Hawaiʻi 21CCLC Evaluation Report Template – SY2019-20 Cohort 10+ and Cohort 11 – Final Evaluation

OVERVIEW

To assist subgrantees with meeting state evaluation requirements the HIDOE has created a standardized template for evaluations of the 21CCLC programs. Cohort 10+ and Cohort 11 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 September 30, 2020.**

Evaluation Element	Complete?
1. General Information	☐
Exhibit 1: Basic Information Table	☐
Exhibit 2: Center Information Table	☐
2. Executive Summary	☐
3. Program Description	☐
3.A. Program Description	☐
3.B.1 Goals	☐
3.B.2 Objectives	☐
3C1. Attendance	☐
Exhibit 3: Students Served Summer 2019	☐
Exhibit 4: Students Served School Year 2019/20	☐
Exhibit 5: Students Served 2019/20 (Combined and Unduplicated)	☐
Attendance Discussion	☐
Exhibit 7: Characteristics of Students Served	☐
Exhibit 8: Race/Ethnicity of Students Served	☐
3.D. Programming	☐
3.D.1 Activities Summer 2019	☐
3.D.2 Activities School Year 2019/20	☐
3.D.3 Activities COVID-19 School Closure	☐
3.E.1 Program Materials	☐
3.E.2 Resources	☐
3.F. Staff and Others Involved in the Program	☐
Exhibit 9: Number of Staff by Position	☐
Exhibit 10: Average Hours per Week by Position	☐
Exhibit 11: Partners	☐
Partnership Description	☐
3.H. Parent/Family Involvement	☐
4. Evaluation	☐
4.A.1. Evaluation Design Overview	☐
4.A.2. Implementation Evaluation	☐
4.A.3. Outcomes Evaluation	☐

4.B.1. Implementation of Evaluation Results	☐
Evaluation Implementation Discussion	
4.B.2. Key Performance Indicators – Objective 1	☐
Exhibit 12: Performance on KPI Objective 1.1 – Core Educational Services	☐
Core Educational Services Discussion	☐
Exhibit 13: Performance on KPI Objective 1.2 – Enrichment and Support Activities	☐
Exhibit 14: Performance on KPI Objective1.3 – Community Involvement	☐
Community Involvement Discussion	☐
Exhibit 15: Performance on KPI Objective 1.4 – Services to Parents and Family Members	☐
Parent and Family Member Discussion	☐
Exhibit 16: Performance on KPI Objective 1.5 – Hours Per Week	☐
4.B.4. Achievement of Program-Specific Objectives	☐
Exhibit 21: Progress on Program-Specific Objectives	☐
Achievement of Program-Specific Objectives Discussion	☐
4.C.1. Success Stories	☐
4.C.2 Best Practices	☐
4.C.3 Student, Teacher, Parent, Staff, or Community Input	☐
4.C.4 Pictures	☐
5. Sustainability Plan	☐
5.A. Original Sustainability Plan	☐
5.B. Updated Sustainability Plan	☐
6. Conclusions and Recommendations	☐
6.A. Conclusions	☐
6.B. Reflections on Program Implementation and Impact	☐
6.C. Evaluation Dissemination	☐

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	October 27, 2020
Grantee Name	Kaimuki Complex
Program Director Name	Elizabeth Austin
Program Director Email	elizabeth.austin@k12.hi.us
Evaluator Name	M. Betsy Bounds
Evaluator Email	Blb22@aol.com

Exhibit 2: Center Information Table

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

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 as the project closes out. 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 Reflection

The Kaimuki Area is diverse socioeconomically, with areas of high per capita income tangential to areas with high poverty, high immigrant and transient populations and low education. Two schools are included in the CCLC grant for. Kaimuki Complex that is characterized by high poverty with over 54% of students at each CCLC site eligible for free/reduced lunch (76% at Jarrett and 55% at Washington) . The Kaimuki 21st CCLC's targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect. Each of the schools serves grades 6-8.

