

# 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**

Evaluation Element	Complete?
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<b>3. Program Description</b>	<b>X</b>
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Exhibit 7: Percent of Students Served	X
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6.A. Conclusions	X
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# 1. General Information

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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	Kau Keaau Pahoa Complex
Program Director Name	Chad Farias, Complex Area Superintendent
Program Director Email	chad.farias@k12.hi.us
Evaluator Name	Theresa Gerry (ASAS Hawaii); Iwalani Harris (KKP Complex)
Evaluator Email	<a href="mailto:theresamgerry@gmail.com">theresamgerry@gmail.com</a> ; <a href="mailto:iwalani.harris@k12.hi.us">iwalani.harris@k12.hi.us</a>

**Exhibit 2: Center Information Table**

Center	Name of Center	Grade Levels Served
Center 1	Kau High and Pahala Elementary	6, 7, 8
Center 2	Keaau Middle School	6, 7, 8
Center 3	Pahoa Intermediate	7, 8

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

## 2. Executive Summary

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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

Kau-Keaau-Pahoa Complex Area (KKP) operates the KKP 21st Century Community Learning Center (KKP 21CCLC) at three school sites: Kau High and Pahala Elementary School (Kau), Keaau Middle School (Keaau), and Pahoa High and Intermediate School (Pahoa). Operations include overseeing the facilities, budget, finance, and recordkeeping.

After-School All-Stars Hawaii (ASAS Hawaii) provides resource and staff support to manage the KKP 21CCLC program. Management include, but not limited to providing staff to oversee daily program operations. 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.

KKP 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.

KKP 21CCLC partners with schools, nonprofits, cultural organizations, churches, 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 of 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, supplies will be regularly distributed via drive-through pick-up, Centers will offer

incentives for participation and provide daily after-school programs to support students and families.

## 2. Evaluation Design

The KKP 21st CCLC evaluation employed quantitative and qualitative data sources to monitor program objectives as they relate to the objectives of the federal 21CCLC program. KKP 21CCLC is utilizing both an external and internal evaluator to assess the Centers 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 met on a regular basis with school leads and school staff specifically assigned to liaise with the after-school program personnel.

## 3. Evaluation Results

The KKP 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 KKP 21CCLC operates full-time at the partner school site, with a full-time staff member located at the school. This structure enables communication and relationship-building among program staff members, students, parents, teachers and the school administration.

KKP 21CCLC served 680 students, including 310 (46%) regular participants with 30 or more days of attendance. The program surpassed the target of 25% of total student body (TSB) enrollment with 59% of the student population participating. The program served high percentages of socially/economically disadvantaged students, with 68% considered SED.

The program engaged parents, families and the greater community in the after-school program. The program boasts 42 community partners and offers four family Ho‘ike events each year at each center and a quarterly sports event that brings the students, families and community together for a day of sports competition. Every quarter, KKP 21CCLC hosts an evening event for parents and family members to learn about the program and build their own skills, at each of the three programs.

KKP-ASAS totals did not match the Data+Design SY1920 End of the Year (EOY) Output report for the Kea‘au Middle Center. This evaluation report reflects the missing data for Kea‘au Middle Summer 2019 and (42) identified participants that were previously marked as unidentified; (9) additional participants marked as unidentified in the EOY Output report; as well as (15) participants was not included in the revised EOY Output report due to the lack of specific demographic information (e.g. student information outside of the Hawaii State Department of Education was not available at that time).

## 4. Conclusions and Recommendations

ASAS Hawaii is providing comprehensive, daily support and resources to students and families of the KKP Complex Area. The organization has maintained consistent, value-added programming throughout the year.

Looking ahead, the following are areas in need of improvement. First, Improve data collection, particularly tracking of on-time grade advancement, improvements in attendance and behavior (comparing Q1 to Q4), and tracking of social/emotional skills development all in a timely manner. KKP will ensure all data from ASAS and School Site Coordinators are retrieved and reviewed for accuracy before official submission. There needs to be frequent progress monitoring of the implementation of planned activities to determine effectiveness using accurate and timely data is needed.

