programming every year since. ASAS Hawaii is on the DOE Qualified Vendors List and currently operates eleven 21CCLC centers. The key success factor of ASAS Hawaii is that programs operate at partner school sites, with a full-time staff member located at each school. This enables a strong partnership with each school, focused on seamless daily operation, and a positive relationship with leaders at the school and complex area levels. Further, program staff members are able to spend time with students and get to know parents, while working closely with school faculty and administration.

Provide a brief description of challenges with partnerships.

The Covid-19 pandemic has challenged our ability to connect with and support students. As schools and families struggle with the challenges of virtual learning, ASAS Hawaii provides after-school homework help, virtual classes, peer support, and fun, social activities for students and opportunities for families to get involved in quarterly celebrations. Looking ahead, we will continue to support students and address learning loss, which most severely impacts students of lower socio-economic status.

3.H. PARENT/FAMILY INVOLVEMENT

Parent/Family Involvement Data

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

Exhibit 13: Parents/Family Members Served (19/20 combined)

Center	2019-20 Parent/Family Member – Total
Kalakaua	484
Subgrantee Total	484

Provide a brief description of your program’s parent/family involvement component, including communications and outreach to parents and families, family programming and events, challenges and successes.

The Kalakaua 21CCLC Center engages and informs parents and family members through quarterly events, games and sporting activities, and educational resources for the whole family. Staff members reach out directly to parents of students who are experiencing truancy, suspensions or other behavioral or academic problems. The Center offers parenting support and life skills development and access to partner organizations with social and health services. Also the Center runs a quarterly Hoike, which brings family and community members together to celebrate their students’ involvement in after-school. In addition, every semester, Sports Showdown brings the students from Oahu ASAS programs, and their family and community supporters together, for a day of friendly competition. In addition, this year, the launch of the All-Star Athletic League, which saw weekly competitive league games in Volleyball, Basketball and Pylon Football between seven Oahu ASAS programs, saw 929 family and community members attend the games.

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

Active and meaningful engagement is promoted through frequent and positive communication, including notes home, phone calls, and staff members being available to talk with parents and family members during in-school and after-school hours. Program staff connect with parents, building relationships at quarterly events, sports activities, and community service projects. Educational resources are provided so that parents and family members learn to contribute to their students’ literacy and academic development.

4. Evaluation

4.A. EVALUATION PLAN

4.A.1. Evaluation Design Overview

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

The Kalakaua 21st CCLC evaluation plan uses quantitative and qualitative data sources to monitor program objectives as they relate to the objectives of the federal 21st CCLC program. An external evaluator assesses the Center annually in three aspects of performance: process evaluation, outcome evaluation and program effectiveness.

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 implemented as planned in the grant application? What challenges have been faced in implementing the program, and how are those challenges being addressed? What are the plans to ensure effective program implementation next year?
What data collection methods are being used (e.g. interviews, observations)?	Data collection includes participant demographic and academic information, program delivery information, parent and student surveys, and qualitative feedback from students, parents and school staff. Program data collection includes daily attendance, course enrollment, course content and documentation of field trips, parent/family events, guest speakers and athletic activities.
What is the timing of data collection?	Participant data is collected at program entry and via output reports provided by HIDOE. Program attendance is collected daily, as students are required to sign in and out each day. Program information is maintained regularly, including quarterly classes, parent and family participation, staffing, field trips and sports activities.

How have the recommendations from previous evaluations been implemented? (Provide examples)	<p>Previous recommendations have included that academic support offerings be increased and to this end, for the 2019-20 year, STEM offerings have been increased significantly. At least one STEM class is offered each quarter, twice per week. There is one additional Freestyle Day each week for STEM Team Building activities. Students partake in experiments and projects that involve developing a hypothesis, testing that hypothesis, and recording the outcome. We also increased the number of STEM guest speakers and STEM field trips.</p> <p>Another recommendation was that the program incorporates more career awareness, worksite and college tours and career presentations. This has been achieved in 2019-20, and continues with the development of a Career Fair for students, which was postponed due to COVID-19 but was adapted to be offered virtual in November 2020.</p>
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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?