The grant is administered by Elizabeth Austin and there is a coordinator at each site.
The complex subcontracted student services to After School All Stars (ASAS)who have provided a wide variety of activities for students and their families. Some examples include music instruction, sports/physical activities, tutoring, homework help, STEM activities, arts and crafts, and field trips. Quarterly Hoi'ke family nights brought many family members to the schools to participate in activities with their students and to meet their child's teachers.   Over 55 partners worked with ASAS in providing opportunities for students such as learning to sail, learning to play golf, field trips to places such as the Bishop Museum and Polynesian Culture Center. Academic support was provided as well as academic enrichment. Activities were provided for three hours a day, five days a week and in addition, some weekend activities were provided.   A site coordinator worked with classroom teachers to identify what skills the students need to work on. After the COVID 19 school closure, ASAS continued to provide many virtual activities to students.

The evaluation was conducted by a contracted external evaluator and designed to address the required CCLC objectives as well as to provide a process and outcome evaluation. The design included.   The process evaluation determined if activities were implemented on time and whether there were challenges to be addressed.   The outcome evaluation was designed to determine if students improved academically on the Smarter Balanced Assessment compared to the whole school, if grades improved from first to 4th quarter in English/Language Arts (ELA) and math and if teachers saw improvement in areas such as attendance, behavior and academic

performance according to a teacher survey and if parents and students were satisfied with services provided.

In the last of the 5-year grant, the school closure meant that there are no final results using the Smarter Balanced Assessment (SBA) state standards assessment or teacher surveys normally distributed in May. Therefore, the Data+Design has been relied upon for some academic, behavior and attendance data. A parent and student survey was distributed and results have been analyzed and included.

The report on grades which was just through quarter three indicate at Washington Middle School, 38% of the students that needed to improve their grade in ELA did improve. In math, 48% of the students that needed to improve did. In science, 28% improved. At Jarrett: 35% that needed to improve their grade in ELA, 13% that needed to improve in math and 29% who needed to improve in Science did. Due to COVID closure, teacher surveys were not distributed so no teacher input was available to show classroom improvement. On attendance, student that attended for 30 days or more had fewer chronic absences than non-attendees and fewer behavior referrals. Parent and student surveys indicated high satisfaction with the program. On the parent survey, at least 89% of parents agreed with all statements including that CCLC was a safe place, keeps them well-informed about after school activities, staff cares about their child, invites them to Hoi'ke or other events and has helped them learn about the after-school program and how to support their child. 100% at both schools agreed that the CCLC provides quality activities that meet their child's needs, motivates their child to do better in school, staff are respectful and helpful, and that they are satisfied that the CCLC provides a safe and supportive experience. On the student survey mor than 95% would recommend ASAS to their friends, like attending after-school programs, like the activities offered, and feel safe as indicated by a "yes" or "sometimes" answer.

Two areas of exceptional success were in the number of partners and family participants. There were about 55 partners for each of the schools and the number of family member participants was Jarrett with 323 family members participating and Washington with 214 participating. A quarterly event was designed especially to encourage family participation.

In conclusion, overall there were a lot of good results at both schools especially in long-term attendance, use of a lot of partners and really good attendance by family members. ASAS worked closely with the school and teachers and were able to provide a wide variety of opportunities for students that they would not have otherwise had. Despite the closing due to the pandemic, a number of activities were made available to students in creative ways including through social media.

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 5 or Year 6.).
- Describe the community and schools involved in the program, including evidence that these are high-poverty communities.
- How did the program shift over the life of the project?

The Kaimuki McKinley Roosevelt Complex Area administers the grant for Kaimuki Complex. Elizabeth Austin serves as project director at no cost to the grant. Elden Nakamura monitors the finances at no charge. Student activities provided to students are subcontracted to After School All Stars (ASAS). This report covers the fifth and final year of the grant that was awarded in the 2015-16 school year. There are two schools in the grant: Jarrett Middle School and Washington Middle School, each serving students in grades 6-8.