Secondly, prioritize attendance and academics, while preparing students to transition to high school. Lastly, establish the competitive sports league for KKP centers throughout the year.

## 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?

In the 2019-2020 school year, KKP comprises 5,743 students (pre-K to Grade 12) served across nine schools. The grant program serves three KKP middle schools (Grade 6 to 8): Ka'ū Intermediate School, Kea'au Middle School and Pāhoa Intermediate School. The primary project partner is ASAS Hawaii.

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 Kau-Keaau-Pahoa Complex. ASAS Hawaii has been providing after-school programming at KKP since 2012, serving an average 460 students every year.

The need for additional academic and social support in the Ka'ū-Kea'au-Pāhoa Complex Area is well-documented. The KKP 21CCLC school sites are located in vast, rural areas which are challenged socio-economically due to high unemployment and low educational attainment. These schools serve high percentages of students qualifying for free or reduced lunch (currently all KKP 21CCLC school sites are participants of the United States Department of Agriculture (USDA) Community Eligibility Provision (CEP) Program), special education and English language learners, as indicated by the following table:

School	Free/Reduced Lunch	Special Education	English Language Learners
Ka'ū High & Pahala	CEP participants	11.8%	16.2%
Kea'au Middle	CEP participants	13.6%	6.3%
Pahoa High & Intermediate	CEP participants	20.4%	6.7%

Source: 2019-20 School Status and Improvement Report

Due to the vast geographic areas represented, KKP students living in remote areas often have trouble getting to school and participating in after-school programs. The district of Kau, for example, spans more than 930 square miles. Some students commute for an hour to attend school each day. There is limited access to transportation for students unless it is provided by schools. The transportation challenges and socio-economic difficulties make it difficult for students to achieve their potential, academically and socially.

KKP 21CCLC has successfully engaged and energized middle school students by engaging them in sports, arts, and community service and by providing transportation.

Prior to the 21CCLC grant KKP schools have provided after school opportunities with UPLINK (Uniting Peer Learning, Integrating New Knowledge) since 2008.

### 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 21<sup>st</sup> 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 will demonstrate academic improvement in reading/language arts.
2.	Participants will demonstrate academic improvement in math.
3.	Participants will demonstrate positive behavioral changes.
4.	Participants will demonstrate positive attendance behaviors.
5.	Participants will have access to sports and enrichment activities to support their social and non-cognitive development.
6.	Parents and family members will increase engagement with school.
7.	Program will target students with socio-economic challenges.
8.	Students will continue year-round learning through the summer program.



### 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.	1.1 percentage of regular program participants with improvement in reading/language arts scores/proficiency on Smarter Balanced Assessment (SBA)	SBA - N/A for 2019-2020
	1.2 Percentage of regular program participants with improvement in reading/language arts grades	Grades
	1.3 Regular program participants will meet or exceed proficiency levels in English/language arts at a higher rate, compared to the general school population.	SBA - N/A for 2019-2020
2.	2.1 percentage of regular program participants with improvement in math scores/proficiency on Smarter Balanced Assessment (SBA)	SBA - N/A for 2019-2020
	2.2 Percentage of regular program participants with improvement in math grades	Grades
	2.3 Regular program participants will meet or exceed proficiency levels in math at a higher rate, compared to the general school population.	SBA - N/A for 2019-2020
3.	3.1 Percentage of regular program participants with decreases in number of days absent from school	Attendance
	3.2 Percentage of regular program participants with decreases in the number of behavioral incidents at school.	Behavioral Referrals
	3.3 Percentage of regular program participants with increased social and emotional skills, as evidenced by student surveys	Student Survey
	3.4 Regular program participants will be less likely to have behavior referrals (A-D), compared to the general school population.	Behavioral Referrals
4.	4.1 Regular program participants will be less likely to be chronically absent, compared to the general school population	Attendance
5.	5.1 Participants will have access to service learning projects, twice annually	Evaluator will assess results in semi-annual/year-end evaluation reports
	5.2 Participants will have access to cultural and environmental excursions, twice annually.	Evaluator will assess results in semi-annual/year-end evaluation reports
6	6.1 Parents and family members will have access to four community events and one learning workshop annually.	Evaluator will assess results in semi-annual/year-end evaluation reports
7	7.1 Percentage of students who: - qualify for free or reduced lunch	School level data (e.g. HIDOE SIS)