Exhibit 14: Outcomes

	What outcomes questions are being answered?	For each outcome, what measures and data collection methods are being used (e.g. attendance, grades, behavior incidents)	For each question, describe the outcome.
1	To what extent has the program achieved its objectives?	Program attendance, school attendance, behavioral records, program records.	The program met the objective of regular program attendance and 100% of the program-specific objectives. ASAS Hawaii was unable to access data for objectives related to on-time grade advancement, improved attendance, improved grades and SBA scores, and improved behavior.
2	What factors affected program success?	Student surveys, parent feedback, teacher/faculty feedback	Feedback indicates that staffing, support, and student engagement are key to success
3	Has the program successfully navigated	Covid-19 program information, parent surveys	The program has been a consistent and reliable

	Covid-19 school closures?		resource for students and families during Covid-19
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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.

Has the program been implemented as planned in the grant application?

Through Year 2 of the grant, Kalakaua 21CCLC achieved its objectives, despite the challenges of Covid-19. We are recommending improvements to data collection in order to track improved attendance, improved behavior, and on-time grade promotion.

What challenges have been faced in implementing the program, and how are those challenges being addressed?

The program was implemented as planned until schools closed in mid-March. When schools closed, ASAS Hawaii staff members continued to connect with and support students virtually. Covid-19 has introduced significant challenges in recruitment and attendance. We are continuing to strive for regular program attendance, even while schools are closed due to the pandemic.

ASAS Hawaii addresses the challenges of Covid-19 school closures by: working directly with school administration to support their Covid-19 planning, training staff members on safety, cleaning and social distancing protocols, and training staff members to develop and deliver virtual programs.

What are the plans to ensure effective program implementation next year?

For SY20-21, ASAS Hawaii continues to work with each school to address needs of students and their families, provide supplies, and offer virtual classes and activities. We plan to increase academic support in order to mitigate learning loss suffered by students due to this lengthy period of school closures.

4.B.2 Measures of Program Effectiveness

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

1. **Program Goal** - State the specific program goal
2. **Measure** – State the type of data collected to measure this goal

3. **Baseline** – Identify the beginning of program data
4. **Results** - Summarize evaluation findings related to this goal
5. **Met/Not met** – for each objective specify one of the following:
 - Met
 - Not met
 - Progress
 - No progress
 - Unable to measure

Program Effectiveness Measure #1: Regular (or consistent) program attendance. Regularly participating students are those students that participate in the 21CCLC program at least 30 days (See Exhibit 5)

Exhibit 15: Progress on Measures of Program Effectiveness – Measure 1

Program Goal	Measurement	Baseline	Results	Met/Not Met
Regular program attendance	Number and percentage of students who participate at least 30 days	108 (58%) in 2018-19	160 (56%) in 2019-20	Met

21CCLC Program Attendance Discussion

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

ASAS Hawaii incentivizes program attendance by providing reward field trips and activities for participants who attend regularly. For sports involvement, the Center mimics the high school sports requirements of grade and attendance in order to participate in competition, although every student can partake in practice. Thus, the Kalakaua 21CCLC prioritizes attendance and academics, while preparing students to transition to high school and to make good decisions.

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

Exhibit 16: Progress on Measures of Program Effectiveness – Measure 2

Program Goal	Measurement	Baseline	Results	Met/Not Met
N/A	Click here to enter measurement	Click here to enter baseline	Click here to enter results.	Select one

On-time Advancement to the Next Grade Level Discussion

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

Data is not tracked to measure on-time advancement.

ASAS Hawaii encourages on-time advancement by helping students prepare to transition to high school. Students may enroll in We Are Ready, the after-school class educating students on the demands and opportunities of high school. Students also have access to CampUs, a residential camp offered each summer to help eighth graders successfully advance to ninth grade and to the high school environment.