The Kaimuki Area is diverse socioeconomically, with areas of high per capita income tangential to areas with high poverty, high immigrant and transient populations and low education. The Jarrett attendance area includes the low-income Palolo Valley Homes, University of Hawaii faculty housing, and single-family homes in Kaimuki and St. Louis Heights. The Kaimuki Complex area is characterized by high poverty with over 54% of students at each site eligible for free/reduced lunch (76% at Jarrett and 55% at Washington) . The Kaimuki 21st CCLC's targets middle school youth who face one or more challenges indicating they are "at-risk" including: poverty, low academic performance, and lack of quality after-school alternatives, which enhance learning, improve students' attitudes toward school and have a positive overall effect.

Since ASAS had worked with the schools prior to the current grant, they were able to hit the ground running in year one at full capacity and provide comprehensive services throughout the grant period. The biggest shift occurred when the COVID-19 pandemic caused schools to close and services were provided remotely. Despite the challenges caused by this, ASAS still was able to provide services to students.

3.B. PROGRAM GOALS AND OBJECTIVES

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

- **Goals** are brief, general statements about what the program hopes to achieve.

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

3.B.1. Goals
What are the overall goals of your particular program? Please number each major goal. See example in grey. It is not necessary to have five goals, but space is provided in case you do.

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

3.B.2. Objectives
What specific measurable objectives are being used to address your program's goals? It is not necessary to have four objectives per goal, but space is provided just in case. Link objectives to the specific goals articulated above in section 3.B.1. See examples in grey below. Enter all that apply.

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

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
Jarrett Middle School	0	
Washington Middle School	25	6,7,8
Subgrantee Total	25	6,7,8

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	Grade Levels
Jarrett Middle School	162*	139*	6,7,8
Washington Middle School	135*	88*	6,7,8
Subgrantee Total	297	227	6,7,8

*Note that one student that didn't have all data was said to attend for 198 days at Jarrett and one student without all the data was said to attend for 189 days so this total reflects them added.

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

Center	2019-20 Enrollment – Total	2019-20 Enrollment – Regular*	
Jarrett Middle School	170	126	6,7,9
Washington Middle School	141	78	6,7,8
Subgrantee Total	311	204	6,7,8

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

Attendance Discussion

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

In the Spring report, 86% at Jarrett attended for 30 days or more and at Washington, 65% of students attended for 30 days or more for a total in the complex of 74% being regular attendees. In the End of Year report, 74% at Jarrett and 55% of Washington students attended for 30 days or more for a total for the complex of 66% that attended for 30 days or more. The schools used incentives for students to attend for 30 days or more. The program provided incentives for students such as participation in field trips or sports activities if they had good attendance and good grades.

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

The table will automatically compute totals in the final row.

Exhibit 6: Characteristics of Students Served (19/20 combined and unduplicated)

Center	F/R Lunch		Special Needs		ELL		Male		Female	
Jarrett Middle School	67	39%	28	16%	23	14%	98	58%	72	42%
Washington Middle School	110	79%	30	21%	26	18%	81	57%	60	43%
Subgrantee Total	177	59%	58	19%	49	16%	179	59%	132	44%

Note: These data should match data reported in Exhibit 6.

Exhibit 7: 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 +
Jarrett Middle School			39	23%	50	29%	3	2%	26	15%	5	3%	47	28%
Washington Middle School			41	29%	48	34%	2	1%	24	17%	3	2%	23	16%
Subgrantee Total			80	26%	98	32%	5	2%	50	17%	8	3%	70	23%

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.

Summer 2019 activities included academic enrichment, sports/physical activities, arts and music and tutoring.

Describe activities offered during school year 2019-20.

During the school year, activities at both sites included academics, arts, music, field trips, sports and physical activities, tutoring, homework help, entrepreneurship, truancy prevention that

included academic enrichment. In addition there were some activities on the weekend including field trips and sports activities.

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

With the closing of schools in March, in-person 21st CCLC programming was suspended. While sites were unable to provide in-person programs, staff continued to support students during school closures and maintained connections with students through social media platforms including Facebook, Instagram, YouTube, and TikTok. Students engaged in virtual group activities such as Coach Gabe's pushup challenge; Ohana Vibes weekly video series with home-based activities; online music classes with Kumu Tiana, and virtual tours of sites such as the international space station and Son Doong, the world's largest cave.