	<ul style="list-style-type: none"> <li>- have special needs or learning disabilities</li> <li>- are English-language learners</li> </ul>	
8	8.1 Number of students who participate in summer programs annually	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
Kau High and Pahala Elementary	39	6, 7, 8, 9
Keaau Middle School	118	6,7,8
Pahoa Intermediate	113	6, 7, 8, 9
<b>Subgrantee Total</b>	<b>270</b>	

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Kau High and Pahala Elementary	66	31	6, 7, 8
Keaau Middle School	330	198	6, 7, 8
Pahoa Intermediate	163	81	6, 7, 8, 9
<b>Subgrantee Total</b>	<b>559</b>	<b>310</b>	

\* 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*	
Kau High and Pahala Elementary	88	31	37%
Keaau Middle School	380	198	52%
Pahoa Intermediate	212	81	38%
<b>Subgrantee Total</b>	<b>680</b>	<b>310</b>	<b>46%</b>

\* 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
Kau High and Pahala Elementary	20	15
Keaau Middle School	20	15
Pahoa Intermediate	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
Kau High and Pahala Elementary	165	25%	88	53%
Keaau Middle School	762	25%	380	50%
Pahoa Intermediate	231	25%	212	92%
<b>Subgrantee Total</b>	<b>1158</b>		<b>680</b>	<b>59%</b>

### 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	
Kau High and Pahala Elementary	54	61%	12	14%	9	10%	56	64%	32	36%
Keaau Middle School	250	66%	45	12%	24	6%	200	53%	180	47%
Pahoa Intermediate	156	74%	37	18%	10	5%	110	52%	102	48%
<b>Subgrantee Total</b>	<b>460</b>		<b>94</b>		<b>43</b>		<b>366</b>		<b>314</b>	

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 +
Kau High and Pahala Elementary	0	0%	18	21%	48	55%	0	0%	8	9%	5	6%	9	10%
Keaau Middle School	4	1%	36	10%	130	34%	2	0%	104	27%	48	13%	56	15%
Pahoa Intermediate	0	0%	14	7%	104	50%	0	0%	53	25%	14	7%	27	13%
<b>Subgrantee Total</b>	<b>4</b>		<b>68</b>		<b>282</b>		<b>2</b>		<b>165</b>		<b>67</b>		<b>92</b>	

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.

In partnership with ASAS Hawaii, The Ka‘ū and Pāhoa sites provided summer programs that address summer transition, continued learning, enrichment, social and emotional learning for the purpose of keeping students connected with each other, good role models and to explore areas that they may not otherwise have.

In addition, the Kea‘au site provided summer opportunities also addressing summer transition (for upcoming 6th graders), enrichment, and credit recovery. Summer enrichment included curriculum related to 3D modeling, cybersecurity, drones, geocaching, code breaking, and photography-video.

Furthermore, KKP schools provided other extracurricular opportunities with cooking, gardening, music, dance, seasonal sports, crafts, math club, science club, multimedia and computer activities with an emphasis on character-building and good decision-making, and tutoring with other partners.

Additionally, all students from KKP had access to CampUs, a three-day residential camp provided in partnership with University of Hawai‘i at Hilo. CampUs helps eighth graders to successfully transition to high school.

Describe activities offered during school year 2019-20.

The KKP 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.

KKP and ASAS Hawaii had 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.

Due to closure of school facilities (4th quarter), KKP 21st CCLC contact-sports activities were put on hold until facilities reopened.