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

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

State assessment data was not collected in SY19/20 due to COVID-19 school closure. Hawaii DOE was granted a waiver to statewide assessments from the USDOE on March 20, 2020. No grades were issued for 4th quarter 2020 due to COVID-19 school closure. Therefore, this indicator is not reported for SY19/20. Exhibits 17 & 18 are not included here.

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

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

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

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

State assessment data was not collected in SY19/20 due to COVID-19 school closure. Hawaii DOE was granted a waiver to statewide assessments from the USDOE on March 20, 2020. No grades were issued for 4th quarter 2020 due to COVID-19 school closure. Therefore, this indicator is not reported for SY19/20. Exhibits 19 & 20 are not included here.

**Exhibit 19: Performance on Indicator 2.1 –
Academic Improvement in Mathematics – Smarter Balanced**

**Exhibit 20: Performance on Indicator 2.2 –
Academic Improvement in Math – Grades or Course Marks**

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

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

**Exhibit 21: Performance on Indicator 3.1 –
Decreases in the Number of Days Absent From School**

Objective 3.1: Percentage of REGULAR program participants with decreases in the number of days absent from school, as measured quarterly throughout the school year

Center	Quarter 1	Quarter 2	Quarter 3	Quarter 4
N/A	%	%	%	%

Objective 3.1 Discussion

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

The attendance data comparing each quarter was not collected. Participants were less likely to be chronically absent, compared to the general school population (12% compared to 18%).

ASAS Hawaii provides incentives for school and program attendance. Students with positive attendance records are eligible for field trips and reward activities. This benefits their school performance and overall engagement.

Exhibit 22: Performance on Indicator 3.2 – Decreases in the Number of Behavioral Incidents at School

Objective 3.2: Percentage of REGULAR program participants with decreases in the number of behavioral incidents at school, as measured quarterly throughout the school year

Center	Quarter 1	Quarter 2	Quarter 3	Quarter 4
N/A	%	%	%	%

Objective 3.2 Discussion

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

The behavior data comparing each quarter was not collected. Participants were equally likely to have behavior referrals, compared to the general school population (8%).

Students benefit from program elements which support social and emotional development. These elements include projects and activities that are collaborative in nature; hands-on, explorative learning; involving students to have input based on their interests and values; engaging positive role models; and exposing youth to new ideas and experiences.

ASAS Hawaii seeks out students who are experiencing behavioral difficulties. These students are often referred to the program by school day teachers, counsellors and administrators, because participation is known to help improve behavior and increase engagement. As behaviorally-challenged students get involved with after-school sports and activities, they get excited about school. We often see attendance improve, which leads to better grades, greater engagement, and fewer behavioral incidents.

**Exhibit 23: Performance on Indicator 3.3
Increases in Social and Emotional Skills**

Objective 3.3: Percentage of REGULAR program participants with increased social and emotional skills as measured by student surveys.	
Center	Percentage of REGULAR program participants increased social and emotional skills as measured by student surveys.
Center name.	%

Objective 3.3 Discussion

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

The Kalakaua 21st CCLC is a positive school environment in which students have high expectations, engaging activities they look forward to, and role models who spend time with them. Program staff monitor attendance, reward positive behaviors, and work with school staff to address students who are at risk of falling behind. Also essential to wellbeing, the Center engages and informs parents and family members through quarterly events, games and sporting activities, and educational resources for the whole family.

Based on feedback from a 21CCLC audit, a pre and post social-emotional survey has been introduced for SY 20-21. This survey will collect data specific to this indicator. In the meantime, we offered curriculum to promote the social and emotional well-being of our students, including the “Choose Aloha” curriculum based on the Jesse Lewis Choose Love curriculum and Hawaiian Value of the Week.

Student Survey

	% YES	% Sometimes	% No
I like attending after-school program/class	75%	24%	1%
I like the activities offered afterschool	81%	18%	1%
I have friends in my afterschool program/class	95%	4%	1%
My afterschool program helps me do better in school	69%	30%	1%
I have a positive role model at All-Stars	70%	30%	0%

I feel safe at All-Stars (physically and emotionally)	81%	19%	0%
I get a lot done during homework hour	63%	35%	2%
I learned how to help others or help my school through service projects	69%	26%	5%
I would recommend ASAS to my friends	90%	9%	1%

Student Survey Discussion

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

The Kalakaua 21CCLC conducted student surveys at the end of Q1, Q2, and Q3. Results were overall positive, indicating that participants benefit socially and emotionally from program participation.