Staff members provided daily exercise activities and resource links to educational content providers such as PPO Crafts, Science Buddies, Paper Craft Art, STEAMsational, and Science Fun for Everyone. Staff members maintained regular work hours. They updated the lesson plan library and reviewed and updated lesson plans with a focus on STEM. These resources will be available for program staff to implement once real-life programs resume. Program staff updated program data and began planning for summer programming.

3.E.   CHARACTERISTICS OF PROGRAM MATERIALS AND RESOURCES

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

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

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

Resources utilized included the sports fields, classrooms and computer access at each of the schools that were provided in kind by the KMR Complex Area. In addition, partners provided additional resources during activities they provided. After the school closing, online programming was offered through social media platforms.

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.

At each site a coordinator was there during the school day to contact school-day teachers, check on grades and prepare for the after-school activities. Other staff members provided a variety of activities including sports, tutoring/homework help and academic enrichment.

Exhibit 8. Number of Staff by Position (19/20 combined and unduplicated)

Center	Administrators		College Students		Community Members		High School Students		Parents		School Day Teachers		Non-Teaching School Staff		Sub-contracted Staff		Other	
	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol	Paid	Vol
Jarrett Mid. School	1		5	10	2	17		7					1					
Washington Mid. School	1		3		3	0	1	2										
Subgrantee Total	2		8	10	5	17	1	9					1					

Exhibit 9. Average Hours per Week by Position

Center	Administrators	College Students	Community Members	High School Students	Parents	School Day Teachers	Non-Teaching School Staff	Sub-contracted Staff	Other
Jarrett Middle School	15	10	10	5			10		
Washington Middle School	15	5	10	5					
Subgrantee Total	30	15	20	10			10		

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 10: Partners

Partner Contributions	Total Number of Partners	
Contribution Type	# Paid Partners	# Unpaid Partners
Provide evaluation services	1	
Raise funds		2
Provide programming/activity related services		50
Provide goods		10
Provide volunteer staffing		
Provide Paid Staffing		
Other		

	Subgrantee Total	1	62

Partnership Description

Provide a brief description of successes with partnerships.

Jarrett had 57 partners and Washington had 59 partners participate in CCLC (56 were at both sites). They have provided expanded activities for the students that would not otherwise have been available such as access to a variety of sports activities, field trips, musical instruction, and more. For instance Sustainable Coastlines provided informational sessions and guest speakers. Mana Maoli provided weekly classes to facilitate individual and community healing and empowerment by fostering lifelong learners who think, feel and act in ways that are pono, Diamond Head Theater provided members to lead classes in theater and public speaking. First Tee Hawaii and the Hawaii Yacht Club provided sports instruction in areas not normally available.

Provide a brief description of challenges with partnerships.

There are a large number of partners available through ASAS and we try to schedule so that all are able to work with the students.

3.H.   PARENT/FAMILY INVOLVEMENT

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

Jarrett had 323 family members participate and Washington had 214 participate. Some events Parents were encouraged to visit, come to student showcases and observe classes. Quarterly Hoi'ke family nights brought many parents in to the school where they could meet their child's teacher and work with them on creating a project.

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.

At the Hoike family nights, there were games and activities such as making cookies together. Family members were able to see what skills the students were working on in CCLC on as well as some of their work.

4.   Evaluation

4.A.   EVALUATION PLAN

4.A.1. Evaluation Design Overview
Provide a one-paragraph brief overview of the evaluation design.

Evaluation includes a process and outcome evaluation. A process evaluation determines if project services have been implemented on time, identifies any barriers encountered and the resolution, and determines what staff and partners believe has been working well and to identify any areas that could improve programming. The outcome evaluation is designed to address program objectives that tie directly to 21st CCLC objectives, as outlined in the performance indicator chart. In addition to monitoring participant attendance, behavioral and academic indicators, the evaluation determines if the program is meeting guidelines for program content, community partners, family engagement, program hours and service to high-need populations. The outcome evaluation includes parent and student surveys to determine satisfaction, analysis of academic progress on grades, but due to the pandemic, teacher surveys could not be completed nor could the SBA results be utilized.