### 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)?

STEM classes offered included: Cooking, STEM Art, Aquarium, Gaming, Photography, Robotics, STEM Media, Science and Juice Bar.

Enrichment classes included: Watercolor Painting, Ukulele, Music, Hula, DIY Art, Gardening/Health Cooking, Jewelry Making, We Are Ready (transition to high school), Drawing, Service Learning, Chinese Painting and Writing, Polynesian, Hula and Karaoke .

Sports and fitness classes included: Speed and Agility, Softball, Obstacle Training, Frisbee, Track and Field, Cheer, Basketball, Flag Football, Volleyball, Archery, Soccer, Softball and Multi-Sports.

Program materials and supplies appropriate to each class were used.

Since schools closed in March, KKP and ASAS Hawaii provided additional support by distributing Chromebooks, providing STEM, art and cooking supplies to students as they continued with distance learning.

#### 3.E.2 Resources

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

The KKP 21st CCLC programs operate on school campuses. KKP schools provide in-kind office space, classroom space, field and cafeteria space for activities. KKP 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. Our 42 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; Paneawa Zoo which hosts field trips for students to learn about animals and the environment.

In addition to this 21CCLC grant, this program is supported by grants from Hawaii County Grant-In-Aid, 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.

KKP employed part-time teachers, coaches, and Athletic Supervisor to provide academic support, sports and enrichment activities. The Project Director is Complex Area Superintendent Chad Keone Farias.

ASAS Hawaii employs an ASAS Site Coordinator at each school site 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 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 the ASAS CEO, who are employed and funded by 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
Kau High and Pahala Elementary	1	#	#	#	3	#	#	#	#	#	1	#	#	#	#	#	3	#
Keaau Middle School	1	#	#	1	6	1	#	8	#	#	2	#	3	#	#	#	4	#
Pahoa Intermediate	1	#	#	#	1	#	1	10	#	#	#	#	4	#	#	#	13	#
<b>Subgrantee Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>0</b>

**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
Kau High and Pahala Elementary	40	#	10-19	#	#	10-19	#	#	10-19
Keaau Middle School	40	#	10-19	#	#	10-19	10-19	#	10-19
Pahoa Intermediate	40	#	10-19	10	#	10-19	10-19	#	10-19
<b>Subgrantee Total</b>	<b>120</b>	<b>0</b>	<b>30-57</b>	<b>0</b>	<b>0</b>	<b>30-57</b>	<b>20-38</b>	<b>0</b>	<b>30-57</b>

### 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
Contribution Type		
Provide evaluation services	1	#
Raise funds	1	#
Provide programming/activity related services	1	#
Provide goods	1	#
Provide volunteer staffing	1	#
Provide Paid Staffing	1	#
Operate Daily Programs	1	#
<b>Subgrantee Total</b>	1(unduplicated)	0

#### Partnership Description

Provide a brief description of successes with partnerships.

The relationship between ASAS Hawaii and KKP dates back to 2012, 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.

Due to the impacts of COVID-19, the implementation of the program had proved challenging. The closure of school facilities and ongoing health and safety concerns had impacted how after school activities operate. Ultimately, ASAS Hawaii and KKP adjusted its delivery of services from face-to-face to virtual. ASAS Hawaii provided 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, ASAS Hawaii and KKP 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
Kau High and Pahala Elementary	160
Keaau Middle School	16
Pahoa Intermediate	372
<b>Subgrantee Total</b>	<b>548</b>

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.

KKP 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. Each site runs a quarterly Ho'ike, which brings family and community members together to celebrate their students' involvement in after-school. In addition a quarterly Sports Showdown brings the students from all three programs, and their family and community supporters together, for a day of friendly competition.

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 KKP 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 (ASAS Hawaii) and internal evaluator (KKP) assessed the Center 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)	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

	<p>developing a hypothesis, testing that hypothesis, and recording the outcome. An increase in the number of STEM guest speakers and STEM field trips were planned.</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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Click here to type or paste any additional program implementation information.