The strongest positive responses were related to: students liking the program/students would recommend to a friend, having friends in the program, and feeling physically and emotionally safe at Kalakaua 21CCLC. These responses represent the positive, nurturing environment. Staff members strive to make students feel respected and to provide a safe, supervised space.

Areas of potential improvement are responses to students getting homework done and the program helping students do better in school. To strengthen the academics components, ASAS Hawaii increased STEM offerings this year. Looking ahead, we anticipate focusing more on tutoring and academic support to mitigate learning loss caused by Covid-19.

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

Objective 4: Participants in 21CCLC will demonstrate progress toward individually identified program goals.

Please describe achievement of the program-specific objectives described earlier in [Section 3.B.2](#).

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

- Not met
- Progress
- Unable to measure

Copy objectives and measures from the table in section [3.B.2](#) into Exhibit 27 below. Complete the exhibit with results and the status toward meeting the objective. Sample in grey.

Exhibit 24: Progress on Program-Specific Objectives

Objective	Measure	Results	Met/Not Met
<i>1.2 Reduce the gap in math achievement (percentage of students meeting grade level standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.</i>	<i>Smarter Balanced Assessment</i>	<i>The gap between percentage of low-income vs. middle or high income students meeting standard in 2019-20 was 9% compared to 15% in 2018-19</i>	<i>Met</i>
Access to sports and enrichment activities	Program Records / Enrollment Forms	Students have access to a variety of sports and enrichment opportunities	Met
Parents and family members increase engagement with school	Attendance	Quarterly parents and family events provided to increase parent engagement and sports tournaments and competition held. Advisory Board meets every semester and parents are represented on the Board.	Met
Serve high-needs schools	School Indicators	School sites have higher than state average of one or more high-needs population: SED, ELL, or SPED. Partnership with SOHI.	Met
Access to summer programs	Program Records	Students have access to summer programs	Met

Achievement of Program-Specific Goals Discussion

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

ASAS Hawaii is able to achieve program-specific goals due to the quality of program design and consistency of systems. Staff members at all levels are informed of our goals and priorities. Staff members meet regularly to discuss best practices, trouble-shoot problems, and plan for upcoming activities. ASAS operate 21CCLC programs at eleven sites, so the team is able to share resources and insights toward program success.

4.C. ADDITIONAL DATA

4.C.1 Success Stories

Lights on After-School at the State Capitol was a success in October 2019. Students from every Oahu ASAS Hawaii site performed at the event. Students met legislators and advocated for after-school programs at the annual rally. Members of the ASAS Hawaii Youth Advisory Board participated in the Child and Youth Summit. They stayed as a group at Camp Erdman and participated in team building and leadership activities.

Kalakaua All-Stars in Open Mic class performed with Farrington High School's Performing Arts Academy in their musical production of "Dream Big". They performed for over 300 people and were offered a spot in the upcoming production. In addition the same class, through a partnership with Punahou School, practiced and created an original song with the Punahou Middle School Choir, which they performed at Punahou.

In December 2019, Kalakaua implemented a service learning project entitled "Walking with You." Students collected and packaged 500 pairs of donated shoes to distribute to people in need.

4.C.2 Best Practices

The Kalakaua 21CCLC is helping stave learning loss and mitigate the academic challenges brought on by Covid-19 school closures. The demands of remote learning are harder on students of lower socio-economic levels. Distance learning is more difficult for students with obstacles such as limited access to reliable technology and high-speed internet, lack of supervision, caring for younger siblings, or household stress due to financial difficulties. In addition to academic learning loss, students are experiencing trauma on many levels due to Covid-19. The pandemic has affected students with trauma from family members being sick or dying, financial insecurity, and social isolation, all of which can affect students' academic performance.