4.A.2. Implementation Evaluation

Describe how program implementation is being documented.

Sample Implementation Questions:

Has the program been implemented as planned in the grant application? If no, what changes were made, and why?

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

Which community-based partnerships, as planned in the grant application, have been established and maintained, and which ones were not? Why?

Are program activities interesting and valuable to students, teachers, administrators, and community partners?

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

What implementation questions are being answered?	Has the program been fully implemented? How many hours are services provided? Were challenges encountered and if so, how were they resolved? Are parents and students satisfied with activities offered?
What data collection methods are being used (e.g. interviews, observations)?	Surveys, review of participation data, academic achievement data, interviews with project staff to determine satisfaction, identify any challenges and determine resolution
What is the timing of data collection?	Student and parent surveys were collected in Fall and Spring. Participation data is collected Fall, Spring and Summer. Teacher surveys and SBA could not be collected this year.
How have the recommendations from previous evaluations been implemented? (Provide examples)	The recommendation to continue to have family activities and utilize partners was met as there continues to be regular family activities and partner involvement. They continued emphasis on having students attend for 30 days or more through incentives. The recommendation to work with school-day teachers was addressed by having a coordinator be at school during the regular school day. Addressing ELA has been addressed by homework. Help, tutoring and addressing it during enrichment activities.

Programming continued virtually after the school closure due to COVID 19.

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 11: 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	Did student grades in reading and math improve from Fall to Spring?	Grades provided by Data+Design but 4th. Quarter not available.	The report on grades which was just through quarter three indicate at Washington Middle School, 38% of the students that needed to improve their grade in ELA did improve. In math, 48% of the students that needed to improve did. In science, 28% improved. At Jarrett: 35% that needed to improve their grade in ELA, 13% that needed to improve in math and 29% who needed to improve in Science did.
2	Did behavior improve?	Usually use the teacher survey but not available at this time. Data+ Design is all available.	86 of non-participants had A,B,C and D offenses compared to 72 of those who attended. The students with the lowest percentage of behavior referrals was the students who attended 90 days or more at 13%. The number of students who attended CCLC and had 15 or more absences was 27 versus 85 of non-participants. 86 of non-participants had A,B,C and D offenses compared to 72 of those who attended.
3	Did attendance and turning homework in on tie improve?	The teacher survey was not able to be distributed due to early school closure. Information from Data+Design output report is included.	The number of students who attended CCLC and had 15 or more absences was 27 versus 85 of non-participants. The population with the lowest percentage of chronic absences was students who attended 30-59 days and 60-89 at 4%.
4	Are CCLC students performing better on the SBA than non-CCLC students?	This could not be determined as the SBA was not administered this year.	Not able to determine
5			

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.

The program at both schools was fully implemented from the start of the grant through the end of the grant. Services were provided for 15 hours a week during the school year.
 The main challenge was the school closure which was handled by having online activities provided. Both students and parents were very satisfied with the services offered as indicated in the survey results in 4.C.3 below.

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

Objective 1: 21st Century Community Learning Centers will offer a range of high-quality educational, developmental and recreational services.

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

Objective 1.1: Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, or science. (Click Yes or No for each academic area)				
Center	**Reading & Literacy**	**Math**	**Science & Technology**	**Other (specify)**
Jarrett Middle School	Yes	Yes	Yes	College/career readiness
Washington Middle School	Yes	Yes	Yes	College/career readiness

Core Educational Services Discussion

Provide a brief description of evidence that these services are of <u>high quality</u>.

CCLC staff worked with school day teachers to get information about what students needed and what they were working on in class. Academic standards were integrated into educational enrichment activities.