#### 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, grades.	Academic improvement in ELA and math met the key indicator of success; 51% improvement in ELA and 48% improvement in math - exceeding KKP 21CCLC targeted outcome of 10% improvement. KKP 21CCLC was unable to access data for objectives related to on-time grade advancement, improved attendance, SBA scores, and improved behavior (see Exhibit 24).
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 school closures?	Covid-19 program information, parent surveys	The program has been a consistent and reliable resource for students and families during Covid-19.
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[Click here to type or paste any additional program outcomes information.](#)

#### 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, KKP 21CCLC objectives were difficult to measure either because the measure was not collected (ie. No SBA) or because the way the data was collected (ie. need data disaggregated quarterly). A recommendation to improve data collection in order to track improved attendance, improved behavior, and on-time grade promotion; and timely data collection at KKP 21CCLC involving activities conducted separately from ASAS Hawaii (e.g. staffing, summer activities).

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. The organization will continue 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, KKP and ASAS Hawaii continue to collaborate to address needs of students and their families, provide supplies, and offer virtual classes and activities. To mitigate learning loss suffered by students due to the lengthy period of school closures, a budget modification for SY20-21 was submitted to: 1. reallocate funds to increase resource and staff support to provide students the academic, social and emotional supports; and 2. include Science as one of the key

areas of student achievement in academics (original plan outlined Math and ELA as the only key areas of student achievement in academics).

#### 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
  - No progress
  - Not met
  - Unable to measure
  - Progress

**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	296 (61%) - 2018-19	310 (46%) in 2019-20	Not 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?

KKP21CCLC data reflects that 46% of students enrolled in ASAS Hawaii participated regularly which is below the target of 75%. ASAS Hawaii continues to incentivise program attendance by providing reward field trips and activities for participants who attend regularly. For sports involvement, the Centers mimic the high school sports requirements of grade and attendance in order to participate in competition, although every student can partake in practice.

The KKP 21CCLC will need to continue to prioritize attendance and academics, while preparing students to transition to high school.

**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	<a href="#">Click here to enter measurement</a>	<a href="#">Click here to enter baseline</a>	<a href="#">Click here to enter results.</a>	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 was not formally collected to measure on-time advancement; however, upon review of the Longitudinal Data System (LDS), 98% of the 680 students enrolled in ASAS Hawaii advanced to the next grade level.

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. More needs to be done to identify students, provide direct support to register for these opportunities and track their progress as they matriculate through the grades.

#### 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 4<sup>th</sup> 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 4<sup>th</sup> 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
Kau High and Pahala Elementary	%	%	%	%
Keaau Middle School	%	%	%	%
Pahoa Intermediate	%	%	%	%
Data not collected				

**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?

Attendance data collected was not disaggregated quarterly; therefore comparison between semester 1 or 2 absentee data was not possible.

At this time, there is no conclusive data to determine if KKP students who attended ASAS Hawaii programs were likely to improve their daily attendance compared to the rest of the student population. More competitive sports should be offered to students at Pahoa, as sports options were limited to what was provided by ASAS Hawaii. This is a strong sports community and involvement in after-school sports can be a significant incentive for school attendance. ASAS did not want to compete with the intended competitive sports league that had been planned to cater for the KKP schools and therefore did not offer a competitive league as they do on Oahu. However the league did not materialise.

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
Kau High and Pahala Elementary	%	%	%	%
Keaau Middle School	%	%	%	%
Pahoa Intermediate	%	%	%	%
Data not collected				

**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?

Behavioral data collected was not disaggregated quarterly; therefore comparison between semester 1 or 2 behavioral data was not done.

ASAS Hawaii works with school leads to identify students who are experiencing behavioral challenges. Students referred to the program by teachers, counselors and administrators, because participation is known to help improve behavior and increase engagement. 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.

**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.
Kau High and Pahala Elementary	%
Keaau Middle School	%
Pahoa Intermediate	%

**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?

KKP 21CCLC 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, Centers engage and inform 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. School sites were offered the “Choose Aloha” program, based on the Jesse Lewis Choose Love curriculum and Hawaiian Value of the Week, which promotes the social and emotional well-being of our students.