As the Kalakaua 21CCLC continues through the pandemic, we are focused on expanding learning time, providing social and emotional support, and helping low-income and at-risk students stay engaged and enjoy school.

Through Year 2 of the grant, Kalakaua 21CCLC met the majority of guidelines for programming and evaluation despite the challenges of Covid-19. ASAS Hawaii has a positive relationship with school administration and the HIDOE. We also work closely with faculty members at the school on logistics, communication with parents, and coordination with teachers to ensure an effective learning environment. Working together, we can achieve the goal of educating our young people in a cohesive community effort.

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.]

Please see feedback from a Kalakaua parent:

“My son was in All-Stars from 6th to 8th grade, and enjoyed all his years there. This year he is a freshman in Highschool. During his years at All-Stars, he became the quarterback and team captain for the All-Star football team, leading 20+ students through example on and off the field. He also stepped up in Basketball and Softball and led our Varsity Teams to many victories. In Elementary, he always wanted to do sports but I never had the money to spend for leagues being a single mother, but through KMS ASAS, he was able to do that all for free.

He went on numerous field trips, got to meet celebrities and participated in many activities outside of sports as well. For example, he even joined the Polynesian Club and performed cultural dances on stage at Ala Moana Shopping Center, and at the 10th anniversary After-School All-Stars Gala. He wouldn’t have ever been that open without All-Stars. He was provided so many opportunities that I couldn’t provide for them and I’m so thankful. My son even wants to come back and Volunteer at All-Stars when we are back in person, something that a lot of students who go through All-Stars at Kalakaua return to do.”

4.C.4 Pictures

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





5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

The Kalakaua 21CCLC will pursue REACH and UPLINK funding to ensure comprehensive after-school and summer programs. Should this project be extended beyond the original three-year term (with a 20% reduction in funding), the Kalakaua 21st CCLC will pursue additional resources to ensure sustainability. These resources may include, but are not limited to, City and County of Honolulu Grant-In-Aid and private grants through Hawaii Community Foundation.

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.

The Kalakaua 21CCLC is now in its third year for this funding contract. We will apply for a two-year renewal in Spring 2021, while continuing to pursue additional funding and in-kind donations to offset program expenses. Additional funding sources include: City and County of Honolulu Grant-In-Aid, Hawaii Community Foundation, PWH Scholars and McInerney Foundation.

Community partners include: UH Manoa, Farrington High School, Diamond Head Theater, Honolulu Police Department, Microsoft, Paul Mitchell - The School, Special Olympics of Hawaii, Hawaii Agricultural Foundation, Lights On After-School, Hawaii After-School Alliance, and many others.

6. Conclusions and Recommendations

6.A CONCLUSIONS

Through Year 2 of the grant, Kalakaua 21CCLC met the majority of guidelines for programming and evaluation despite the challenges of Covid-19. The majority of objectives and indicators of success were met this year. ASAS Hawaii has a positive relationship with school administration and the HIDOE. We also work closely with faculty members at each school on logistics,

communication with parents, and coordination with teachers to ensure an effective learning environment.

Looking ahead, the primary recommendation is for ASAS Hawaii to work with the incoming data vendor to establish tracking to assess improved attendance (Q1-Q4), improved behavior (Q1-Q4), and on-time grade promotion. Working together, we can achieve the goal of educating our young people in a cohesive community effort.

6.B RECOMMENDATIONS

Based on the results of the evaluation, we have two main recommendations:

1: The incoming data vendor to establish tracking reports to assess improved attendance (Q1-Q4), improved behavior (Q1-Q4), and on-time grade promotion.

6.C REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

For the 2019-20 school year, the programs were different from planned in that we only operated for three quarters due to COVID-19. Generally, ASAS Hawaii programs are implemented as they are described, and staff members make incremental improvements and adjustments each year.

6.D EVALUATION DISSEMINATION

ASAS Hawaii will distribute the local evaluation to program staff members, school principals, and the 21CCLC advisory board.