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

Objective 1.2: Centers will offer enrichment and support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation. (Click Yes or No for each enrichment area.)						
Center	**Arts & Music**	**Physical Activity**	**Community Service**	**Leadership**	**Tutoring/ Homework Help**	**Other (Specify)**
Jarrett Middle School	y	y	y	y	y	Truancy prevention
Washington Middle School	y	y	y	y	y	Truancy prevention

Exhibit 14: Performance on KPI Objective 1.3 – Community Involvement

Objective 1.3: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

Center	Number of community partnerships	Description of community partners and their services .
Jarrett Middle School	57	Some partners provided field trip opportunities such as the Polynesian Culture Center, some provided sports instruction such as the Hawaii Yacht Club, U.S. Tennis Association Hawaii, First Tee of Hawaii, some helped with cooking and nutrition including a meal at Roy's restaurant, some provided community service opportunities and many provided supplies and resources.
Washington Middle School	59	Some partners provided field trip opportunities such as the Polynesian Culture Center, Bishop Museum, Hawaiian Mission Houses and information about the Hawaiian culture, some provided sports instruction such as the Hawaii Yacht Club, , U.S. Tennis Association Hawaii, First Tee of Hawaii, music instruction such as the Taiko Center of the Pacific and many provided supplies and resources.

Community Involvement Discussion

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

> Many of the partners have been working with the CCLC throughout the grant period. They have greatly enriched the opportunities available to students at the two schools.

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

> No real challenges.

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

Objective 2.3: Centers will offer services to parents and other family members of students enrolled in the program.		
Center	Number of parents/ family members participating SY19/20	Description of services to parents and other family members.
Jarrett Middle School	323	Family nights, student performances
Washington Middle School	214	Family nights, student performances
Total	537	

Parent/Family Services Discussion

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

> Both schools scheduled specific family events to engage family members and were very successful in bringing family members into the school. They had families work together on projects and family members enjoyed the activities. There was a quarterly Hoi'ke family

activity where students and families did activities such as making cookies, playing games and more. Parents were made to feel welcome to participate in any of the activities and to visit classes at any time.

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

No particular challenges. It is always nice to have as many parents as possible participate but the numbers at both schools of family member participation are high.

Exhibit 16: Performance on KPI Objective 1.5 – Hours per Week

Objective 1.5: Centers will offer services at least 12 hours per week on average during the school year and provide services when school is not in session, such as during the summer and holidays.		
Center	Average number of hours per week services offered during summer 2019	Average number of hours per week services offered during the school year 19/20
Jarrett Middle School	NA	15
Washington Middle School	12	15

[**Key Performance Indicators (KPIs) – Objective 2**

Objective 2 - 21st Century Community Learning Centers are located in high-poverty communities. (Not included here - Communities are already described in Section 3.A, and Free & Reduced Lunch Data are provided in Section 3C2, and Exhibit 6 above.)

4.B.3   Key Performance Indicators (KPIs) – Objective 3

Objective 3: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or 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 17-20 are not included here.

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

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

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

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

4.B.4   Achievement of Program-Specific Objectives
Please describe achievement of the program-specific objectives described earlier in Section 3.B.2.

Exhibit 21: Progress on Program Specific Objectives

Objective	Measure	Results	Met/Not Met
1.1 Regular program participants will achieve better indicators in attendance and behavior, compared to general school population.	Attendance data, behavior data from Data+Design	The number of students who attended CCLC and had 15 or more absences was 27 versus 85 of non-participants. 86 of non-participants had A,B,C and D behavior offenses compared to 72 of those who attended.	Met
2.1 100% of centers offer high-quality services in at least one core academic area.	Course description, CCLC schedule of classes offered	Both centers offered STEM and Literacy skills instruction	Met
2.2 100% of centers will offer enrichment & support activities such as academic assistance, remediation and enrichment, nutrition and health, art, music, technology, and recreation	Activities Form and class descriptions	Both centers had a variety of enrichment and support activities including homework help, service learning, arts and music and more.	Met
2.3 More than 85% of centers will establish and maintain community partnerships that increase levels of community collaboration in planning, implementing, and sustaining programs.	Partner list and description	Both schools had a large number of partnerships (57 at Jarrett and 59 at Washington)	Met
2.4 More than 85% of centers will offer services to parents and other family members of students enrolled in the program.	Parent attendance sign-in forms	Both centers offered a number of opportunities for parent participation.	Met
More than 75% of centers offer services at least 12-16 hours/week average during school year and when school not in session, such as during the summer and holidays.	CCLC schedule	Each site offers 3 hours/5days a week of services	Met
3.1 High-need communities: 100% of centers are located in high-poverty communities.	Determination of free/reduced lunch rate	Both schools have more than 54% of their students eligible for free/reduced lunch	Met
4.1 Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts and/or math.		Due to the pandemic and early school closure, there was no SBA testing and teacher surveys could not be completed. The only measure was the grades though 4th quarter was not available. At Jarrett, 13% improved in math and 35% improved in ELA. At Washington, 48% improved in math and 38% improved in ELA.	N/A (because of limited and incomplete data, it is hard to say the objective was met though some students did improve their grades by 3$^{rd.\ quarter.}$