### Student Survey

	% YES	% Sometimes	% No
I like attending after-school program/class	84%	15%	1%
I like the activities offered after school	82%	18%	0%
I have friends in my afterschool program/class	91%	8%	1%
My afterschool program helps me do better in school	73%	22%	5%
I have a positive role model at All-Stars	80%	18%	2%
I feel safe at All-Stars (physically and emotionally)	86%	13%	1%
I get a lot done during homework hour	63%	30%	7%
I learned how to help others or help my school through service projects	68%	23%	9%
I would recommend ASAS to my friends	86%	12%	2%



### 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 KKP21CCLC 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.

Students expressed that they would recommend the program to a friend, they made friends while in the program and felt physically and emotionally safe while attending KKP 21CCLC. These responses represent the positive, nurturing environment. Staff members strive to make students feel respected and to provide a safe, supervised space.

Homework completion and improvement in academics are areas of potential improvement. To strengthen the academic components, ASAS Hawaii increased STEM offerings this year. Looking ahead, an expectation to focus 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
  - Unable to measure
  - Progress

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
1.2 Reduce the gap in math achievement (percentage of students meeting grade level)	Smarter Balanced Assessment	The gap between percentage of low-income vs. middle or high income students meeting	Met

<i>standard) between low-income vs. middle or high income students will be reduced by at least 5 percentage points.</i>		<i>standard in 2019-20 was 9% compared to 15% in 2018-19</i>	
1.1 percentage of regular program participants with improvement in reading/language arts scores/proficiency on Smarter Balanced Assessment (SBA)	SBA	State assessment data was not collected in SY19-20 due to COVID-19 school closure.	Unable to measure.
1.2 Percentage of regular program participants with improvement in reading/language arts grades	Grades / Output Report	51% of participants improved in ELA; exceeding the 10% goal	Met
1.3 Regular program participants will meet or exceed proficiency levels in English/language arts at a higher rate, compared to the general school population.	SBA	State assessment data was not collected in SY19-20 due to COVID-19 school closure.	Unable to measure.
2.1 percentage of regular program participants with improvement in math scores/proficiency on Smarter Balanced Assessment (SBA)	SBA	State assessment data was not collected in SY19-20 due to COVID-19 school closure.	Unable to measure.
2.2 Percentage of regular program participants with improvement in math grades	Grades / Output Report	48% of participants improved in Math; exceeding the 10% goal.	Met
2.3 Regular program participants will meet or exceed proficiency levels in math at a higher rate, compared to the general school population.	SBA	State assessment data was not collected in SY19-20 due to COVID-19 school closure.	Unable to measure.
3.1 Percentage of regular program participants with decreases in number of days absent from school	Attendance	At this time, there is no conclusive data to determine if KKP students who attended ASAS Hawaii programs were likely to improve their daily attendance compared to the rest of the student population.	Unable to measure.
3.2 Percentage of regular program participants with decreases in the number of behavioral incidents at school.	Behavioral Referrals	Data collected was not disaggregated quarterly; therefore comparison between semester 1 or 2 grade improvement was not completed.	Unable to measure.
3.3 Percentage of regular program participants with increased social and emotional skills, as evidence by student surveys	Student Survey	Student surveys were conducted at the end of each quarter; but surveys were not social-emotional specific.	Unable to measure.

3.4 Regular program participants will be less likely to have behavior referrals (A-D), compared to the general school population.	Behavioral Referrals	Data collected was not disaggregated quarterly; therefore comparison between semester 1 or 2 behavior improvement was not completed.	Unable to measure.
4.1 Regular program participants will be less likely to be chronically absent, compared to the the general school population	Attendance	At this time, there is no conclusive data to determine if KKP students who attended ASAS Hawaii programs were likely to improve their daily attendance compared to the rest of the student population.	Unable to measure.
5.1 Participants will have access to service learning projects, twice annually	Evaluator will assess results in semi-annual/year-end evaluation reports	KKP 21CCLC community partnerships enabled participants access to service learning projects.	Met
5.2 Participants will have access to cultural and environmental excursions, twice annually.	Evaluator will assess results in semi-annual/year-end evaluation reports	KKP 21CCLC community partnerships enabled participants to access cultural and environmental field trips.	Met
6.1 Parents and family members will have access to four community events and one learning workshop annually.	Evaluator will assess results in semi-annual/year-end evaluation reports	An estimated 599 family members engaged in several events, such as quarterly end Hoike events and Sports Showdown events. These family engagement events met KKP 21CCLC target of 4 events.  In addition, the Advisory Board meets every semester and parents are represented on the Board.	Met
7.1 Percentage of students who: <ul style="list-style-type: none"> <li>- qualify for free or reduced lunch</li> <li>- have special needs or learning disabilities</li> <li>- are English-language learners</li> </ul>	School level data (e.g. HIDOE SIS) & Output Reports	69% of participants qualified for free or reduced lunch, exceeding the 55% KKP 21CCLC output target. In addition, KKP 21CCLC served 14% of participants with special needs or learning disabilities; and 6% of English-language learners.	Progress
8.1 Number of students who participate in summer programs annually	Attendance	SY19-20, 270 students participated in KKP 21CCLC Summer program.	Met

### Achievement of Program-Specific Goals Discussion

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

KKP 21CCLC implemented a comprehensive after-school and summer program. 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. Unfortunately, the lack of disaggregated data on key performance indicators obscured the success of the program:

- Participants will demonstrate positive behavioral changes:
  - Behavioral risk data was collected; however, data was not disaggregated quarterly. Therefore, a determination could not be made to illustrate a decrease in the number of behavioral incidents at school (see Objective 3.2 Discussion).
  - Student surveys were conducted at the end of each quarter; but surveys were not social-emotional specific (see Objective 3.3 Discussion).
- Participants will demonstrate positive attendance behaviors: Chronic absence was collected; however, data was not disaggregated quarterly. Therefore, a determination could not be made to illustrate a decrease in the number of absences from school (see Objective 3.1 Discussion).

#### 4.C. ADDITIONAL DATA

##### 4.C.1 Success Stories

Members of the ASAS Hawaii Youth Advisory Board from Hawaii Island participated in the Child and Youth Summit. The group stayed at Camp Erdman and participated in team building and leadership activities.

Students from Pahoa and Keaau ASAS travelled to Oahu to take part in the Special Olympics Hawaii Holiday Classic at Joint Base Pearl Harbor-Hickam. This tournament brings special education and general education students together to compete with students from all over Hawaii in a variety of sports.

In February, students from Ka‘ū, Kea‘au and Pāhoā Centers came together at Kea‘au Middle School for a Valentine’s Day dance. It provided the opportunity for students to meet with their fellow KKP students and enjoy several hours of eating, dancing and socializing.

##### 4.C.2 Best Practices

KKP 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 KKP 21CCLC continues through the pandemic, an increased focus 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, ASAS Hawaii has created a positive relationship with school administration and the HDOE. They also work closely with faculty members on logistics, communication with parents, and coordination with teachers to ensure an effective learning environment. Working together, these organizations can achieve the goal of educating and supporting the youth.

**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 Kau parent:

I am sincerely grateful for the opportunities afforded through After-School All-Stars, which helped build confidence and learn new things. This program has given my daughter the confidence she needed. She is now able to speak up and she participates in all the events. My daughter has been able to get up in front of a crowd and dance hula, which she's never done before. She is learning how to cook. She also played basketball, being one of the only girls on the team. She went on to be named MVP of the last basketball game...In our area there's not much (if any) activities for middle school students. If it wasn't for this program my children would be at home, probably doing nothing.

From a Keaau parent:

My son participated in many activities in the program. He was able to participate in football, basketball and strength and conditioning classes. My child was able to attend an overnight camping trip to the other side of the island and was very blessed to also participate in the first 7vs7 team for Kea'au Middle School.