Achievement of Program-Specific Objectives Discussion
Describe success and challenges in meeting program-specific objectives.

The big challenge this year was the school closure due to the pandemic which limited information on academic achievement. Normally we would have SBA and teacher survey

results to determine improvement in academics, attendance and behavior but do not this year. There are positive results in absences and behavior referrals compared to non-participants. Parent and student surveys have indicated a positive perception of the CCLC program offered. Of the participants, 59% of students were eligible for free/reduced lunch (39% at Jarrett and 79% at Washington).

4.C.   ADDITIONAL DATA

4.C.1   Success Stories

Each site had a large number of partners and a lot of family participation. Students were able to have experiences not ordinarily available through the school such as sailing, creating a play, field trip to Waimea Falls and learning about Hawaiian culture and practices. The field trips served as an incentive for students to do well in school and participate regularly.

4.C.2   Best Practices

Having family activities where students and family members participate together has been very effective in involving family members. Having students put on a production has also been a good way to get families to participate. ASAS has actively sought partners to offer information and services to students and this has made it possible to have a wide variety of activities.

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.]*

On Student and parent surveys, some of the results are as follows:

Parent Surveys
Over 89% of parents felt CCLC was a safe place for their child. 95% of parents at Jarrett and 100% of parents at Washington reported that CCLC keeps them well informed about after-school activities. 100% of parents from both Jarrett and Washington felt CCLC motivated their child to do better in school. Of the parents at both schools, 100% of parents believed CCLC has improved their child's general attitude about school.

Student Surveys
When asked if they like attending after-school program/classes, 72% of students at Jarrett and 77% of Washington said yes. 27% at Jarrett and 19% of Washington said sometimes. 75% of students at Jarrett and 57% of students at Washington answered yes when asked if they like the activities offered afterschool, while 23% at Jarrett and 43% at Washington answered sometimes. 59% of students at Jarrett and 78% of students at Washington believe the afterschool helps them do better in school. 33% of students at Jarrett and 18% at Washington believed it sometimes helped. On the question "I feel safe at CCLC (physically and emotionally), 80% of students at Jarrett and 83% of students at Washington said yes. 19% of students at Jarrett and 17% answered sometimes.

Complete results are at the end of the report.

4.C.4   Pictures

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

Families and Students enjoyed a full-on meal at Hoike. Thank you, families, for bringing food.

It doesn't just take singing, dancing, and remembering lines, but also takes building sets for every scene of The Little Mermaid.

They learned about how ancient Hawaiians lived and hiked to the beautiful Waimea Falls.

The "Music Exploration" class has the opportunity to learn how to play the taiko drums with the Taiko Center of the Pacific. They've been learning different techniques required to make different sounds on each drum.

Students in the Mad Scientist class created their own fidget spinners made from art supplies.

My Story is a partnership led by Domestic Violence Action Center staff to help girls discover the truth and beauty within themselves. These All-Stars truly enjoyed the discussion and of course the free snacks.

The ASAS students and families put their creative cap on when they were in the "Cookie Corner." They made some really cool designs.

Students in the Football class join Coach Kaipo in conditioning and drills.