My son benefited from these opportunities by becoming more social with other classmates and adults. He has gained more confidence in himself and has become more active. He has learned to push himself to try new things and do get out of his comfort zone.

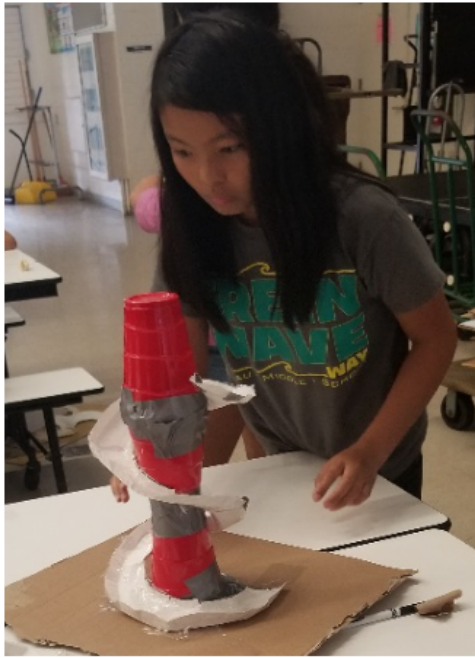
If my son didn't attend the All-Stars program and have access to the supervised after-school program, he would hang out at school with his friends until his parents finished work, or get picked up and hang out at the family business. It was really helpful to have All-Stars for him to attend for an hour after school on days that he had football practice. He was able to focus on getting homework done before getting picked up.

**4.C.4 Pictures**

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







## 5. Sustainability Plan

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### 5.A ORIGINAL SUSTAINABILITY PLAN

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

The KKP 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 KKP 21st CCLC will pursue additional resources to ensure sustainability. These resources may include a Hawaii County Grant-In-Aid and private grants through Hawaii Community Foundation and a variety of other funding sources.

### 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 KKP 21CCLC is in its third year for this funding contract. There is an ability to 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: Hawaii County Grant-In-Aid, UPLINK, Hawaii Community Foundation, PWH Scholars, Kamehameha Schools and McInerney Foundation.

Community partners include: UH Hilo, Pu'uuhonua o Puna, Volcano National Park, Panaewa Zoo, Flumin Kohala, Hawaii County Parks and Recreation, Special Olympics of Hawaii, Hobby Garden, KTA Superstores, Lights On After-School, Hawaii After-School Alliance, and many others.

## 6. Conclusions and Recommendations

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### 6.A CONCLUSIONS

Through Year 2 of the grant, KKP 21CCLC communicated with both State HDOE 21CCLC leads and ASAS Hawaii. ASAS Hawaii continues to work closely with faculty members at each school on logistics, communication with parents, and coordination with teachers to ensure an effective implementation of the after-school and summer programs.



## 6.B RECOMMENDATIONS

Based on the results of the evaluation, the following are recommendations:

1. Improve data collection:
  - a. Establish tracking reports to assess improved attendance (Q1-Q4), improved behavior (Q1-Q4), and on-time grade promotion.
  - b. Ensure all data is collected in a timely manner from ASAS Hawaii and KKP school partners.
  - c. Frequent progress monitoring of the implementation of planned activities to determine effectiveness using accurate and timely data.
2. When feasible and safe, after COVID precautions allow school sports, it is essential to establish the competitive sports league for KKP centers or work towards including them in a pre-existing league that guarantees regular league format games all year.

## 6.C REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

For the 2019-20 school year, the programs at each of the Centers were implemented as planned until the school closures in March 2020. Thereafter, the organization invested in technology and skills development, trained staff members to develop video content and utilize virtual platforms.

## 6.D EVALUATION DISSEMINATION

KKP and ASAS Hawaii will communicate and share the site-based evaluation to program staff members, school principals, and the 21CCLC advisory board. Center Director and Coordinators need to continue to meet quarterly with the evaluation as a guide.