The Juice Bar class learns the nutritional value of the different ingredients they use to determine the healthiest combinations. They now understand the importance of knowing what you eat.

5. Sustainability Plan

5.A ORIGINAL SUSTAINABILITY PLAN

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

The sustainability plan called for participation in the Hawaii Afterschool Alliance to network and build partnerships to build sustainable funding for CCLC. The plan is the same but with added partners. In addition, seeking additional grant funding is a consideration

5.B IMPLEMENTING SUSTAINABILITY

Describe how programming levels will be sustained after the grant ends, including:
● What components of this project will be sustained after this final year?
● How will equipment transferred help to sustain out-of-school programming beyond this 21CCLC program?

There was not any equipment purchased during the grant period. The national ASAS is helping ASAS Hawaii continue some programming and partners are working to support the program where they can. ASAS is seeking grant funding to continue programming as much as possible.

6. Conclusions and Recommendations

6.A CONCLUSIONS

The program was fully implemented from shortly after notification of funding and continued to provide services 5 days a week for 3 hours as well as activities on some weekends and in the summer of 2019. The school closure due to the pandemic caused the program to change the way they delivered services but many activities were offered virtually through the end of the year. Overall, there were some very good results including fewer chronic absences and behavior events for CCLC versus non-CCLC participants, improved grades, and satisfaction on the part of students and their parents. Parent and partner participation were successful and a wide variety of programming was made available to students and family members.

6.B REFLECTIONS ON PROGRAM IMPLEMENTATION AND IMPACT

The fact that ASAS had prior experience at both schools helped the implementation begin from the beginning of the grant. Parent and student participation were good throughout the grant period, even after schools closed because of the pandemic. ASAS continued with virtual classes for students.

6.C EVALUATION DISSEMINATION

The results are shared with stakeholders including project and school staff, administration, and family members through posting on the website, at the school and shared at meetings.

Survey Results

Jarrett and Washington Parent Survey (Jarrett-10 responses; Washington-19 responses)

Question	% Agree		% Disagree		% Don't know	
	Jarrett	Wash.	Jarrett	Wash.	Jarrett	Wash.
A safe place for my child	100%	90%				10%
Keeps me well informed about after-school activities	95%	100%			5%	
Provides quality activities that meet my child's interest and talents, such as sports, dance, art etc.	100%	100%				
Invites me to Hoike or other events	100%	90%				10%
Motivates my child to do better in school	100%	100%				
Has improved my child's general attitude about school	100%	100%				
Has helped me learn about the after-school program and how I can support my child	89%	100%			11%	
Staff are respectful and helpful	100%	100%				
Staff care about my child	100%	90%				10%
Overall, I am satisfied with ASAS in providing my child with a safe and supportive after-school experience	100%	100%				

Jarret and Washington Student Surveys 2020 (Jarrett Responses – 60; Washington – 49)

Question	% Yes		% Sometimes		% No		% No Answer	
	Jarrett	**Wash.**	**Jarrett**	**Wash.**	**Jarrett**	**Wash.**	**Jarrett**	**Wash.**
I like attending after-school program/classes	72%	77%	27%	19%	2%	4%	-	1%
I like the activities offered afterschool	75%	57%	23%	43%	2%	-	-	-
I have friends in my afterschool program/class	86%	88%	12%	10%	2%	2%	-	-
My afterschool program helps me do better in school	59%	78%	33%	18%	9%	4%	2%	-
The All-Stars staff knows me well	53%	78%	39%	22%	8%	-	1%	-
I have a positive role model at All-Stars	49%	69%	46%	27%	5%	4%	3%	1%
I feel safe at All-Stars (physically and emotionally)	80%	83%	19%	17%	2%	-	1%	1%
I get a lot done during homework hour	58%	43%	37%	55%	5%	2%	1%	-
I learned something on a field trip or from a guest speaker that helps me do my best in school	50%	49%	32%	24%	18%	27%	4%	-
I learned how to help others or help my school through service projects	54%	43%	34%	39%	13%	18%	4%	-
I would recommend ASAS to my friends	70%	84%	26%	14%	4%	2%	3%	-